SOCIAL MATURITY, SCHOOL ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF GIRL STUDENTS AT HIGHER SECONDARY LEVEL

A THESIS SUBMITTED TO GAUHATI UNIVERSITY FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION IN THE FACULTY OF ARTS

SUBMITTED BY

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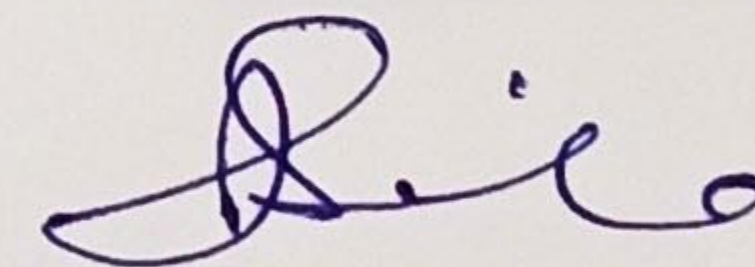
CERTIFICATE

This is to certify that the thesis entitled **"Social Maturity, School Adjustment and Academic Achievement of Girl students at Higher Secondary level"** submitted by Parna Priti Bora, Research Scholar, Department of Education, Gauhati University, Guwahati, for the degree of Doctor of Philosophy in Education in the Faculty of Arts of Gauhati Unversity, is an original work done under my supervision and guidance. The collection of data from primary and secondary source has been done by Parna Priti Bora herself. She has fulfilled all the requirements under the PhD guidelines of this university.

The present work embodied in the thesis is the result of her own work and no part of it has been submitted to any other university or institution for award of any degree or diploma.

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Prof. Polee Saikia

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DECLARATAION

I hereby declare that I have carried out this research work titled **"Social Maturity, School Adjustment and Academic Achievement of Girl Students at Higher Secondary Level"** under the guidance and supervision of Prof. Polee Saikia, Department of Education, Gauhati University as a requirement for the award of the Degree of Philosophy by Gauhati Unversity.

Further, I declare that this thesis is a result of my own investigation, analysis and observation. This thesis as a whole or any part of it has not been submitted to any other university or institution for award of degree or diploma.

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CHAPTER I

1.0INTRODUCTION

Education is a continuous and deliberate process of development of an individual's innate powers and his gradual adaptation in various ways of physical, social and spiritual environment.

Education is a way of life encompassing the entire life of an individual or society in a very systematic and well manner. In broad sense, it implies all the experiences that an individual gathers in social and natural environment through various interactions. It is one of the most comprehensive and complex process that brings a change in knowledge, attitude, skills, behaviour, values, etc. Education is a lifelong process, which starts at the time of birth, continues and ends at death. From the educational sociological point of view, the objective of education is to develop all kinds of social values and democratic feelings in the child which may lead to development of society, nation as well as the whole world. Whatever education is provided in educational institution is ought to be visualised through co- relation with socio-economic- cultural activities and it also helps to develop balanced personality.

T. Raymont observed that Education is that process of development which consists of the passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical and spiritual environment.

Brown in 1954 stated that Education is the consciously controlled process whereby changes in behaviour are produced in the person and through the person within the group.

Indian Education system has generally 4 levels that are pre-primary, primary, secondary and higher education level. Pre- primary and Primary Education is of the greatest importance as it lays emphasis on healthy foundation for the future development of the child. On the other hand Secondary Education gives opportunities to students of diverse capacities and aptitudes. And also helps them to play the role of useful citizens. In secondary education there must be different avenues which will lead to further higher education and they also get an opportunity for developing their diverse capacities and aptitudes which is very much essential for the useful citizens of our society. The curriculum of the higher secondary stage should be designed in such a way that each subject creates a strong foundation for future higher education and various vocational courses. Secondary and Higher Secondary Education also prepares the child for University or Higher Education. While University Education provides right kind of leadership which requires in all walks of life and also cultivates new knowledge, values which is needed for developing the good life.

The structure of Education is based on the national level pattern that is 10+2+3. The higher secondary level is the most significant and crucial period of students' life because it determines the destiny of life. Secondary Education makes the bridges between primary and higher education. This is the most important phase of Students life. National Policy on Education (1986) has remarked that the stage of Secondary Education is meant for the development of all knowledge for all aspects of life in general. It provides a stage where the children get a sense of history in the national perspective and an opportunity to understand their constitutional duties and rights as citizens. Special provision should be made for talented bright students who desire to acquire knowledge according to their

interest, aptitude and capacity. They should be encouraged to develop the qualitative education.

The Higher Secondary (+2) stage is an important phase of school education because after this stage, the students acquire eligibility for becoming an engineer, technologist, doctor or teacher or keeping continued educational activities on third phase.[1]In Assam, Higher Secondary Education is regulated, supervised by Assam Higher Secondary Education Council, established on 1st June, 1984. The board is responsible for conducting Higher Secondary Examination of the 4 streams i.e. Science, Arts, Commerce and Vocational stream

The Secondary and Higher secondary students fall under this Adolescence period. It covers the age group from 12/13 to 18/19 years. This period is the most sensitive and colourful phase of man's life, owing to the fact that changes are taking place in all directions of human life (i.e. physical, mental, moral, social, emotional, spiritual) and among those social developments takes important place during this period.

For emphasizing the importance of personality development of students the secondary education commission remarked that secondary education is "to release the source of creative energy in the students so that they may be able to appreciate their cultural heritage, to cultivate rich interest which they can pursue in their leisure and so contribute, in later life to the development of the heritage"[2]

The term adolescence has a broader meaning. It includes mental, emotional and social maturity as well as physical maturity. It is the period in which social, physical, mental, moral, spiritual, sexual outlook changes to another level and starts forming his personality. In this phase, adolescents change it course of development from later

childhood to adulthood. It is the period in which complex emotions such as admiration, gratitude, hatred, joy, grief, pity, shame develops in the adolescents.

Piaget defined that adolescence as the age of great ideals and the beginning of theories as well as the time of simple adaptation of life.

Stanely Hall stated that adolescence as a period of great stress and strain, storm and strife.

The adolescent faces many problems related to their schools as well as studies. Such common problems are teacher-student relationship, partial attitude of the teacher, lack of proper guidance for vocational selection, burden of school as well as home task, etc. As the student passes 5-8 hours, it adversely influences the adolescents' life. Adolescence is a period of rapid change and development. This stage is considered to be the most special period of human life. In the words of Jersild (1978), described that Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically. Education is considered as the powerful instrument of social, political and economic change. It aims at development of desirable traits of personality in the child. With the help of education, it can bring desirable change in society and lead to the various developments like technical, social, economical and cultural development in the adolescent boys and girls. Adolescence period is marked with the social development and increase in social relationship, social awareness, social commitment etc. and the social development helps to gain social maturity among the adolescent boys and girls. Apart from Institutional factors many psychological factors also affect or have a relation with the Academic Achievement of the students

1.1 MEANING OF SOCIAL MATURITY

The individual is regarded as endowed with a social nature, he is social by instinct. An individual is ought to be caught up in an intricate web of social relations. A socially efficient individual is not a drag or parasite on society or any individual. They can able to earn his livelihood and also conforms to social conduct. Socialisation is a lifelong continuous process. It takes place at different stages of development of individual. Socialisation begins right after the birth i.e. Infancy period, and then it continues to Early Childhood, Late Childhood, Adolescence and Adulthood. Familyis the important agents for the social development of the child. It provides first opportunity to come in contact with other people as well as gives an outlet for the expression of personality. Apart from other agencies, school is the place to cultivate values, ideals, norms and transmit culture to the generation. School trains the child and helps in the process of social development. Thus it has a profound influence on child's social development. And it also enables the child to become almost mature adult in future. The peer groups also play a vital role in forming a child's opinion and making his own decisions in matters where the family does not approve of as well as other independent matters.

