

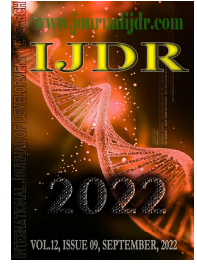


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A STUDY ON RELATIONSHIP BETWEEN SOCIAL MATURITY AND ACADEMIC ACHIEVEMENT IN SCIENCE OF IX STD STUDENTS

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ABSTRACT

The family is a world in itself. The child in the family has certain needs which must be fulfilled in order to promote his all-sided development. The family influence goes a long way in his personal and social adjustment. The parents have to provide for the basic physical care and development of their children. Many parents hardly understand that for the psychological welfare of children, happy family life is of vital importance. It is from the home experience that the child has to develop ultimately a sense of personal security and personal security implies the feeling of being loved and accepted. This feeling is very necessary for his mental health and desirable social development. The Parent-child relationship is so unique that each one has permanent and tremendous influence upon the other. There is all the time an emotionally charged atmosphere both for the child and the parents. It is so because of intimacy and intensity of contact and feeling for each other. In a way the child may be regarded as a mirror to the parents. The parents see in their children their own childhood, their long-term unsolved conflicts and their own aspirations and unfulfilled desires. Parents' behaviour is the model for the behaviour of their children. Parent's personality has its inevitable impact on the development of children. This means that parents' attitudes, character, traits and values of life have their undeniable impact on the developing children. Personality of parents exerts greater influence on their children than their child rearing practices.

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INTRODUCTION

Values: The meaning of values according to "otter way" (1964). "In brief we need to know something of religion, philosophy, and ideology of the people". Values are those standards or codes of conduct which are conditioned by one's cultural tenets, guided by conscience, according to which one is supposed to conduct himself and shape his life pattern by integrating his beliefs, ideas and attitudes with a view to really e the cherished ideals and aims of life. High value leads to objective, fair and correct decision and actions and ensure the welfare of all concerned. While low values do exactly the opposite. Values are essential for the development of the whole person recognizing that the individual is comprised of physical, intellectual, emotional, moral and spiritual dimensions. In the most elementary sense, value means whatever actually liked, prized esteemed, derived, approved on enjoyed by any one at a time. (Mascranahes. M and Justas, H.R. 1989).

Classification of Values

Values may be broadly classified under the following heads.

- Personal values
- Cultural values
- Social values
- Moral values

Personal values: Personal values are principles that define you as a individual, personal values, such as honesty, reliability and trust, determine how you will face the world and relate with people.

Cultural values: Cultural values like the practice of your faith and customs; are principles that sustain connections with your cultural roots. They help you feel connected to a larger community of people with similar backgrounds.

Social values: Social values are Principles that indicate how you relate meaningful to others in social situation including those involve family, friends, co-workers, bosses and clients. They also reveal your potential for advancement.

Moral values: Value is a conception implicit or explicit, distinctive of an individual or characteristics of a group of the desirable attributes, which influences the selecting from available modes, means and ends of action. When values pertain to the realer of morality they are returned to as the moral values of a person. Moral values are operationally defined in term of the total moral values score obtained on the moral value questionnaire devised by the investigator. So also each of the specific moral values is described in terms of the sub total of their respective moral value scores. Moral values have been considered important and fundamental dimensions of an undivided as importance ratings, which people attach to things conditions and circumstances.

Academic Achievement: According to Chaplin (1961) as given in the "Dictionary of Psychology" academic achievement is a "specified level of attainment of proficiency in academic work as evaluated by the teacher by standardized tests or by combination of both". Good (1973) in "Dictionary of Education" defines academic achievement as "the knowledge attained or skills developed in the school subject usually designated by teacher or both". Academic achievement therefore means performance realization or accomplishment of a person in the academic domain as computed for a specified academic period.

Science Education: Science education can help support and equip people with the knowledge, skills, identities (agency, attitudes, experiences, personal and social resources) that will enable them, their communities and societies to tackle many challenges in the following decades. The extent to which young people can critically engage with uses scientific knowledge and abilities in their life outside of the classroom is necessary for them personally and for the health, fairness and prosperity of societies globally. In order to lay a strong basis for future success and out a vision for the extra knowledge, competencies and identity outcomes that young people in 2024 and beyond would be expected to gain through their science learning experiences.

