



Academic achievement in relation to Social Maturity of Secondary and Higher Secondary students

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Abstract

The objective of this study is to review studies related to academic achievement of students in relation Social Maturity at secondary and higher secondary school level. Thirty four research works on the Academic achievement and Social maturity were consolidated. The review covers the variables of the study, methodology adopted, sample of the study, tool used and the important findings and recommendations.

Key words: Academic Achievement, Social Maturity, Higher Secondary students.

Introduction

A review of related literature is the process of collecting, selecting, and reading books, journals, reports, abstracts, and other reference materials related to the problem area selected for study. The review includes, background information about the problem and related concepts, Theories that explain the existence of the problem and the possible connection between certain factors and the problem, data that confirms the existence and seriousness of the problem, general and specific findings of studies related to the problem and recommendations for further study given in related studies.

A review of related literature is a must in research. The reasons for the necessity are: It helps the researcher identify and define a research problem, It helps justify the need for studying a problem, It prevents unnecessary duplication of a study, It can be a source of a theoretical basis for the study, It enables the researcher to learn how to conceptualize a research problem and properly identify and operationally define study variables, It helps formulate and refine research instruments, It provides lesson for data analysis and interpretation.

Studies related Academic achievement in relation to Social Maturity of Secondary and Higher Secondary students

Surjit S. and Praveen T. (2011) looked at how social maturity affected high school students' academic performance in addition to other factors including general mental capacity, emotional maturity, and anxiety. They also looked at sex and geographical disparities based on social maturity. The study was conducted on

a sample of 400 high school students (200 boys and 200 girls) enrolled in the 10th grade at eight different schools (4 urban and 4 rural) in Punjab that are connected with CBSE, New Delhi. To assess students' social maturity, general mental ability, emotional maturity, and anxiety, Nalini Rao's Social Maturity Scale, Dr. Ahuja's Group Intelligence Test, Singh & Bhargava's Emotional Maturity Scale, and Sharma's General Anxiety Scale for Children were used. The selected students' combined scores in the board exams were then used to determine their level of academic achievement. According to the findings, within a particular set of characteristics, social maturity had the greatest impact on high school students' academic performance. On the basis of their social maturity, pupils from rural and urban areas as well as boys and girls did not show any discernible disparities

Nazirul H. and Parul A. (2012) compared the levels of self-esteem, social maturity, and wellbeing in teenagers with and without siblings. It also looked into the amount of variation between teenagers with and without siblings' wellbeing that may be accounted for by social maturity and self-esteem. A total sample of 100 students in the 10th through 12th grades was selected on purpose from the schools in Delhi and the National Capital Region (NCR) of India for this study. Self-esteem Inventory by Cooper Smith, Social Maturity scale by Rao, and PGI were used to gather the data. Verma & Verma's wellbeing assessment was performed on the subjects. Teenagers with and without siblings showed no statistically significant variations in their levels of wellbeing and self-esteem. Adolescents without siblings had a higher mean social maturity score than those with siblings, a difference that was shown to be statistically significant between those with and without siblings. The findings of the regression analysis revealed that social maturity and self-esteem together considerably contributed to the wellbeing of adolescents without siblings, while neither factor contributed significantly on its own. 13 percent of teenagers without siblings reported having high levels of self-esteem and social competence. However, neither jointly nor separately did social maturity and self-esteem for adolescents who had siblings significantly contribute to their wellbeing.

The association between social maturity, school adequacy, and academic achievement among residential school students for girls was examined by Jyotsana K.S. and Bhawna S. in 2012. An all-girls residential school in North India provided a sample of 347 students from classes IX to XII for the study. The Adjustment Inventory for School Students (AISS) by Sinha & Singh was used to measure school adjustment, the Nalini Rao Social Maturity Scale (RSMS) was used to measure social maturity, and the students' combined scores on their year-end final exams were used to gauge their level of academic achievement. The findings showed a significant link between Social Maturity and academic success. Additionally, there were notable differences in the three groups' school adjustments-those with poor, high, and average levels of academic accomplishment.