In Psychology, Maturity means the ability to the respond to the environment in an appropriate manner. Maturity also encompasses being aware of the correct time and place to behave and knowing when to act, according to the circumstances and the culture of the society one live in.[3]The ultimate aim of effective social development in status hood is the attainment of Social Maturity.

Every society has its own way of life, activity and culture. The well organised society has certain rules, customs, and traditions of their own. The rules and tradition accepted by the society must be taught to the new generation. A child in society must be conforming to those rules and laws if he is to become effective member of that society. And thereby he is to develop and educate himself with the social customs, traditions, religions, language, culture, faith and belief which are accepted by the society. It includes various behavioural forms such as group compatibility, kindness and sympathy, fair play emotional adjustability, courtesy and politeness, dependability, self-confidence, co-operation, leadership and cheerfulness. The behaviour of particular person is modified by coming in contact with others. The members of the society who come in contact with the person have expectations of a specific behaviour from the person on the basis of accepted truth and the norms of desirable behaviour. This particular person brings modifications in his behaviour in accordance with those expectations.[4]Generally there are three types of maturity- social, physical and physiological. In a simple sense, Social Maturity means when a person understand and appreciates social norms and rules, appreciate the feelings of others, skills for self-caring, social participation, etc. Social development of the individual is one of the important factors for social upliftment of the society. A socially mature individual should be able to make judgements, decisions and take proper action in case of problems and critical issues. And Social Maturity also helps the individual for independent responsible members of the society. As age increases, maturity also increases. The social maturity as a term is used commonly in two ways. Firstly, in reference to the behaviour that conforms to the standards and expectations of the adults and secondly in reference to the behaviour that is appropriate to the age of the

individual under observation (Srivastava, 1987). Man is a social animal as they possess a unique characteristic which separates them from animal and for his existence in the society, he or she should conform to societal Norms, ideals, values, etc. so that he can be an effective member of the society. In this regard, Freeman and Showell (1971) defined that Social Development is the process of learning to conform to group standards more and traditions and becoming imbued with a sense of oneness, intercommunication and co-operation. Social Maturity implies on the one hand well developed social awareness, deep and clears understanding of the social heritage and appreciation of the value of social customs, manners and norms of the rules that govern social behaviour, of the rights of others, and of his own responsibilities as a member of a social group.[5] Matured Individual moulds himself into the behaviour, habits, attitude, and manner which are prevalent in the group in which he lives.

Man is not born as Social but at times gradually moulded in society into social being and learn social ways of acting and feeling. Social Maturity of a person is often observed by his or her behaviour with the peer group. If the person behaves typically similar to the other people of the same age group then that person can be termed as socially mature. If an adult behaves like a child in society or within his peer group than we term him or her as immature. Maturity can also be termed as an adjustment that an individual does to be a part of his or her group.

Thus, it can be said that maturity is a relative term and there are no defined guidelines by which it can be termed as a person socially matured. It involves references to the individual's age, experiences, standard of education, degree of effective adjustments achieved of effectiveness and competence in life. [6] Children undergo different levels of development from one level to another and parents, teacher should understand this fact

and treat the child accordingly and do not force or expect the child to act in a particular way in the society. Social Maturity is a gradual continuous process which a person develops in different stages, even after attaining adulthood a person may not be socially matured in all aspects because some social traits may not be developed according to the required societal norms. Thus it can be said that ideal Social Maturity may not be attained by a person at definite period of time.

Raj, M in (1996) defined that Social Maturity is a 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, social problem solving and judgement.

According to Wentzel (1991)[7] Social Maturity is an "adherence to social rules and role expectations". Society has generally certain norms, mores, social codes and ethics, so parents, family members, neighbours, peer group, etc. expect him to behave in socially acceptable way. This ability to function in an appropriately responsible manner while understanding the social rules and norms in place in a given culture and the ability to use that knowledge effectively is known as social maturity. It is the ability to tolerate and adjust to frustration with stress as well attaining tolerant outlook, and also a satisfactory life philosophy that enables to satisfy physical as well as psychological needs. Hurlock in 1950 defined that social development means attaining maturity in social relations. It means the process of learning to confirm to group standards, morals and traditions and becoming imbued with a sense of oneness, inter communication and cooperation.

Social Maturity is often stressed as an important educational objective as the mark of an educational objective as the mark of an educated person. It is frequently translated into social sensitivity and responsibility, that is, socialized or socially mature person is sensitive to social situations and problems to the needs, difficulties and problems of other people, and he continues to assume more and more responsibility for himself and the group.[8]

1.1.1 CHARACTERISTICS OF SOCIALLY MATURED INDIVIDUAL

Socially matured individuals are friendly in nature and have a greater degree of adaptability and adjustability.

1. At first the child is self centred and egoistic in nature, gradually he/she develops social behaviour and conforms to the norms, mores, and ethics of the society. He/she can make himself adjusted easily to the varying needs of the society and social circumstances.

2. Socially matured person has the ability to make appropriate decisions at the times of any social crisis, needs, and problems of the society.

3. Socially matured person possesses leadership quality and are also capable of taking Social responsibilities whenever the need arises in the society.

4. They have a very cooperative nature in all aspects of life. He maintains a cordial balance with different genres of the society.

5. They are very much sympathetic and courteous towards others. They rarely hurt the emotions of other persons.

6. They always believe in equal rights, justice to everyone in the society. They always try to uphold the unity in the society.

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7. They are always ready to take active part in the different social activities. They are against all kinds of social evils and are against all kinds of malpractices in the society. They always take the lead in removing any kind of prejudices prevalent in the society and always fight for right cause.

Thus we can say that they imbibe all the social qualities such as love for others, respect for other's opinion, patience, self control, respect for other religion etc that can be expected in a civilised society.

Robert Kegan, a developmental psychologist, was the first to propose his own stage theory in his book, "The Evolving Self," who described a theory of how people become progressively more socially matured.

Kegan suggested that as the babies grow into adults, they develop progressively more objective and accurate appreciations of the social inhibit.