Teaching Science in higher education: The Science teacher is the facilitator or mentor to support students' science learning. Different teaching styles should be adopted to cater multiple intelligences of students. Science teaching aims to arouse students' curiosity and motivation to think, act, investigate, explore and learn. Science teaching is a process of initiating, facilitating and sustaining students' self-learning and self-actualization. This Science teaching is to share the joy of the process and outcomes of science learning with students. Science teaching is a life-long learning process involving continuous discovery, experimenting, self-actualisation, reflection and professional development (PISA, 2021).

Social Maturity: Social maturity means knowing what to do and striving for it by following role models to reach the desired level of acceptable social behaviour. Social maturity is a long process to be socially mature. Students should be exposed to those people who are socially mature so they can pattern his behaviour accordingly. The students can try to reach the expectations of the social system, parents, teachers, siblings and peers who matter to them. Social maturity encompasses attainments in several domains, including independent functioning, effective inter-personal communication, interaction and responsibility i.e. contributing the well being of society (Greenberg, Josselson, Knerr and Knerr, 1995). Parents and teachers must be very particular in maintaining inter-personal relationship with the young students in order to channelise their energy in right direction.

Nature of Social Maturity: The maturity of a student is influenced by various social factors, some of the important factors are as under:

Concept of dependence-independence: Dependence-Independence patterns of behaviours are acquired by the students in the course of day-to-day interaction. An individual is required to modify his behaviour in terms of asserting his independence and seeking aid or relief in the socio cultural context.

Self Control: Self control as a part of social maturity is necessary for decision making and facing the consequences. Too many impositions on students results in developing either a rebellious or subservient attitude. Acquiring self control is partly maturational and partly learnt behaviour. The students studying in a secondary school understands that society does not expect him to regress to childhood behaviour at this age. He tries to come upto the expectations of the society and this he achieves by controlling his behaviour.

Stress: Stress is a part of everyday life and everybody has to overcome stresses. Every time there is a stress situation. A mature individual mobilizes the available resources and utilize them to the

best of his ability to overcome the stress. Stress situation help individuals learn put forth their very best to resolve stress and competitions in the course of development but this stress should not hamper the process of their adjustment.

Social maturation: Socially mature are aware of their roles. During the Process of social growth students learn to live up to the expectations of the Society in which they live. In every society the male and female roles are different. Individuals who violate these expectations and do not take the appropriate roles are often ridiculed. To play appropriate roles are the sign of socially mature persons.

Ability to size up a situation: Another component of social maturity is to size up a social situation and react to it appropriately. A mature student is able to perceive a cue in a social situation and accordingly modify his behaviour. He understands his mother's behaviour by observing her facial expression or change in her tone. He will understand that she does not approve his actions. He can amend his behaviour accordingly. This ability increases as the student matures and this is desired for social adjustment. The behaviour of the individual depends on maturation. Maturation is also helpful in the process of social adjustment. The socialization plays an important role in social maturation, social learning and social adjustment. Much of the behaviour of child is determined by the process of socialization – a process in which the environmental forces determine or influence the learning of accepted and approved ways of behaving. Through socialization individuals prepare themselves for life in a society at a given time. A child is called socialized when he behaves in accordance with certain standardized ways or norms of the group in which he is raised. These modes of behaving continue to exert a controlling influence on his behaviour and help him in his social adjustment.

Need and Importance of the Study: The specific need for identifying these phenomena of social maturity more as a natural and inevitably essential out come of child growth and development rather than among pathological symptom. So the present study intends to correlate the moral values and social maturity of the Higher Secondary school Students.

Statement of the Problem: The problem selected for the study may be stated as "A study on Relationship between Social Maturity and Achievement in science of IX Standard Students".

Objectives of the Study

The following are the objectives of the present study.

