



# “Effect of Social Maturity on Achievement Motivation among Secondary School Students”

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## **Abstract:**

The purpose of this study was to examine the effect of Achievement Motivation and Social Maturity of Secondary School Students. Investigator studied Kurugod Taluk secondary school student's opinions in relation to Social Maturity on Achievement Motivation. The sample of the study consists of 200 secondary school IX standard students of Bellary District. Investigator used Descriptive Survey method for the present study. Investigator used the Social Maturity Scale constructed by Nalini Rao (1971) and the Achievement Motivation scale was prepared by Dr. Asha Mohan and Pratibha Deo the subject experts of the schools.

The descriptive and differential statistics is used for the analysis of collected data. Results revealed that 16.3 % among secondary school students are having high level of Social Maturity 72.5% having moderate level of Social Maturity and 11.3% having low level of achievement motivation. The large segment of the higher secondary school students is having average level of achievement motivation. Boys and Girls secondary schools students are found to have same level of Social Maturity and Achievement Motivation.

**Keywords:** Social Maturity and Achievement Motivation.

## **Introduction:**

The social maturity has various aspects of social abilities as self-sufficiency, occupational activities, communication, self-direction and social participation. Defines social maturity as the level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. It is a measure of the development competence of an individual with regard to interpersonal relations, behaviour appropriateness, every child is unique in it and has its own leap of growth and development. As the child grows up, his/her social functioning changes and continuous till adolescence. Adolescence is that critical period of human development during which hasty biological, psychological and social changes take place.

This retro marks the end of childhood and sets the groundwork of maturity. Person's abilities, needs, expectations and conservational demands.

Community maturity is a term commonly used in two ways, with orientation to the Behaviour that conforms to the standards and expectations of the adults and secondly, with situation to the Behaviour that is suitable to the age of the individual under opinion. Thus, the social maturation permits more detailed insight of the social environment which helps teenagers to stimulus the social circumstances and develop stable outlines of social Behaviour.

Achievement Motivation is a prime situation to attain something and it is distinguished through ambition, high degree of energy, need for independency and it gives satisfaction that arises out of achieving higher standards. Achievement motivation is the energetic strength for motivation of students' learning and it is very essential for school students to attain secondary level of academic performance and show case their competency in academics. Thus, the present research is made to study achievement motivation of secondary school students of Government schools and private schools. In this modern age achievement is considered to be a key factor for personal and social progress.

The whole system of education revolves round motivation achievements of students in the school. Children do not find any interest in learning school subjects. The school learning of a child depends on various physiological, socio-cultural and economic factors. Individual differences result in diversity among students in their academic achievement and studies have shown general mental ability as a major factor in determining achievement. Knowledge of the extent to which anxiety, self-concept and level of aspiration exert influence on achievement motivation could be of great interest in the field of education.

Achievement Motivation is a drive to excel in learning tasks combined with capacity to experience tried in accomplishment. It is imperative both for parentages and teachers to comprehend why recommending and encouraging achievement motivation from an early age is imperative. The development of early achievement motivation has significant implications for later academic careers. A great pact of research has found that students with high achievement motivation are more likely to have augmented levels of academic achievement. Achievement motivation has great importance for both the student, and those around him/her. There can be no doubt that it is affected by two broad factors: subjective factors or individual factors and objective factors or environmental factors. The particular factors are associated to the individual himself and the objective factors pertain to the situation of the individual. Social maturity is the one of the individuals and non-cognitive factors that may affect the achievement motivation of the students.

### **Social Maturity:**

Maturity is always related to development. Social development of the child is associated with other features of growth. As the child grows up not only develops in physical, mental, emotional and attitudinal behaviour, but side by side with this in his social behaviour also. Child's mental development is clearly characterized by the social development. When the child mixes with the other members of his family and society we can learn about the earliest signs of intellect in his behaviour. The language he uses also involves intellectual symbols. Language is considered as the principal mode of communication of thoughts

and feelings with others. In this way social process begins. If the language ability develops social relations are automatically develops. Similarly, social and emotional problems are linked. Most of the emotional states of the child have social significance and many of the social problems create emotional problems. The end of the maturity marks the growth and development. From the early age maturity of structure and function comes in some aspects of development whereas in other it comes later development comes from maturation and learning (Srivastava, 1987). Social maturity is a long process to be socially mature.