1.1.2 DIFFERENT LEVELS OF SOCIAL MATURITY

The various stages of Social development have been described in the book- "Educational Psychology" by SS Mathur. They are briefly discussed below:

a) **Awareness of others**-At first, babies can only recognise their parent's face, gradually they show awareness of others. They smile and attract the attention of others. Thus, they begin with the social responses.

b) **Mixing in the social group**- At first, child is very much unsocial, self-centred till the age of 2 years. Step by step children learn how to speak and use a language of their own. After two years, they show a little social awareness and participate in joint activities. When they enter school, high level of socialisation

takes place and increase their 'we feeling' may be due to constant interaction with peers, teachers, families, neighbours, etc. As they involve with the larger social group they develop more interest in team work. Furfey on the basis of his observations mentions that at 10 years of age most of the children reach that stage where they develop team spirit. But there may also be many boys at this age level whose interest in the group may not be marked and their behaviour may still be individualistic.

c) **Understanding of Social Relationship-**At this stage of social development, he takes an initiative to make a relationship with other members of the society. They begin to understand the relations and appreciate the feelings of others.

1.1.3 FACTORS OF SOCIAL MATURITY

There are various factors which influence the social maturity of the individual. Some of them are discussed below-

A. **Personal factors**-

The **physical** and **health status** of a person plays a vital role in socially matured behaviour of the individual. An individual with normal physical traits possesses self-confidence and self-respect. He has ability to adjust himself in different social circumstances and act accordingly. A healthy person is always ready to take part in social activities and maintains a cordial relationship with all the members of the society. But an unhealthy person is not able to use conscience to differentiate between the good or bad way of behaving in society, and hence he is not able to take active part in social activities. The children who suffer from poor health or any physical disability or defects have more chance of developing inferiority complex

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and finds difficulty in adjusting in the social environment. Such person develops low self-confidence, low self-esteem and do not interact with people with much ease and for that they fail to adjust in Societal Environment. Therefore, teachers, counsellors or guidance workers should help the child for their proper physical development.

Intelligence is another factor which influences the behaviour of the Individual. It helps the person to take correct decision at right time with a right person and make adjustment with different situation. Thus, we can say that Intelligent person tend to be more socially mature.

Emotional Maturity of the Individual also plays a vital role in the development of Social Maturity. Parents, teachers or educator should help the child to express their emotion so that they do not hold back their emotion inside them. An individual who is able to express his/her emotions in a proper manner at the required time normally possesses a healthy social personality. An emotionally immature person is characterised by poor social qualities. So, utmost care must be taken for emotional development of the child so that there is no hindrance in his/her social development. Thus we can say that there is a positive relationship between emotional and social development.

B. **Environmental factors-**

Family atmosphere

Family is the foremost agent for significant influence of Socialization of the child. They inherit some basic potential for social development. The family atmosphere has a tremendous influence on the development social qualities in the child. Family is the first place of social learning of a child. The child knowingly or unknowingly imitates

the behaviour of their family members and thus the acquired behavioural traits remains with children for the rest of their life if these are not changed by their parents, siblings or peers. Family plays a pivotal role in distinguishing between the good and bad social habits for the child. There are various factors of family that influence the social maturity of the child. Such as size or type of family(joint or nuclear), attitude of the parents towards the child, relationship with the family, the traditions and cultures of the family, socio economic status and position of family. When there is a free interaction among the family members regarding all topics and everyone's views are given equal importance, then it helps in developing a socially balanced personality of the child. If there is a stressful and dominating relationship between the parents and children, then the children develop negative behavioural traits in their personality. Therefore, positive parent-child relationship provides a suitable environment for social development of the child which helps them in the process of Social Maturity.

Religious Institution

Religious Institution like temple, church and others plays a dominant role in Social Maturity of the child. After family, religion also has great impact on the child. The religious institutions help in building social relationship with those living in the society. These institutions impact the individuals to a great extent on traditions, customs, values, ideals, ethics which in turn also influence the social development of the individual.

The School

Teacher, Counsellor and administrator play a most strategic role in Social development of the pupils. Social Maturity of the children is greatly influenced by teacher's Personality. Through the curricular and co-curricular activities, children get the chance to develop their various social dimensions. When there is a proper healthy atmosphere in School then they feel free to express, accept opinion of others, and develops self-esteem, self- confidence, self- concept. School's activities, their values and principles, traditions, the social qualities and behaviour of the teachers and the peers influence the social development of every child. Schools and their functioning greatly influence social development of the children. The school's democratic environment enhances the social virtues of the children, while negative school environment hinders their social development.

Peer Group

In School playground child gets involved with peer group and get opportunities to mix up with them. The child imbibes the habits and social qualities of his/her peer group. When the child is influenced by good company it enables them to build good habits and bad company lets the child imbibe the bad qualities. The qualities like cooperation, leadership, adjustment in social situations are also developed from the peer groups. AT Jersild in 1947 mentioned that peer association is a meaningful process through which he changes with his age group into youth and adulthood. They develop sympathetic attitude, sense of belongingness, approval, acceptance, loyalty and other acceptable social behaviour.

Parents, teachers and other responsible members of the society should take utmost care to keep the child away from anti social elements or bad company. They should also see that the negative impact of the peer group does not fall upon the child. Proper environment and opportunity should be given to the child to mix with his/her peer group.

Community

Social Maturity of the child is influenced by social environment that are provided to the particular individual. Inter-personal, Inter-group relationship are developed by individual affect on their process. Through interaction they learn many ideals, customs and traditions of the society. They used to learn languages, social etiquettes and habits. It modifies their social instincts and behaviour. During this process, it not only develops their social qualities, but it influences their wholesome personality. Along with the passage of time, the child starts interacting with the neighbourhood social circle and the community to which he belongs and these in due course of time influences the social conduct of the child and it gets into his character. Thus the society in which the child plays a pivotal role in shaping his social behaviour and development.

Information and Entertainment agencies

The social development of the child is influenced by agencies like Newspapers, Magazines, Radio, Cinema, Television etc. These agencies give the children continuous information on the changes in social surroundings, economic situation, traditions and values which help in moulding their attitude towards the society and their social conduct. The children undergoes idol worship to their favourite characters from sports, cinema, political arena, arts etc and they try to follow them in

conducting socially which also gets into their personality. Hence, government should act as a statutory body in controlling these agencies so that the undesired content is not viewed by the children which may develop bad social morals in the children.

1.2 SCHOOL ADJUSTMENT

Higher Secondary stage is the most important level for the adolescence period**.** As after completion of this phase, Adolescent boy or girl will perform various roles in the society. In this regard, school plays an important role in adolescent's all round development. At this stage, an adolescent also faces many problems of adjustment. They facemany troubles while adjusting with school. Some students tried to bunk the classes, do not participate in extra-curricular activities, not able to adjust with learning instruction provided by the teacher. For which school premises need to be well-defined with rules and regulations which make their atmosphere joyful, contentment, etc. If he is not satisfied with the school environment then they try to escape from school premises.