Senior secondary school students were used in the study by Dinesh Kumar and Ritu (2013) to examine the association between social maturity and personality. It was proposed that there is no correlation between senior secondary school pupils' personalities and social maturity. The social maturity and personalities of male and female senior secondary school students do not differ much. A sample of 100 senior secondary school students (50 males and 50 females) enrolled in senior secondary schools' class XII were chosen at random. Data were gathered using the social maturity scale created by R. P. Srivastava and the Dimensional

Personality Inventory (DPI) created by Mahesh Bhargava. According to study results, social maturity and personality traits among senior secondary school pupils are positively correlated. In terms of Social Maturity and personality, male and female secondary school pupils are similar.

Surjit S.P. (2013) looked at the relationship between academic accomplishment and non-cognitive factors like anxiety, emotional maturity, and social maturity. She also looked at regional variances based on these factors. The study involved a sample of 400 high school students (200 rural and 200 urban) enrolled in the 10th grade at 8 distinct schools (4 urban and 4 rural) affiliated with CBSE, New Delhi. The selected students' combined score on the C.B.S.E. board exams was used to determine their level of academic achievement. The findings showed that social maturity and academic achievement, as well as anxiety and academic achievement, have a strong link. Academic achievement and emotional maturity don't appear to be significantly correlated. High school kids from rural and urban areas exhibit dramatically different levels of anxiety, although there were no significant differences between them in terms of emotional and Social Maturity.

220 pupils in the ninth through eleventh and twelfth grades who attended coeducational English-medium schools in the Kanpur area were chosen by Anand A.K., et al. (2014). 110 of them were females and 110 were boys. Using a multistage random sampling process, the sample was taken. To examine the socio-demographic traits of respondents, a self-designed socio-demographic questionnaire was employed. Adolescents in co-ed schools were influenced by their families and peers in terms of social maturity, whereas co-ed school respondents were influenced by personality. The inferiority complex affected both boys and girls, and the neighbourhood and school had a negative impact on social maturity for 50.9 percent of boys and 40.0 percent of girls. Adolescents in co-ed schools were given recreation as a role in Social Maturity.

Male national players, interscholastic players, and non-players were assessed for social maturity by Gurpreet S. and Dalwinder S. in 2015. The researcher has randomly chosen 300 (N=300) guys from various Chandigarh-area schools in order to gather data for this study. They were further separated into three groups: (A) 100 national players (n=100), (B) 100 interscholastic players (n=100), and (C) 100 non-players (n=100). The individuals were between the ages of 15 and 18. (class 9th12th). Using Rao's Social Maturity Scale, social maturity was evaluated (1986). To determine the significant differences among male national players, inter-school players, and non-players, one analysis of variance (ANOVA) was used. The Least Significant Difference (LSD) Post-hoc test was used to determine the direction and significance of differences in cases where the F-value was determined to be significant. The significance threshold was set at 0.05. Regarding the variable social maturity, the findings revealed substantial disparities among male national players, inter-school players, and non-players. When computing the mean values, it was found that national players greatly outperformed their inter-school counterparts and non-players in terms of social maturity. The social maturity of men interschool athletes was likewise noticeably higher than that of male non-athletes.

The impact of social maturity, self-concept, and adjustment on academic achievement of secondary school students in District Budgam of the Kashmir valley was examined by Sabreena M. and Geeta R. (2016). (J&K). 200 pupils from secondary schools made up the study's sample. 100 male secondary students and 100 female secondary students were randomly chosen from among 200 total sample members at various

government secondary schools in District Budgam (J&K). Measures of academic achievement were determined by the subjects' combined marks from the preceding two exams. The study's findings showed a good association between secondary students' academic achievement and social maturity, as well as a favourable relationship between secondary students' academic achievement and self-concept. Additionally, it was discovered that those with higher levels of self-concept and social maturity also tend to perform better academically.