1. To find out the Achievement in science of the secondary school Students in Villupuram District.
2. To find out the Social Maturity of the secondary school students in Villupuram District.
3. To find out the differences if any between Male and Female secondary school Students in respect of their Achievement in science
4. To find out the differences if any between Male and Female secondary school students in respect their social maturity.
5. To find out the differences if any between the secondary school students who belong to English and Tamil Medium, in respect of their Achievement in science
6. To find out the differences if any between the secondary school Students who belong to English and Tamil medium in respect of their social maturity.
7. To find out the differences if any between the secondary school students who belong to the Nuclear family and Joint family in respect of their Achievement in science
8. To find out the difference if any between the secondary school students who belong to nuclear family and joint family in respect of them social maturity.
9. To find out the difference, if any between the secondary school Students who belong to the rural and urban area in respect of their Achievement in science.

10. To find out the differences, if any between the secondary school Students who belong to the rural and urban area in respect of their social maturity
11. To find out the difference if any between the secondary school students father who's educational and qualifications are Illiterate and literate In respect of their Achievement in science
12. To find out the difference if any between the secondary school students father who's educational and qualifications are Illiterate and literate In respect to their social maturity.

Hypotheses of the Study

The following Null Hypotheses were Purpose testing.

1. There is no significant difference between male and female secondary school students in respect of their Achievement in science.
2. There is no significant difference between Male and Female secondary school Students in respect of their social maturity.
3. There is no significant difference between Tamil medium and English medium r secondary school students in respect of their Achievement in science.
4. There is no significant difference between Tamil medium and English medium secondary school students in respect of their social maturity.
5. There is no significant difference between the secondary school students who belong to the Nuclear family and Joint family in respect of their Achievement in science.
6. There is no significant difference between the secondary school students who belong to the Nuclear family and Joint family in respect of their social maturity.
7. There is no significant difference between the secondary school Students who belong to the rural and urban in respect of their Achievement in science.
8. There is no significant difference between the secondary school Students who belong to the rural and urban in respect of their social maturity.
9. There is no significant difference between the secondary school students father whose educational qualifications are Illiterate and Literate In respect of their Achievement in science.
10. There is no significant difference between the secondary school student's father whose educational qualifications are Illiterate and Literate In respect of their social maturity.

Review of related studies

Studies related to achievement in science: Al-Tarawneh, A., Altarawneh, A. F., & Al-Aziz Karaki, W. K. (2021) examined the Effect of brain-based learning in developing spatial ability of ninth grade students with low Achievement in mathematics the objective is to investigate the impact of a brain-based learning training programme on improving the spatial abilities of a sample of ninth grade elementary school students. The results showed that the training programme improved spatial ability and its three components in the experimental group compared to the control group. Alkharusi, H. (2017) studied on Predicting students' academic Achievement: Contributions of perceptions of classroom assessment tasks and motivated learning strategies. This study aims at deriving correlation models of students' perceptions of assessment tasks, motivational orientations, and learning strategies. The instrument used was self-report questionnaire with four main sections. The questionnaire items were phrased in relation to the assessment tasks used, motivational orientations adopted, and learning strategies. The result that students are to be encouraged to learn then conditions that favour positive motivational 95 orientations and deep learning strategies over negative motivational orientations and surface learning strategies are desirable. Shabatat, K., & Al-Tarawneh, M. (2016) studied the impact of a teachinglearning program based on a brain-based learning on the achievement of the female students of 9th grade in chemistry. This study aimed at recognizing the impact of teaching-learning program

based on a brain-based learning on the achievement. The researchers used the study plans for the teaching-learning program and academic achievement test. The result showed that value of effect size was 80% and positive for teaching method by BBL. A.Muelas, (2015) conducted a research on studied Learning strategies and Academic Achievement. This methodology is survey method with sample size 450 students in high school. Tool for questionnaire method in the test of learning strategies ACRA "Roman and Gallego " . There is a reflection process on learning processes used by students (marten Garcia et al 2008). The learning acquired by students is meaningful and self regulation academic achievement in curricular areas tested is also increased. The study on observed academic performance and coding recovery difference in both men and women and measured learning strategies used by students and their performance. In this way we can observe and analyze the evolution of learning strategies and student's academic performance.