Education is intended to bring about changes in knowing, feeling and action. Through the different subjects in the school curriculum, the child is supposed to develop increasingly more understanding, acquire more knowledge, develop varied skills and abilities, imbibe wholesome values, possess healthy attitudes, develop broad and varied interest and achieve better adjustment.[9]School is the best social institutions for developing social qualities among them. School Adjustment in adolescents is very important factor because it exerts their powerful influence on their later personality development.

1.2.1 CONCEPT OF ADJUSTMENT

Socially adjusted child is normally characterised by less amount of frustration, rationale thoughts and actions, appreciative attitude, energetic, optimistic. They change the way of life according to the demands of the situation and are flexible in nature. And due to their strong will, they make an effort to reach his goal or destination. Apart from Social Maturity, they also show emotional maturity which enables them to express emotions in a desirable way. They are satisfied with the surrounding, enjoy the company of others and well-fitted with their family, schools and any other social situation. As they are friendly in nature, they can easily get along with other people.

Symonds in (1933) defines adjustment as a relation of the organism to its environment.

Webster 1951 described that adjustment is the establishment of satisfactory relationship, as representing, harmony, conformance adaptation etc. In the psychological term, Adjustment means "getting along with the members of society as best one can".

Skinner in (1952) said that adjustment involves the organisation of personality which leads to stability of the individual to his social and physical environment.

Gates, A.S and Jersild, A.T., "Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment."[10]

Adjustment potentials enable the students to deal better with academic pressures or challenges. School adjustment is the degree of school acculturation that is needed to optimize the educational fit between students' exclusive characteristics and the distinctive

nature of learning environments. It is a process of bringing an individual's behaviour in conformity with the norms of the school setting.[11]

Adolescence development and adjustment should be a matter of concern not only for parents but also to the schools and adults of the society. School Adjustment means when a student is well adjusted with the school environment which includes his friend circle, his teachers, administration, playground and feels satisfied with the daily routine.

In this context, Sharma in (1971) mentioned that School climate is the resulting condition or atmosphere with in the school, or social interaction among the students, teachers and the head.

School adjustment requires the development of all social qualities and virtues in an individual. Normally adjusted individuals have courage to meet any kind of problem and difficulties in their life as they come along. But mal-adjusted individuals like neurotics, psychotics, criminals, alcoholic, drug addicts fail to adjust due to lack of social skills. Parent's rejection may lead to the mal-adjusted behaviour in the child and sometime overprotection of parents may develop selfishness among the child.

1.2.2 CHARACTERISTICS OF A WELL ADJUSTED INDIVIDUAL:

A well-adjusted individual is supposed to possess the following characteristics:

1. **Awareness of Strengths and Weakness:** Awell-adjusted individual understands his or her strengths and as well as limitations. They are not rigid in their behaviour and adaptable to the changing situations in life as well as they are sympathetic to the problems of others.

2. **Balanced level of Aspiration:** Their level of aspiration is neither too high nor too low. They do not take any shortcuts to success and aspire to their level of capability only. Their self-satisfaction nature leads to high adjustment in different kinds of social situations.

3. **Satisfaction of Basic Needs:** His physical, emotional and social needs are fully satisfied and do not suffer from any kind of emotional distress and social isolation. Thus, they have no psychological discomfort and feels reasonably secure and posses high self esteem.

4. **Rational attitude:** A well adjusted individual always appreciates the feelings in others and differentiates between the good and the bad in a logical manner. He does not indulge in unnecessary debates and puts forward his thoughts in a systematic manner.

5. **Strong Will:** They are ready to face any kind of challenges that comes to their life. He has an indomitable fighting spirit and is always ready to face all types of hardship in life.

6. **Belongingness to the Environment:** Well adjusted individual has a homely feeling with his environment. He is well fitted at any kind of social situations like family, neighbourhood, educational institutions etc. Even in the school situations they are satisfied with the school routine, peer group, teachers and other administrators. In his professional sphere also he embraces all kinds of odds and work with great enthusiasm.

7. **Adequate philosophy of life:** He changes his philosophy of life according to the needs and demands of the society, culture and his personal self. He adjusts his philosophy of life so that there is no clash within these.

1.2.3 DIMENSIONS OF ADJUSTMENT IN SCHOOLS

Following are the various dimensions of school adjustment:

1. **Adjustment related to academic, co curricular and school routine:** A school is a place where instruction is given according to the subjects of the curriculum. In schools children learn new knowledge, skills, attitudes and values which help them to solve social problems. Through curricular and co-curricular activities, students gain practical and direct experience of life that helps in the way of adjustment. School is responsible for getting the desired result out of an individual through its classroom objectives. Nowadays schools function with 7R instead of 3R which are-

   - Reading

   - Writing

   - Arithmetic

   - Recreation

   - Rights

   - Responsibilities

   - Relationships

   Through various ways of educational objectives, schools are able to function as true miniature societies.

2. **Psychological adjustment:** In schools the children get the opportunity to develop their desirable interests and attitudes. Schools play a vital role in the development of child's good memory and good temper.

3. **Adjustment to and within the self:** Children learn to realise their strength and weakness in school and they try to overcome emotional difficulties. The school helps the children to get self understanding and acceptance. They are given a proper guidance in making right choices with regard to their education, vocation etc. Thus, it develops attitudes and values among the children.

4. **Social Adjustment:** School plays a vital role in making a child socially acceptable. School provides complete education of the child which includes the proper understanding of the social needs and requirements and also help in making effective relationships with peer group, home, culture and community. School helps in building a harmonious relationship between the pupils and teachers. Thus, the school inculcates the various social qualities in the children which help them in leading well adjusted life in future.

1.2.4 ROLE OF THE SCHOOL IN ADJUSTMENT

There are various measures which can help the child in adjusting to the school environment or any kind of social situation. They are-

- Teachers, administrators as well as elders of the society should provide affectionate and co-operative environment. And they should be encouraged to express their opinion which enables them for a better adjustment. Thus, they should emphasise on the harmonious development of the personality of the child.

- School Environment must be democratic in nature, free from partial attitude of the teacher, which will enhance the cordial relationship between pupils and the teachers.

- Curriculum must be properly planned considering the 3A's that is age, ability and aptitude. And there should be flexibility in curricular as well as co-curricular activities.

- In school situation, teacher must help the students for proper emotional development, good mental health and accordingly offer guidance services to the students as we know that mentally healthy person leads to the well-adjusted individual

- Teacher must take care in developing a desirable traits, interests and attitudes among the adolescents.

Thus it can be regarded that well-adjusted individuals are realistic in view and possess all the required social traits which will help them in future to be a healthy adult. Adjusted individuals are physically, mentally, emotionally and socially well-balanced. And through adjustment process, person can lead a happy and well contented life.