Social development is depending upon attainment of social maturity. A socially mature person is able to adapt himself successfully in his surroundings. Some social potentials like group compatibility, kind-heartedness, compassion, understanding, emotive adjustability, civility and courtesy, self-assurance, co-operation, management and cheeriness should be industrialized among the civilization. A socially mature person should be able to make judgments, decisions and take proper action in face of problems and critical issues. Without conflicting with others one can pursue healthy competition with the people around himself. A person with social maturity is cooperative and he is capable of taking responsibility for his own actions. Social maturity means acceptance of a person or how a person is accepted in the society. It is characterized by the individual's ability to establish social relations independently with different social groups of the society. Social maturity in this study has been taken as an aggregated countenance involving self-confidence, self-direction, social-feeling, productivity and social and human values. A composite score on human adequacy-personal, interpersonal and social-constitute a construct called social maturity.

### **Achievement Motivation:**

A quick survey of scientific literature and popular language would reveal that, while the word "motivation" has many meanings, fundamentally they refer to processes that impel an organism to act. Indeed, "motivation" comes from the Latin verb *movere*, which means "to move." Hence, motivation refers to the processes that lead to the instigation, continuation, intensity, and quality of behaviour. Accordingly, the term "achievement motivation" denotes processes leading to behaviour that aims to achieve a certain criterion or standard. The criterion can be any goal or objective, formal or informal, set by an individual or by others, in any professional or leisure domain (e.g., school, sports, work, music, gardening, even social relationships and moral conduct), which provides a guide for evaluating success and failure. Because achievement of standards is a fundamental human endeavour, achievement motivation has been an important domain in psychological inquiry.

Achievement motivation has been broadly defined as, an academic drive, attitude toward learning, and enthusiasm for academic achievement. Drive involves measuring items such as work habits and scholastic expectations, and attitude toward learning involves students' opinion of classroom environment and self-efficacy in learning. Enthusiasm for achievement motivation involves the degree to which students possess certain specific behavioural characteristics related to motivation.

### **Need of the Study:**

Social maturity at the among Secondary School students' life takes a vital role for enriched their personality and education in future. Human life is changing and Personalities are being changing every moment in our life. The transition from the moment of the maternal moment to the death until the death life

changes its whole process. In such a situation, social maturity has needed to adapt to the norms of the society we live in to establish relationships in the present society. Failure and poor achievement among secondary school students are serious problems faced by educationists, teachers, parents and administrators in the present time despite the fact that among secondary school students have high general mental ability. Whether these failures are due to high level of anxiety or whether these are due to lack of emotional and social maturity or due to low general mental ability is to be seen.

Although very few studies have been conducted, yet study on all the variables taken together on among secondary school students have not been conducted so far in India as well as abroad. Therefore, there is an urgent need to explore this field further. In the modern age of competition, all parents are worried about future of their children. It is therefore important for the parents, teachers and administrators to know and understand their level of emotional maturity and social maturity.

Therefore, it is very much appropriate and necessary to conduct a research study in this area so that teachers must know the relationship of social maturity with student's academic achievement. Motivated by the above considerations and by the importance of social maturity of students and their effect on their achievement motivation the investigator has taken the present study.

Hence, it is very significant to conduct a study in this area to understand the different levels of social maturity, and achievement motivation of the among Secondary School Students in relation to their government school, private school gender and locality.

### Operational Definitions of the Technical Terms:

- 1. Social Maturity:** In general, social maturity is defined as willingness of an individual to take responsibility for developing his/her community. In this study researcher studied social maturity through Likert's scale among secondary school students.
- 2. Achievement Motivation:** Typically refers to the level of one's motivation to engage in achievement. In this study researcher studied achievement motivation among learners through the social motivation and emotional motivation with the help of Likert's scale among secondary school students.
- 3. 4. Gender:** It refers to boys and girls of secondary school students.
- 4. Secondary school students:** Is grades of education from standard IX and X standards are called secondary school students.