Ajay K. and Manjeet S. (2016) investigated the link between leadership preferences and social maturity among educated young in Abohar. 200 educated young enrolled in undergraduate, graduate, and postgraduate programmes at various educational institutions in the Punjabi Abohar Tehsil made up the sample of the current study. The sampling process had a purpose. The Social Maturity Scale by Nalini Rao (1998) and the Leadership Preference Scale by L.I. Bhushan (1995) were both used for data gathering. To find a substantial correlation between social maturity and leadership preferences among educated young, Pearson Product Moment Correlation was performed. The study's conclusions showed a strong correlation between educated youth's leadership preferences and their social maturity ratings. The results also showed that while there was no such association identified in females, there was a substantial relationship between the social maturity scores and leadership preferences of educated male youngsters. Those with urban education have a substantial correlation between their leadership preferences and social maturity ratings, but not youth with rural education. In contrast to undergraduate and postgraduate educated youth, graduate educated youth were found to have a substantial association between their leadership preferences and social maturity ratings.

Swaroop R.B. and Sowjanya M. (2016) evaluated the importance of social maturity and life skills. The study was carried out in the town of Tirupati. Using the purposive random sampling method, 100 adolescents (50 boys and 50 girls) were chosen from five Government High schools. Using the "Life skills self-Rating scale" created by Anuradha in 2009, life skills were evaluated among adolescents. Children from joint households were shown to have better life skills than those from nuclear and extended families, according to the study's findings. It demonstrates that, in comparison to boys, girls are more socially mature. To achieve a better job and end poverty, every person needs social maturity and life skills. To lead a successful life in the future, adolescents must develop their social skills and life skills.

Samridhi A. and Anju B. (2016) looked at the gender-specific link between adolescent social maturity and parental support. 200 teenagers, 100 boys and 100 girls, between the ages of 12 and 18, were chosen at random from Jammu city's high schools and higher secondary institutions. The Social Maturity Scale (RSMS) and Parental Encouragement Scale were the instruments utilised to collect information for the study (PES). Using mean, S.D., and correlation, data were statistically and qualitatively assessed. The findings showed that most boys receive "average degrees" of parental support, whereas most girls receive "greater degrees" of support. Adolescent boys had lower mean scores than did adolescents, on average. The findings showed that a significant proportion of adolescent boys and girls fit into the moderately mature category. Parental encouragement has a little inverse relationship with males' social maturity, while it has a

slight inverse relationship with girls' social maturity. All of the social maturity factors in relation to gender exhibit a strong association.

Madhuri and Poonam C (2016) investigated how the home environment affected the Social Maturity of adolescent students. 500 teenage kids in South Haryana's Govt. Sen. Sec. Schools' 11th and 12th grades made up the sample. Adolescent pupils' social maturity was evaluated using the Rao Social Maturity Scale, while their family environments were examined using the Mishra Home Environment Inventory. Through SPSS version, the collected data was analysed using Mean, S.D., and Pearson's Product Moment Correlation (17). The findings of the current study showed a substantial inverse relationship between adolescent pupils' social maturity and a variety of aspects of their family environment.

The Social Maturity of higher secondary students was studied by Lal Kumar A.C. (2016). A total sample of 300 higher secondary students in the 12th grade was selected on purpose from the schools in the Tamilnadu district of Vellore for this study. 162 of them were men and 138 were women. The participants were given the Nalini Rao Social Maturity Scale in order to get the data. Utilizing means, S.D.s, 't'-tests, and F tests, the data thus acquired was evaluated. The analysis's findings indicated that there was no discernible relationship between social maturity and gender, location of the institution, kind of institution, medium of instruction, parental education, residency of the pupils, form of school, or family type.

Jyoti B. and Ritu B. (2017) conducted research on secondary school students' Social Maturity. 100 secondary school pupils from the Kathua district made up the study's sample, which was chosen at random. The Rao's Social Maturity scale, created by Nalini Rao, was utilised by the researcher to collect data. The t-test was used to assess the data that had been gathered. The results of the study showed that secondary school pupils' levels of social maturity differ significantly between the sexes. Additionally, research found no discernible difference between pupils at government and private secondary schools in terms of social maturity.