1.3 ACADEMIC ACHIEVEMENT

Academic Achievement is the measurement of the educational growth of the child. It is measured by the marks obtained by the students in the regular examinations conducted by the schools. These marks or grades form the basis of getting a rank in the class, promotion from one class to higher class and getting admission into colleges or other professional institutes for higher education. Thus, it helps the educator to know about the capacities or interests of the students. A student's achievement in different levels of education in primary, secondary and higher education can be termed as his/her Academic Achievement. Academic Achievement is the systematic gathering of evidence of the pupil's development, and the extent to which students have progressed in their studies. Generally in school situation, Evaluation is done to improve the level of achievement and proficiency through diagnosis. It is the basis and integral part of the Education system to

measure the students' achievement. In this regard, teacher plays an essential part to evaluate the progress and potentialities of the individual pupil. And also teacher can assess his or her teaching methods, strategies of the different subject matter. It helps to provide remedial teaching to students according to weakness and strength of the students in different areas of learning. Achievement of the students may depend upon some variables which include aptitude, intelligence, personality, interest, etc. achievement record of the students help to make decision for promotion or grading, selection and placement in future educational institution.

Verma and Upadhyay in 1981 defined that achievement is the attainment or accomplishment of an individual in some particular branch of knowledge after a certain period of learning. It is also the condition for promotion to next class and an index for future success.

Academic Achievement can be termed as total outcome of the instructions that is provided to the students by the teacher in school which is determined in terms of grades or marks.

A considerable number of students from school go to colleges and institution of higher learning. It is very important to ensure that such students acquire the requisition competence so as to benefit most of out of higher education. Setting the stage for achievement of the youth is thus a fundamental obligation of educational system at school.[12]At the school age only children learn to develop and use their mental, moral and physical powers. It is the place where students get together and share various knowledge. Through various kinds of education, it shapes their behaviour, interest, attitudes and habits. When education is provided according to the needs of the students, definitely it

will bring positive changes in them and helps them to achieve success in better way. It is only Education which aims in boosting the academic performance of the child. For the rapid scientific and technological advancement in modern society, the concept of intelligence is increasingly important.

Academic Achievement comprises of 2 words, i.e. Academic and Achievement which means 'scholarly accomplishment'' The academic word has been derived from the term 'academy' means where special type of instructions are imparted. On the other side, Achievement means one's learning attainment, accomplishment and proficiency of performance. Academic Achievement plays a major role in harmonious development of the child and it gives criteria to judge one's total capacities as well as potentialities. It enables to know about the student's ability in school subjects which is imparted through various instructions. In every educational institution, academic growth of the pupil is the most important goal of education, for that each institution should take every measure to encourage an educational and co-educational progress of the child.

English and English (1958) defined that Academic Achievement as the attained activity to perform school task. It may be general or specific to a given subject matter. The Oxford English Dictionary defines achievement as "the act of achieving, completing, or attaining by exertion; completion, accomplishment, successful performance." Academic Achievement is defined as the excellence in all kinds of academic discipline.

It may include both curricular as well as co-curricular activities. It is the outcome of education that student has achieved through their institutional goals. Academic Achievement is generally measured by examination or continuous comprehensive assessment or evaluation.

Stephen (1958) defined that Academic Achievement is the unique responsibility of educational institutions established by the society to promote wholesome scholastic development of the child.

Crow and Crow in (1969) defined Academic Achievement as the extent to which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him.

We know that academically successful students are meant to get better opportunities in life in terms of employment and remuneration compared to the students who do not excel in their academics. The teacher can organise various programs which will promote positive educational outcome. There is individual difference in the academic performance of different individuals. It is generally found that high IQ tends to achieve high academics, and that is the reason we found sometimes that student giving less time and effort in studies achieve better result in exams. Good Academic Achievement motivates the students for their better advancement in career and earn higher grades in exam which gives them confidence to learn new topics and become a lifelong learner.

The dictionary of Education, Good (1973), defined that Academic achievement as accomplishment or proficiency of performance in a given skill or body of knowledge.

Dictionary of Education, (2003) defined that Academic Achievement means the knowledge attained or skills developed in schools usually determined by test scores or by marks assigned by teachers or both.

1.3.1 CHARACTERISTICS OF ACADEMIC ACHIEVEMENT

- Academic Achievement can be termed as progress report or result of the enrolled course or degree at the end of a program.

- It is measured by grades or marks obtained after evaluation of course.

- Grades or marks can be used to improve the performance of the students by identifying the weak points and giving corrective measure.

- Degree or diploma awarded by institutions highlights the effectiveness of the teaching techniques or learning instructions which improve or deteriorate the academic performance of the students.

Academic Achievement is of great importance for the development and advancement of a nation. Intelligence is the most dominant factor in the performance of the students as the students with higher intelligence perform better in examination. Thus, it can be said that individual's intellectual development influences academic achievement of students. Apart from the internal factors, some external forces like home and school environment, society, peers also impact the academic achievement of the students.

1.3.2FACTORS OF ACADEMIC ACHIEVEMENT

In a classroom, there are three types of students that are high achiever, low achiever and average achiever. There are various factors that influence Academic Achievement of the students such as-

a) **Intelligence**- Intelligence varies from one person to another. In a classroom, students come from different backgrounds with different level intelligence and thus, their achievement is also not similar. In school, student's learning ability and success in examination is where intelligence is applicable. Students with high intelligence perform better and learn quickly than the slow learners. Intelligence is the good predictor of achievement. It also enables students to understand the problems and new situations of life.

b) **Motivation**- Motivation helps students in accomplishing the tasks and get success in examination. It can be both internal and external. Internal which comes from within and external comes from outside sources. Self motivation is caused by pleasure, satisfaction and interest. On the other side, when the learner is motivated by external reward, praise or appreciation then it is external motivation or extrinsic motivation.

c) **Anxiety**- Anxiety plays an important part in the life of the school children. When a child suffers from anxiety, his performance is not upto the optimum level. Lower the anxiety, higher the academic achievement.

d) **Attention &Interest**- The success of academic achievement largely depends on his ability to create interest in the subject taught in the class. Teacher should apply technique for making them attentive in the class and arouse the interest in the subjects or topics that are discussed in the class. Thus, for the success in education, both the attention and interest are important for the students.

e) **Memory**- Memory helps in remembering important facts, names, dates, topics covered in the syllabus which help in writing answers in the examination and lead to better achievement. Teacher should always encourage to use logical kind of memory as the topics learned in the classroom can be remembered by the students for a longer period of time.

f) **Socio- Economic Status**- Academic Achievement of the students is also influenced by socio-economic background. Families with better socio-economic status are able to provide better educational facilities to their children, which are not enjoyed by the economically deprived students. Students with good economic background get better scope of learning from various sources rather than school and also they get the

opportunity to attend better schools. If the students are deprived of various educational facilities then it definitely affects their achievement.

g) **Parental Awareness**- If the parents are not aware of the importance of education, child's mental and physical needs, and then it has negative impact on their achievement. Therefore positive parent-child relationship also helps for psychological and future achievement in life.

h) **Sex difference**- It is another factor of their influence because both boys and girls are differ in terms of biological and psychological features as well as physical and mental abilities.