### Objectives of the Study:

- 1) To Measure and analyse different levels of Social Maturity, with Achievement Motivation among Secondary School Students.
- 2) To study the relationship between Social Maturity with Achievement Motivation.
- 3) To study the difference in Achievement Motivation and Social Maturity among Secondary School Students with respect to Gender.(Boys/Girls)



## Hypotheses of the Study:

- 1) There is no significant relationship between Achievement Motivation and Social Maturity.
- 2) There is no significant difference in Achievement Motivation among Secondary School Students with respect to Gender.
- 2) There is no significant difference in Social Maturity among Secondary School Students with respect to Gender.

## Design /Methodology of Study:

To conduct the present study Descriptive Survey Method was adopted by the researcher. Since this study attempts to bring out relevant details from students regarding various expected outcomes of the systems of the Social Maturity and Achievement Motivation among secondary school students. Descriptive Survey method was found appropriate for this study

## Variables of the Study:

A variable is a quantity or characteristic which may possess different numerical values. Is a symbol to which numerical or values are assigned it is also described as a thing? Subject to change or fluctuation.

### Variables of the present study are:

1. Social Maturity
2. Achievement Motivation
5. Gender (Male, Female)

## List of Tools Used:

- 1) In the present study the investigator adopted the standardised tool namely 'Social Maturity Scale' by Nalini Rao (1971).
- 2) The Achievement Motivation tool was prepared by Dr. Asha Mohan and Pratibha Deo the subject experts of the schools.

## Sampling:

A sample of 200 students was drawn from the population for the present study. The students of secondary stage of government and private secondary school Kurugodu Taluku of Bellary district are selected as the population. In the kurugodu taluku total 20 secondary schools are there and 1929 students are studying at class IX researcher has taken the class IX students of as a population sample.

In this study 200 samples are taken from which 100 is male and 100 is female by using purposive sampling method from the Government and private secondary School of kurugodu taluku of Bellary district.

## Analysis of Data:

The data collected for the study becomes meaningful only after being analysed and interpreted. The following statistical techniques were used for analysis of the data in the present study.

The Objectives and hypotheses its verification are as follows:

The significance Difference between the means of each pair of groups is computed using Standard Deviation's test and Carl Pearson's Coefficient Correlation.

**Objective-1:** To Measure and analyse different levels of Social Maturity, and Achievement Motivation among secondary level students.

**Hypothesis-1:** There is no significant relationship between Achievement Motivation and Social Maturity.

**Table-1:** Level of relationship between Achievement Motivation among Secondary school Students with reference to background variables.

Variable	Low	Moderate	High	Mean	SD
Achievement Motivation	23.12	51.20	25.67	128.20	17.77

Shows that the of the data only 25.67 % among secondary school students are having high level of achievement motivation, 51.20% having moderate level of achievement motivation and 23.12% having low level of achievement motivation. The large segment of the higher secondary school students is having average level of achievement motivation.

**Table 2:** Level of relationship between Social Maturity among Secondary school Students with reference to background variables.

Variable	Low	Moderate	High	Mean	SD
Social Maturity	16.3	72.5	11.3	102.20	15.76

Shows that the of the data only 16.3 % among secondary school students are having low level of Social Maturity, 72.5% having moderate level of Social Maturity and 11.3% having high level of Social Maturity. The segment of the among secondary school students is having average level of Social Maturity.

**Objectives -2:** To study the relationship between Social Maturity, Emotional Maturity with Achievement Motivation.

**Hypothesis 2:** There is no significant relationship between Achievement motivation and Emotional maturity.

Table 3: Coefficient of Correlation between Achievement Motivation and Emotional Maturity among Secondary School Students.

Variables	N	df	r	Interpretation
Achievement Motivation	74	72	0.42	Significant
Social Maturity	74			

shows that the calculated value of  $r = 0.42$ , which is more than 0.233 the table value of  $r$  at 0.05, level of significance at 72 degree of freedom. Thus it can be concluding that there is significant relationship in achievement motivation and Social Maturity of secondary school students. Therefore, the hypothesis rejected.