Ritu S., et al. (2017) evaluated and contrasted the gender differences in the social and emotional development of 277 randomly selected class XI students from Pantnagar, Uttarakhand. The socio-demographic traits of the respondents were investigated using a self-created questionnaire. Rao's Social Maturity Scale and Emotional Maturity Scale were used, respectively, to measure the respondents' social and emotional maturity. According to the study, boys were found to score better on the social adjustment part of emotional maturity while girls were found to score significantly higher on the social adequacy part. The composite social and emotional development ratings, however, did not show any gender differences. Both genders' social and emotional development were found to be strongly positively connected.

Sandeep T. and Esther M.S. (2017) conducted research on secondary school pupils' Social Maturity. A sample of 576 ninth-grade pupils from rural and urban schools in Andhra Pradesh's Guntur District were used for the study. The Dr. Nalini Rao Social Maturity Scale was employed. Karl Pearson's Product Moment Correlation and the t-test were used to statistically analyse the data (r). The study's conclusions showed that there is no discernible difference between male and female secondary school students in terms of social

maturity. The social maturity of students in rural and urban areas does not significantly differ. The social maturity of students in Telugu and English mediums does not significantly differ from one another. The secondary school pupils' Social Maturity and academic success were found to be positively correlated.

Among deaf high school and college students, Marschark, M., et al. (2017) looked at the relationships between Social Maturity, executive function, language, and cochlear implant (CI) use. In terms of social maturity, Experiment 1 found no differences between hearing college students, deaf CI users, or deaf nonusers. However, deaf students—both CI users and nonusers—reported noticeably more difficulty with executive function (EF) in a number of areas, and EF was linked to Social Maturity. In Experiment 2, it was discovered that social maturity and EF did not differ between deaf CI users and nonusers in high school, but that sign language users reported considerably more immature behaviours than their deaf friends who spoke. Again, social maturity was linked to EF issues. The current findings suggest a connection between EF and social maturity, however the nature of this connection varies across deaf subpopulations. Similar to academic success, it seems that CI use has minimal long-term influence on EF or Social Maturity.

The self-efficacy and social maturity of secondary school pupils were examined by Jyoti B. and Ritu B. (2017) in connection to their gender and kind of school. 200 randomly chosen secondary school students in Samba District's class eleven participated in the study (J&K). The Self-efficacy measure was established and standardised by G.P. Mathur and Raj Kumar Bhatnagar, while the Rao's Social Maturity scale was created by Nalini Rao. The t-test was used to assess the data that had been gathered. According to the study's findings, there were no appreciable gender or school type disparities in the self-efficacy of secondary school pupils. According to their gender and type of school, secondary school students' levels of social maturity also varied significantly, according to the study's findings.

Suvankar B. (2018) evaluated the higher secondary school pupils' Social Maturity. The Social Maturity Scale (SMS), created by the researcher herself, was developed by Dr. Nalini Rao to assess social maturity. 100 Higher Secondary School students from four Higher Secondary Schools in rural and urban Bongaon City, West Bengal, made up the study's tiny sample. Calculated dependability came out to be 0.74. All High School students are socially mature, it was discovered after analysing the results. Based on gender and region, the results showed no significant differences in the social maturity of high school students.

Through a straightforward random sample technique, Radha A and Monika S (2018) chose 100 students from the Punjab state city of Jalandhar. The sample's age ranges from 14 to 16 years. The mean, SD, and "two-way analysis of variance" were used to analyse the data. Results showed that emotional intelligence is necessary to comprehend the nature of the social environment in which one lives. On the scale of social maturity, there is a strong interaction effect between psychological wellbeing and emotional intelligence. For social commitment, social tolerance, and openness to change, high psychological well-being is necessary. Work Orientation, Self-Direction, and Stress Tolerance, Communication, Enlightened Trust, Cooperation, Social Commitment, Social Tolerance, and Openness to Change are all influenced by emotional intelligence. In relation to psychological well-being and emotional intelligence, senior secondary school pupils' personal and social competence varies significantly.