i) **School**- Proper school environment also influences the academic achievement of the students. Behaviour of the teacher, administrator, method of teaching, peer's behaviour and discipline play an important part in determining the academic achievement of the students. If their behaviour is positive, it leads to motivation of the students towards studies. Students must abide by the discipline of the school which will develop sincerity, attitude and by default it will lead to arousal of desire in the student to take active part in all the activities of the school and will also lead to a good academic career.

j) **Expectation-** High expectation from the parents of the child not considering the capability or capacity of the child leads to anxiety or stress in the child if they do not live upto the expectation of the parents. Thus, it is one of the important factors in performance of the child in studies as with stress the child will not be able to deliver the best output.

k) **Readiness or willingness to learn-** Students should have a readiness to learn new topics or gain new knowledge for effective education. If the child is not ready to

learn then forcing him will not give best outcome. Both mental and physical readiness is required for fruitful learning.

l) **Physical and Mental health-** Students should be physically healthy, free from any kind of diseases, illness for better learning. Physical deformities and inborn deficiencies may affect in their learning capability. Mental health is equally important in learning process as if student suffers from frustration, depression, mental conflict then it affects in the academic achievement of the students.

m) **Learning by doing-** When the student learns by practising a particular task and repeats again after a particular period of time, then learning becomes permanent. Thus, if there is subsequent trial, incorrect responses gradually decrease due to the practise.

1.3.3 WAYS OF IMPROVING ACADEMIC ACHIEVEMENT

a) In school curriculum, both curricular and co-curricular activities should be included for all round development of personality, self-confidence and desirable attitude of the students.

b) There should not be gender biasness on curriculum. Both boys and girls should get the opportunity to take all the subjects for which diversified curriculum must be included.

c) Students should be taught to manage their time effectively. They should be taught to complete their task within a stipulated period of time and schedule their work according to their available time.

d) Honesty and good code of conduct should be imbibed by all the students. They should be trained to do their school work with complete honesty and sincerity,

so that whatever they learn it will stay with them for their lifetime and hence it will lead to excellence in academic field.

e) Individualised instructions should be given to the students according to their needs and capacities. It should cater to the needs of all type of students that is good, average and poor. It will enable the students to cope up with the existing curriculum as well as examination. Thus they can learn at their own pace and help them to obtain good marks in examination.

f) Teaching and learning materials must include the audio visual aids which will make a clear understanding towards the topic. When the student will be able to see or hold the object, model then it will give them lively experience. Such learning becomes more useful and effective for maximum output and teacher should always practice new methods and techniques while imparting instructions to the students.

g) Library should be available in the school so that the students get the opportunity to learn different literature, culture. They will also get to read the reference books related to their subjects which will increase their knowledge about the subjects.

h) Age old or outdated method of teaching, curriculum must be removed with a new one. Whole teaching systems must be modified where both practical and theoretical approach is emphasized.

i) Apart from written examination, oral test must be conducted by the teacher so that the aptitude of the student can be measured.

In the era of modern scientific and technological advancement, Academic Achievement of the students always remains at top priority. Nowadays effectiveness of educational institution is measured by the extent to which students acquire knowledge from the whole learning process

1.4 RELATIONSHIP OF SOCIAL MATURITY WITH SCHOOL ADJUSTMENT AND ACADEMIC ACHIEVEMENT

Social Maturity has an intimate relationship with the child's adjustment. Generally it has been observed that socially inhibited and shy children tend to poorly adjusted in environment. More the child is Socially Matured, more there will be Social Adjustment. It has been observed that there is a sense of belongingness, social acceptance, friendship, love, affection and companionship among the adolescents are very strong. These needs are well cared by social institutions like the family, school and others. Maturity may also be described as the criterion of good adjustment which helps the individual to live effectively in his group or it indicates that degree of good adjustment[13]

Individual performance in an environment also depends largely upon on how he or she has adapted or adjusted to it. And personality is the result of adjustment of individual through the formation of desirable traits.

School adjustment has been historically associated with children's academic progress or achievement. It has been observed that social withdrawal and inhibition are always associated with academic difficulties of the child. Therefore, Social Maturity has also relationship with the Academic Achievement of the child. The environment created in the school as well as home either accelerates or retards the social development of pupil. School plays a vital role in the development of an adolescent as they spend most part of

their time while attending school, engaging in various extracurricular activities, which helps for the all-round development of child. As teacher assess various types of formal and informal test to the students. Through which, it can measure the pupil's learning ability, creativity, imagination etc.

Thus, Social Maturity has a relationship with academic achievement of the child as well as scholastic attainment too. When the child is socially mature, then they are not dependent on others, they become more responsible towards themselves as well as society which are the most essential attribute of today's world or society. In this regard, school plays an important role for cultivating social attitudes among the child. It enables the child to understand the nature of society that they are living. The present educational curriculum provides enough scope for developing social qualities. The various dimensions of social maturity are work orientation, self-direction, social commitment, social tolerance, co-operation, etc. Now-a-days, the purpose of education is to prepare the child for the various kinds of curricular as well as co-curricular activities; gradually the child also develops all these social dimensions. Thus, Social Maturity has a relationship with academic achievement of the child as well as scholastic attainment too.

1.5 SIGNIFICANCE OF THE STUDY

Maturity plays an important role in personal and social life. Social maturity means attaining maturity in relationship, which is to establish good relations with family, neighbours, friends, playmates, class fellows, teachers and other members of the society. A person having a quality of friendliness and adjustable nature is considered as socially matured person. The present curriculum is only cognition oriented, it does not give enough scope for developing social qualities or personality traits. So apart from normal

curriculum, education should inculcate human values in Adolescence. As adolescence period is the stage of development, they are expected to express more matured behaviour in all the sphere.

Many research findings showed that if the children do not establish good relations with their school friends, teachers or others, they suffer from certain behavioural or psychological and adjustment problems.

The adolescence in this age group (17-18 years) faces many problems as well as pressure from family, school, elders of society and others, which affect in their process of Social Maturity. Through the study, investigator has felt for knowing the intimate relation between social maturity and school adjustment, academic achievement. It has been observed that most of the children are lacking of social qualities. School is considered to be the best place for the cultivation of academic as well as non- academic goal which are essential attribute of the members of a progressive ongoing society. This study on social maturity will help the investigator to find out the levels of social maturity among the school age children and thereby their behaviour can be categorised. This study will also enable the teacher, parents to deal with children effectively and help them to become mature adult as well as responsible citizens. Social maturity influences the child in adjustment process. Nowadays it has been seen that there is high level of Academic achievement with no social maturity. Social Maturity plays a significant role in adolescent's life as it enable the individual to adjust in family as well social life, school situation effectively.

It has been observed from the other research findings that due to some psycho-sociological problems various issues has been emerged in the society like moral degradation, social maladjustment, exploitation, lack of civic and social responsibilities

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which makes them selfish, egocentric, failure and not being able to co-operate and participate in any social activities. This study has greater importance to find out levels of Social Maturity.