**Objectives -3:** To study the difference in Achievement Motivation and Social Maturity among Secondary School Students with respect to Gender.(Boys/Girls)

**Hypothesis 3:** There is no significant difference in Achievement motivation among secondary school students with respect to Gender.

**Table 3:** Showing the Mean, Standard deviation, and t - Value and level of Significant of 25 Boys and 25 Girls students on Achievement Motivation.

Variables	Male		Female		t-value	Interpretation
	Mean	SD	Mean	SD		
<b>Achievement Motivation</b>	64.21	11.94	73.51	12.850	1.798	Not Significant

for achievement motivation are  $64.21 \pm 11.949$  and girl's student is  $73.51 \pm 12.850$ . The calculated t-value is 1.798 which is not significant at 0.05 level of significance. It indicates that there is no significant difference between the boys' and girls' students on their level of achievement motivation. Thus, our hypothesis that, "There is no significant difference between male and female IX standard level school students' achievement motivation" is Accepted at 0.05 level of significance.

**Table 4:** Showing the Mean, Standard deviation, and 't'- Value and level of Significant of 25 Male and 25 Female students on social maturity.

Variables	Male		Female		t-value	Interpretation
	Mean	SD	Mean	SD		
<b>Social Maturity</b>	221.70	16.49	227.10	15.28	1.70	Not Significant

It was understood from the Table -1 that the calculated "t" value was less than the tabulated value 1.70 at 0.05 level at 0.01. This implied that there was not significant difference between in social maturity of among Secondary School students with respect to their gender in the Kurugodu taluk of Bellary district. Hence, the hypothesis was accepted.

## Results:

- Results revealed that 25.67 % among secondary school students are having high level of achievement motivation, 51.20% having moderate level of Achievement Motivation and 23.12% having low level of Achievement Motivation.
- Results revealed that 16.3 % among secondary school students are having low level of Social Maturity, 72.5% having moderate level of Social Maturity and 11.3% having high level of Social Maturity.
- Results revealed that  $r = 0.42$ , which is more than 0.233 the table value of r at 0.05, level of significance at 72 degree of freedom. Thus it can be concluding that there is significant relationship in achievement motivation and Social Maturity of Secondary School Students.

- Results revealed that Boys and Girls secondary schools students are found to have same level of Achievement Motivation.
- Boys and Girls secondary schools students are found to have same level of Social Maturity.

### Summary and Conclusion:

1. Social maturity contributed the highest in the achievement motivation of among secondary school students in a given set of variables.
2. The reduced values of partial coefficients of correlation between social maturity and achievement motivation indicate the weakness in relationship between social maturity and academic achievement which is more marked in case of girls than the boys and the total sample. Male and female secondary school students do not differ significantly in their social maturity.
3. It is evident from the study that gender differences do exist in social maturity and achievement motivation. However, these gender differences can be attributed to the variations in socialization process of both genders than to the inherent genetic character. Moreover, the difference is not so massive that it cannot. Even if gender differences do exist in various spheres of life and even if inherent natural instincts cannot be overlooked, an effort can be made to create an environment for both sexes to give equal opportunities and freedom to perform the duties of the society and nation without gender biasness. Social maturity, so an effort to develop one domain would automatically lead to development in other.
- 4) This methodology provides the guidelines for the investigators about the way for the study has to be conducted. It is imperative to adopt a suitable methodology thereby we can generalize the findings. This research finds out the following factors are affecting the emotional maturity and self-concept such as hereditary factors, maturation, training, health, intelligence, family relationship, social environment and control over emotions, in other hand self-concept are affecting by factors like age, appearance, gender, culture, economical states, environment, and parents' education.
- 5) It can be concluding that there is significant relationship in achievement Motivation and Social Maturity of secondary school students. The large segment of the higher secondary school students is having average level of Achievement Motivation and average level of Social Maturity. Boys and Girls secondary schools students are found to have same level of Achievement Motivation and Social Maturity.

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