At Rivers State University, Ajunwo F.O. (2018) investigated the relationship between students' school affiliation, Social Maturity, and academic accomplishment scores. To direct the investigation, two research questions and two hypotheses were organised and developed. A correlational methodology was used in the investigation. All 238 students in the last year of business education during the 2017–2018 academic year made up the study's population. Students' academic records and a self-structured questionnaire served as the primary data collection tools. The 45-item self-developed questionnaire was properly validated by subject-matter specialists. The reliability coefficient, which was calculated using the cronbach alpha, was 0.89, indicating that the instrument was trustworthy. The data were analysed using the mean, and the hypotheses were tested using the Pearson Product Moment Correlation Coefficient (r) at the 0.05 level of significance. It was discovered that there is a substantial association between students' social maturity and their academic accomplishment scores in business education, as well as a large relationship between students' school affiliation and their self-concept. According to the results, it was suggested, among other things, that Business Education Students' school affiliation be improved as a component of self-concept for higher academic accomplishment scores.

The normative survey method was used by Sajith L. (2018). From 10 schools in the Kanyakumari district, a sample of 400 higher secondary students was chosen. The instrument was the Social Maturity Scale. The statistical methods utilised were percentage and the "t" test. The findings indicated that there is a considerable difference between the social maturity of the male and female sample, as well as between potential teachers from rural and urban areas. Additionally, the results showed that there is a big gap between government and aided higher secondary students in terms of social maturity.

In the Sultanpur District of Uttar Pradesh, Shweta Singh and Vandana Singh (2019) did a study. The goal of the study was to evaluate how the family environment affected adolescents' social maturity. The sample consisted of 400 teenagers in the 13–15 age range. Both the Social Maturity Scale (SMS) and the Family Environment Scale (FES) were administered. The correlation coefficient was used to assess the data. According to the statistical analysis, the Social Maturity of urban boys was only positively correlated with an active-recreational orientation and adversely correlated with the conflict and control aspects of the family environment. Urban adolescent girls' social maturity was favourably correlated with their family's coherence, acceptance, and care. The family environment had no impact on the Social Maturity of rural adolescents.

According to Parna P.B. and Polee S. (2019), social maturity refers to a person ingraining desired social attributes into habits, resulting in a socially mature individual. A harmonious interaction between the child and his learning environment is the result of school adjustment, a constant process. Academic performance, on the other hand, can be characterised as excellence in all curricular and extracurricular activities. The current study intends to determine the relationship between higher secondary school students' academic performance, school adjustment, and social maturity. 200 students from the five provincialized H.S. schools in the Kamrup (Rural) District were recruited by the researchers. According to research, rural girls are a little bit more mature than boys. Additionally, it demonstrates that Social Maturity has little bearing on Higher Secondary Student Academic Performance or School Adjustment.

Rajni A (2019) investigated how the gender and geographic differences in adolescent Social Maturity. The social maturity scale created by Nalini Rao (2009) was used to assess social maturity among teenagers from rural and urban backgrounds. 140 young people from urban and rural backgrounds were chosen as a sample from Haryana's two schools. The significant difference in social maturity across teenagers was determined using the t-test. It was discovered that teenagers from urban backgrounds have higher levels of social maturity than those from rural backgrounds. While both male and female adolescents from urban backgrounds were similarly socially mature, male adolescents from rural backgrounds were more socially mature than female adolescents. Adolescents from urban backgrounds performed better on measures of personal, interpersonal, and social adequacy than those from rural backgrounds. In terms of interpersonal and social competence, male and female adolescents from rural backgrounds performed better than those from urban backgrounds. Personal adequacy was the same for male and female adolescents. In terms of personal adequacy, male adolescents from urban backgrounds performed better than female adolescents, although both sexes were similarly developed in terms of interpersonal and social adequacy.