Different studies have been conducted on relation between Academic Achievement and Academic Stress, Emotional Intelligence, curiosity level, cognitive style, Personality traits and Adjustment, social maturity and Intelligence, Anxiety level and Academic Achievement but no studies has been conducted on Social Maturity, Academic Achievement and School Adjustment especially in our State (Assam) . School, college, University and other social club are the major agencies that can help to reduce societal basic fundamental problems of the community.

In this context the present study assumes a greater significance and through this study it will be possible to observe the relationship between social maturity, school adjustment and academic achievement of the higher secondary girl students.

1.6 STATEMENT OF THE PROBLEM

In higher secondary level, social maturity among the students is very important which helps him or her in the adjustment process as well as it also helps them to excel in the academic field. It has been observed that very less study has been done in this area, especially in the state of Assam. In this context, the investigator has felt for doing this study and it is entitled as *Social Maturity, School Adjustment and Academic Achievement of Girl Students at Higher Secondary Level*

1.7 OBJECTIVES OF THE STUDY

1. To study the Social Maturity of the higher secondary girl students.

2. To find out the difference in Social Maturity between Urban & Rural Higher Secondary girl students.

3. To study the School Adjustment of higher secondary girl students.

4. To find out the difference in School adjustment between Urban & Rural Higher Secondary girl students.

5. To study the Academic Achievement of Higher Secondary girl students.

6. To find out the difference in Academic Achievement between Urban and Rural Higher Secondary girl students.

7. To find out the relationship between Social Maturity and School Adjustment of higher secondary girl students.

8. To find out the relationship between Social Maturity and Academic Achievement of higher secondary girl students.

9. To find out the relationship between School Adjustment and Academic Achievement of higher secondary girl students.

1.8 HYPOTHESES

H_{O1}: There exists no significant difference in Social Maturity between the urban and rural higher secondary girl students.

H_{O2}: There exists no significant difference in School Adjustment between the urban and rural higher secondary girl students.

H_{O3}: There exists no significant difference in Academic Achievement between Urban and Rural higher secondary girl students.

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H$_{O4}$: There exists no significant relationship between Social Maturity and School Adjustment of higher secondary girl students.

H$_{O5}$: There exists no significant relationship between Social Maturity and Academic Achievement of higher secondary girl students.

H$_{O6}$: There exists no significant relationship between School Adjustment and Academic Achievement of higher secondary girl students.

1.9 DELIMITATION OF THE STUDY

The present study has been delimited as follows-

1. The study has been delimited to Kamrup Metro and Kamrup Rural district only.

2. The study has been delimited only to the adolescent girls studying in the provincialized higher secondary schools under Assam Higher Secondary Education Council (AHSEC)

3. The study has been delimited to students studying in H.S. 1st year (class XI).

4. Only Arts (Class XI) students of provincialized schools have been selected as sample for the present study.

5. Regarding Academic Achievement of girl students, only English achievement test has been considered for the present study.

1.10 OPERATIONAL DEFINITIONS OF THE TERMS USED

Social Maturity-Social maturity is the process of appropriate attitudes for personal, interpersonal and social capabilities of an individual which are essential for functioning effectively in the society. In this study, it refers to relation of Social Maturity with school adjustment and academic achievement of Higher Secondary Girl students.

School Adjustment- In the technical language of psychology, adjustment means "getting along with the members of society in the best way one can" is called adjustment. School Adjustment means adjustment of the child in school environment in relation with academic and other social activities. In this study the investigator has studied the relationship between social maturity and academic achievement with school adjustment of the students.

Academic Achievement- It refers to the students' performance in formal education in the schools in a definite period of time. It also means the grades, degrees or awards that students earn or receive in academic activities. Student achievement increases with good quality of instructions from teachers. In the present study, the investigator has observed the performance of the students in English Achievement Test as well as their relation with the other two variables.

Higher Secondary girl Students-Higher secondary stage is a 2 years course after high school. It refers to the girl students studying Class XI in the Government provincialized Secondary school.

1.11 AREA OF STUDY-

Kamrup District is one of the largest districts of Assam with highest number of population. The area of the present study i.e Kamrup (Metro and Rural) district. Kamrup had figured prominently in the State's past history and in pre-historic myths and legends. The ancient name of Assam was also kamrup. According to myths in Purana, Kamdeva, the God of love, regained his life in this place because of which this place came to be known as Kamrupa. There are many historical monuments, temples in the district, such

as- Kamakhya temple, Bashishtha temple, Umananda, Nilachal Hills, Momaikota Garh, Doul Govind temple, etc. The ancient cities of Pragjyotishpura and Durjaya (North Guwahati) were the capitals of the ancient State of Kamrupa under the Varman and Pala dynasties (Gait, 1906) . On 3rd February, 2003, the State Government divided this district to form the Kamrup(Rural District) and the Kamrup(Metropolitan District). The total geographical area of Kamrup Metropolitan district is 955 sq km and kamrup district rural part is 3031 sq km. At present there are all total 33 districts in Assam. Kamrup District is situated between 25.46 and 26.49 North Latitude and between 90.48 and 91.50 East Longitude. As per 2011 census the total population of Kamrup (M) district is 1,253,938 numbers, out of which male and female were 647,585 and 606,353 respectively. And the total population of Kamrup (R) areas were 1,375,148 of which males and females were 706,140 and 669,008 respectively. The head quarter of this district is Guwahati which is popularly known as Gateway of North- East India. As it is the biggest business hub in North-East India it connects with other six states, that is Arunachal Pradesh, Nagaland, Manipur, Mizoram, Tripura and Meghalaya. The Guwahati city has several colleges and other institutions for learning. The city accommodates State University, IIT, Law college, Medical college, Engineering colleges, an Ayurvedic College, a Homoeopathic College, a Veterinary College, a Nursing College, an Administrative staff colleges and a number of schools in both the districts.

  Here, the researcher divided to take the undivided Kamrup District for the study that is Kamrup Metro and Rural.

Fig 1.1: Location of sample schools in Kamrup (metro and rural district)

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CHAPTER II

REVIEW OF RELATED LITERATURE

Review in a simple way means to examine critically. In research, a review of related literature is very essential before formulating the hypotheses. In educational research review of related literature means a survey of the literature which is related to one's field of study.

Review of Related Literature enables the investigator to know about the research done previously in a particular area of study. In writing the literature review, the main purpose is to convey the reader proper guidelines and directions. It enables the investigator to determine the objectives, confirm appropriate direction of hypotheses, selection of methodology and also helps the investigator to identify what can yet to be done.

The review of related literature helps the investigator to formulate appropriate objectives for the study and to finalise the hypotheses so that the outlined objectives could be tested through them.

 Borg, in (2007), stated that the literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive and will often duplicate work that has already done better by someone else.

J.W. Best in (1977) defined that Familiarity with the literature in any problem are helps the students to discover what is already known, what others have attempted to find out, what method of attacks have been promising and what problems remains to be solved.

Review of Related Literature helps to avoid unintentional duplication of the previous work done earlier which helps the investigator in building a better perspective for the future research work. The previous existing knowledge helps to view and review the essence of things and all the happenings or the phenomena of the world around him.