Studies related to social Maturity: Singh, Pant and Valentina (2023) studied Gender on Social and Emotional Maturity of Senior School Adolescents: A Case Study of Pantnagar. The present research study was undertaken to assess and compare the social and emotional maturity of 277 randomly drawn class XI students of Pantnagar, Uttarakhand across gender. A self- designed questionnaire was used to study the socio-demographic characteristics of the respondents. Social and Emotional maturity of the respondents were assessed employing Rao's Social Maturity Scale and Emotional Maturity Scale, respectively. The study revealed that girls scored significantly higher on the social adequacy component of social maturity whereas boys were observed score higher on the social adjustment component of emotional maturity. However, no gender differences were observed on the composite social maturity and emotional maturity scores. Social and emotional maturity was found to be significantly positively correlated under both genders. Nagra and Kaur (2023) studied about Social Maturity among Student Teachers The present study aims to identify the social maturity of a sample of 200 teacher educators in relation to locality and subject stream. The sample consisted of 200 student teachers selected randomly from different education colleges of Hoshiarpur District (Punjab). 100 student teachers were urban (50 arts and 50 science) and 100 were rural (50 arts and 50 science). Nalini Rao's "Social Maturity Scale" was used to collect the data. Results of the study reveal that teacher educators have high level of social maturity while no significant difference was observed in social maturity of teacher educators in relation to locality and subject streams. The analysis of variance results were also insignificant highlighting that there was no interaction effect of locality and subject stream on social maturity of teacher educators.

METHODOLOGY OF THE STUDY

Need and Importance of the Study: The specific need for identifying this phenomenon of social maturity more as a natural and inevitably essential out come of child growth and development rather than among pathological symptom. In fact them moral values, become important organizing themes in the behaviour of individuals. As the students are the pillar of the future generations their value pattern and social maturity are vital.

Tools used in the present study

Achievement in science tool: The achievement test consists of 10 MCQ, 10 questions for 2 marks, 4 questions for 5 marks, totally 50 marks for each test. Pre Test and Post Test in Zoology and Micro Biology were constructed. Standardization of Tools The researcher determined the content validity of the Tools used in the study by experts validation of the Tasks and Tests. The face Validity and Concurrent Validity was established by Pilot Study for conducted for 10 participants. Reliability The reliability of the tool was established by Split half method. The split half reliability (odd even reliability) was calculated and from spearman- Brown's correlation was found r-value.

Social Maturity scale: In the present study a scale to measure the social maturity, constructed and validated by Rao, Nalini (1986) was used. This scale consists of 30 statements of them 12 are positive statements and remaining 18 are negative statements. Each statements is set against a 3 point scale of , “agree”, “disagree” and “Undecided” and weights of 3, 2, and 1 are given in that order for the positive statements and the scoring is reversed for the negative statements. An individual score is sum of all the sores for the 30 items. The scores in the scale range from 30 to 90. Any one who gets a score above 45 indicates that the individual’s social maturity is high and below 45 indicates that the individual social maturity is low. The maximum high social maturity one can get in this scale is 90. The validity and reliability of the tools are given in the next chapter.

Sample of the study: 300 secondary school students selected in ten Schools in the Villupuram district were selected by using random sampling technique as sample. This sample of 300 secondary school students is found to have the following sub-samples.

Statistical techniques: The mean and standard deviation of the moral value scores and social maturity scores of the entire sample were calculated. The mean and the standard deviation of the moral value scores and social maturity scores of all the sub-samples were also calculated. The test of significance (t' test) was used in order to study the significance of the difference between any two means of the moral value scores and social maturity scores of the sub-samples involved in this study. The sub samples are categorized in to more than two groups ‘F’ test was use. The Pearson’s correlation method (r' test) was in order to study the relationship between the moral values and social maturity scores of the sample involved in this study.

Analysis and Interpretation of the data

Descriptive analysis

Mean and standard deviation of moral value scores: One of the important objectives of the present investigation is to study the moral values of higher secondary school students. It may be recalled that the moral value scores have been arrived by calculating the scores secured by each of the secondary school students in the moral value scale. It may also remember that the scale was administered for a maximum 40 marks only. Hence the scores of 30 and below show the low moral value and the scores of above 30 shows the high moral values of the Secondary school student. The calculated mean and standard deviation of moral value scores to the entire sample and its sub samples.