Fatima A.N. and Manjula P (2019) looked at the impact of personal traits on social maturity in high school students from urban and rural areas. From the Dharwad taluk of Karnataka, around 240 kids from urban and rural areas were selected. For the study, 20 students from the eighth, ninth, and tenth grades were selected at random. Rao used the social maturity scale to evaluate the social maturity of the students (2000). According to study, the majority of high school pupils in urban and rural areas exhibited mature conduct first, then moderate behaviour. Overall, urban kids were more socially mature than their rural counterparts. Regarding social maturity, most boys and girls in urban areas exhibited moderate behaviour, while most boys in rural areas exhibited mature behaviour. In comparison to boys, girls from both urban and rural areas showed much higher social maturity. Most urban 10th graders reported having more social maturity than students in other grades. In both urban and rural locations, firstborns exhibited more mature behaviour and Social Maturity. According to study findings, pupils should be provided greater exposure and opportunities to mature socially from an early age. Every child should have access to equal opportunities, privileges, care, and value. Making them understand that family members are in charge of influencing their children's developing patterns is crucial.

Fatima A.N. and Manjula P (2020) looked into how social maturity affected the personality features of high school pupils in urban and rural areas. The sample for the study is made up of 480 randomly selected eighth, ninth, and tenth-grade students who are enrolled in Kannada-medium public and private aided high schools in both urban and rural locations. Rao (2000) developed a social maturity scale to measure pupils' Social Maturity, and the Million Adolescent Personality Inventory to measure their personality qualities (Millon et al., 2004). According to analyses, the majority of urban and rural high school students exhibited moderate social maturity, with urban students showing higher levels of social maturity than rural students. Between urban and rural high school pupils, there were significant disparities in the degree to which they were introverted, inhibited, cooperative, courteous, and sensitive. Social maturity increases the positive personality development in students since there is a large positive association between social maturity and personality traits (cooperative, confident, and respectful personality traits) in metropolitan areas. Social

maturity was shown to be favourably connected with the characteristic of confidence in rural students and negatively correlated with the traits of introversion and sensitivity, suggesting that social maturity fosters the quality of social engagement and boosts confidence in students.

The influence of adolescents' Social Maturity and adjustment was studied by Deepa D.S. in 2020. The current study examines the connection between social maturity and adjustment in higher secondary school pupils. According to the hypothesis, there is no correlation between Gujarati and English-medium higher secondary school students' social maturity and adaptability. Higher secondary school pupils in the Arts and Science streams do not significantly differ in terms of social maturity and adaptability. There are no discernible differences between male and female higher secondary school students in terms of social maturity and adaptability. A sample of 400 high school students from the Kheda district of Gujarat (100 from the Arts stream, 100 from the Science stream, 50 boys and 50 girls) who were enrolled in the XI and XII classes at 7 different schools (200 in Gujarati and 200 in English), were used for the study. Dr. Nalini Rao's Social Maturity Scale and Dr. R.K. Oza's 1968 translation of the Bell Adjustment Inventory (BAI) were chosen as the instruments for data collection. The data were analysed using a [2x2x2] three-way ANOVA factorial design. According to study results, social maturity and adjustment of adolescent boys and girls are positively correlated.

Hoovanna S (2020) used a random sampling technique with 40 Vijayapur district secondary school pupils. The Rao's Social Maturity scale, created by Dr. Nalini Rao, was employed by the investigator to collect data. The t-test was used to assess the data that had been gathered. The results of the study showed that secondary school pupils' levels of social maturity differ significantly between boys and girls. Additionally, results showed that there is a considerable gap in social maturity between secondary school pupils in the genders.

Gopal.N. (2021) investigated the relationship between secondary school students' achievement motivation and social maturity. Researchers looked at secondary school students' perceptions of the impact of social maturity on motivation for achievement in Kurugod Taluk. 200 pupils from Bellary District's secondary schools in the IX standard make up the study's sample. For this study, the researcher employed the descriptive survey methodology. The Achievement Motivation scale was created by Asha Mohan and Pratibha Deo, two subject specialists from the schools, and the Social Maturity Scale was developed by Nalini Rao in 1971. For the examination of the gathered data, descriptive and differential statistics are used. According to the findings, 16.3 percent of secondary school pupils exhibit high levels of social maturity, compared to 72.5 percent who exhibit moderate levels, and 11.3 percent who exhibit low levels. The majority of pupils in higher secondary schools have an average degree of motivation for achievement. Students in secondary schools for both boys and girls are shown to have similar levels of social maturity and motivation for achievement.

The Social Maturity of High School Students in Relation to Their Science Achievement was evaluated by Fabiola R., et al. in 2021. A sample of 340 ninth-grade pupils from rural and urban schools in Tamilnadu's Trichy District served as the study's subject. To assess social maturity, a Social Maturity Scale (RSMS) was developed. Using the t test and Pearson correlation, data were gathered and examined.

According to the study's findings, there were no appreciable differences between boys and girls in rural or urban society in terms of social maturity. Social Maturity and Academic Achievement of High School Students were found to be positively correlated.

According to Susan S. and Nalini Totuka (2021), adolescence is a developmental stage that causes a person to experience a variety of social issues. These issues result from adolescent social group adjustment. The social group anticipates that when he enters adolescence, he will have developed more mature relationships with peers his own age and a greater interest in the intellectual world. The word "social maturity" is frequently used in two contexts: first, to refer to behaviour that is consistent with the individual's age, and second, to refer to behaviour that complies with the standards and expectations of adults. As a result, social maturity enables a more in-depth observation of the social environment, which aids teenagers in influencing social situations and creating consistent social behavioural patterns. For both the person and society, social maturity is a crucial component. The goal of the current study was to examine adolescents' academic interest and social maturity. A sample of 60 people were used in the investigation (30 boys and 30 girls). Studying was done with the two tools. 1. The Roma Pal, Agra, Social Maturity Scale (1986) 2. The results were analysed using the A.I. Inventory scale (academic interest). Means, S.D.s, and the 't' test were used to examine it. Based on social and academic interest, the results showed considerable gender and age inequalities. Additionally, it showed that adolescents' academic motivation is indirectly influenced by social maturity.

In accordance with the student's location and the type of school, Anandaraj S. and Regina P. (2021) determined the level of social maturity and life skills among higher secondary students. The data from the sample was gathered using a survey method. 279 students from higher secondary schools are chosen as the study's sample using a straightforward random sampling method. The results showed that higher secondary school pupils' life skills and social maturity levels are determined to be at a reasonable level. According to the study, pupils in rural areas have more social maturity and greater life skills than students in metropolitan areas. Additionally, it was discovered that government school pupils had more social maturity and life skills than students in aided schools. Higher secondary pupils' social maturity and life skills showed a substantial association.

Higher secondary students' Social Maturity was evaluated by Kasirajan V. and Murugan S. in 2021 with reference to the families they came from. Through the use of a prepared questionnaire created in accordance with the study's objectives, survey methods are used to collect data from respondents. Students enrolled in higher secondary schools in Sankarankoil Taluk make up the study's population. A straightforward random selection technique was chosen to choose the sample of 300 students from ten higher secondary schools in the Sankarankoil Taluk. By the researchers to determine the sample's Attitude toward learning the English language. According to the type of family studied, the investigator discovered that higher secondary students' social maturity level is average.

Conclusion

The objective of this study is to review studies related to academic achievement of students in relation Social Maturity at secondary and higher secondary school level. Thirty four research works on the Academic

achievement and Social maturity were consolidated. The review covers the variables of the study, methodology adopted, sample of the study, tool used and the important findings and recommendations. The findings of the studies recorded positive relationship of academic achievement and Social Maturity. Few studies recorded moderate level of social maturity with high level of academic achievement.

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