The mean and standard deviation of moral value scores of the entire sample and it’s sub sample

S. No.	Sample	Sub-sample	N	Mean	S.D.
1	Entire Sample	-	300	65.31	10.24
2	Gender	Male	150	68.57	8.67
		Female	150	66.98	10.97
3	Medium	Tamil	200	65.61	9.12
		English	100	67.15	9.60
4	Family Type	Nuclear Family	175	68.62	10.33
		Joint Family	125	65.18	10.91
5	Locality	Rural	200	69.64	10.76
		Urban	100	67.50	11.16
6	Fathers Education	Literate	200	65.37	10.52
		Illiterate	100	69.59	11.73

From the table the mean and standard deviations of the entire sample of secondary school students in respect of their Achievement in science scores are found to be 65.31 and 10.24 respectively. Hence the mean score of entire sample ($M = 65.31$) shows that the secondary school students have high level of Achievement in science. From the table 4.01 the mean ranges from 65.31 to 69.64 which indicate that all the sub-samples of the secondary school students are also have the high level of Achievement in science.

The Mean and standard deviation of social maturity scores: One among the important objective of the present investigation is to study the social maturity of secondary school students. It may be recalled that the scores of social maturity have been arrived by calculating the scores secured by each higher secondary school students in the Rao’s social maturity scale (RSMS). It may also be remembered that the scale was administered for a maximum of 90 only. Hence one securing and above 65 indicates high social maturity and below 65 indicates low social maturity. The mean and standard deviation of the social maturity scores for the entire sample and its sub samples are given in the table.

The mean and standard deviation of social maturity scores of the entire sample and it’s sub sample

S.No.	Sample	Sub-sample	N	Mean	S.D.
1	Entire Sample	-	300	25.85	8.81
2	Gender	Male	150	24.67	7.11
		Female	150	25.21	8.24
3	Medium	Tamil	200	22.39	8.58
		English	100	25.48	7.91
4	Family Type	Nuclear Family	175	25.16	6.72
		Joint Family	125	25.94	8.55
5	Locality	Rural	200	25.71	8.96
		Urban	100	22.11	7.25
6	Fathers Education	Literate	200	24.19	7.76
		Illiterate	100	25.37	8.66

From the table the mean and standard deviation of the secondary school students is found to be 25.85 and 8.81 respectively. The mean score of the entire sample is above average levels, which indicate that the secondary school students have high social maturity. The mean scores of the sub-samples of the secondary school students are found to be in the range of 22.11 to 25.94 which is also above average level. It indicates that all the sub-samples has high social maturity.

SUMMARY, FINDINGS, CONCLUSIONS RECOMMENDATIONS, SUGGESTIONS

Findings of the Study

1. Secondary schools Students have high level Achievement in science.
2. Secondary schools Students have high level of social maturity.
3. Secondary school significantly differentiates in Achievement in science on the basis of Gender.
4. Secondary school Students do not differ significantly in Achievement in science on the basis of Medium of Find out.
5. Secondary school Students do not differ significantly in Achievement in science on the basis of Family Type.
6. Secondary school Students differ significantly in Achievement in science on the basis of Qualification..
7. Secondary school Students differ significantly in Achievement in science on the basis of Locality.
8. Secondary school Students differ significantly in Achievement in science on the basis of Father Education.
9. Secondary school Students do not differ significantly in their social maturity on the basis of Gender.
10. Secondary school Students do not differ significantly in their social maturity on the basis of Medium of Find out.
11. secondary school Students do not differ significantly in their social maturity on the basis of Family Type.
12. secondary school Students differ significantly in their social maturity on the basis of Qualification..
13. secondary school Students differ significantly in their social maturity on the basis of Locality.
14. secondary school Students do not differ significantly in their social maturity on the basis of Father Education.
15. There is a significant relationship between secondary school Students in their moral value and social maturity.

CONCLUSION

The moral value and social maturity of the Higher secondary school students is high. The secondary school students differ significantly in moral value on the basis of gender; qualification and nativity do not differ significantly on the basis of medium of find out, family type, parents (both father and mother) education and occupation. Also they differ significantly in social maturity on the basis of nativity and do not differ significantly on the basis of gender, family type, medium of find out, parents (both father and mother) education and occupation. Finally we see that there is a significant relationship between the secondary school student's social maturity and Achievement in science.

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