In this chapter, attempt has been made to review a collective body of research work, articles, thesis and other publication works related to the study which are conducted at **Regional**, **National** and **International** level. Some of the important studies under investigation are as follows-

2.1 STUDIES DONE AT INTERNATIONAL LEVEL

Joibari Azita and Mohammadtaheri Niloufar (2011) examined "The study of relation between emotional intelligence and students' academic achievement of High Schools in Tehran city." The main objective of the study was attempted to investigate the relations between the components of emotional intelligence and students' academic achievement of High Schools in Tehran city. The sample consisted of 380 students (180 girls and 200 boys) and the investigator employed descriptive survey method. The study revealed that it had positive correlation between emotional intelligence and academic progress. Study, further stated that it had significant correlation between main components of emotional intelligence including self- motivation, self-awareness, self-regulation, social consciousness, social skills and students' academic achievement. It had also meaningful difference between male and female students' emotional intelligence.

I.P Nwadingwe and U. Azuka Obieke, (2012) examined on "The Impact of Emotional Intelligence on Academic Achievement of Senior Secondary School students in Lagos, Nigeria". The primary purpose of this study was to determine the role of emotional intelligence in the academic achievement of senior secondary school students in Lagos, Nigerian. The study revealed that there is a positive relationship between emotional intelligence skills and academic achievement such that developing emotional intelligence skills of a student will lead to the enhancement of his or her academic achievement.

Kolachina Aruna, (2014) carried out a study on "Impact of Emotional Intelligence on Academic Achievements of Expatriate College students in Dubai." This research was designed to study the relationship between emotional intelligence and its impact on academic achievement among expatriate college students in Dubai. The study stated that there was a positive relation between emotional intelligence and academic achievement of the students. It also stated that students with high and low academic achievement differed from one another on emotional intelligence. When students are educated to be emotionally and socially or cultural intelligent, their general performance can be improved.

Z. Mehdi, Ahmadian Elahe,(2015), conducted a study on " The Relationship between Emotional Intelligence and Creative Thinking with Academic Achievement of Primary School students of fifth grade", The study was aimed to determine the relationship between Emotional Intelligence and Creative thinking with the academic students in the 5th grade. The sample included all the 5th grade students (2012-13) of public school which was done by selecting census method sampling. Study stated that there was no significant relationship between Emotional Intelligence and Academic Achievement but

the relationship between creative thinking and academic achievement was positive and significant. Study further indicated that there was no significant difference between emotional intelligence and creative thinking scores of male and female students.

Dukmak Samir, Ishtaiwa Fawzi F.,(2015) investigated " Factors Influencing the Academic Achievement of students in the Preparatory and Secondary schools of the United Arab Emirates" For the study, 74 students from the UAE preparatory and secondary schools was selected by using a stratified random sampling procedure. Study concluded that students' age was related to their achievement and there was a relationship between parents' education and students' academic achievement. Further, it stated that high- achieving students scored higher on children's hope scale, self-satisfaction and worth of education sub scales, parental support of children's learning scale, teachers' encouragement subscale and lastly on the subject difficulty levels subscales.

Nnamani S.C. and Oyibe O.A. (2016) conducted a study on "Gender and Academic Achievement of Secondary school students in Abakaliki Urban of Ebonyistate. The study was investigated with two research questions such as what is the effect of gender on students' mean achievement, and effect of teachers' gender on the mean achievement of male and female students and null hypotheses were tested at 0.05 level of significance. The population of this study consisted of 3479 Junior Secondary school students selected from all the secondary schools in Abakaliki urban of Ebonyi State. And the study adopted quasi-experimental research design, involving a pretest and post-test. The study revealed that, male and female secondary school students taught Social Studies by male teachers obtained higher mean scores than male and female students taught Social studies by female teachers and female students taught Social studies by

male teacher performed better than masculine students taught Social Studies by male teacher and vice versa. The study also revealed that there are significant difference in the mean achievement of secondary school students in Social Studies based on gender. Based on these findings, the researcher recommended that Social Studies teachers should re-assess their classroom instructional practice because there is a need for them to shift from instructional practice that will give the students equal opportunities to excel in instructional activities.

Schachner K. Maja, Van de VijverFons J.R., Noack Peter (2016) conducted a study on "Acculturation and School Adjustment of Early- Adolescent Immigrant Boys and Girls in Germany." Researcher attempted to investigate school, family and ethnic group as conditions for acculturation and school adjustment among early-adolescent boys and girls. Investigator analysed on 860 immigrants from 71 countries, of German secondary schools. Results of findings revealed that Boys perceived contextual conditions more negatively, had a weaker mainstream orientation, and showed more behavioural problems but did not differ from girls in the associations between contextual conditions and acculturation and adjustment.

Chi Sung- Ae, Kim Hyun Seon, Kim Heung Nak, (2018) studied on "School Adjustment related variables of young children". The study mainly attempted to investigate the effects of peer relationships, theory of mind, hot executive function and cognitive ability on young children's school adjustment. The sample comprised of 183 children. This study has implications for identifying relevant variables that affects the school adjustment of young children, which have an impact on future research on school adaptation.

Ronald, Kum Bama, (2018), carried out a study on "Educational Aspiration of Secondary School girls in Rural Areas and their Incidence on Academic Achievement". The investigator attempted to investigate the educational aspirations of Secondary school girls in rural area and their incidence on Academic Achievement. The sample contained 165 female students of Cameroon. Investigator selected Purposive and simple random sampling technique. The result found that there was a co-relation between educational aspiration and academic achievement of girls and also revealed that students with high educational aspiration achieve better than those of the students with low educational aspiration.

2.2 STUDIES DONE AT NATIONAL LEVEL

Asthana, Anju.1989 "A study of social maturity among school-going children in the city of Lucknow". It was focussed (i) to study whether social maturity increases with grade level, ii)to study association of intelligence, socio economic status, academic achievement, adult dependence and sex of the child with social maturity, and (iii) to study the changing role of these contributing factors along with the change in grades. The sample for this study comprised of 450 children. Social Maturity increased with increase in grade level. It also found that Intelligence, Academic achievement and adult-dependence were significantly associated with the Social Maturity of children, although adult dependence had a negative association. And girls were found to be more mature socially than boys.

Diwan M. Rasida., (1992) carried out research work on "A study of Social Maturity of Higher Secondary School students of Gujarat in the context of some psycho-socio correlates". The objectives of this research was to study the social maturity of the

students of higher secondary classes with regard to their socio-economic status and also to study the Social Maturity of Higher Secondary students in the context of some traits like; Emotional stability , Leadership Vs. Conventionalism etc. On the basis of stratified random sampling, researcher administered final test practically in all the district of Gujarat. Researcher concluded that the students belonging to urban and rural area were found to be equal on the scores of Social Maturity. And the overall interaction among the three independent variables was also ineffective on Social Maturity.

Deshmukh Diwakar D. (1994), "Study of Academic Achievement of College students of Marathwada and its relationship with their Intelligence, self-concept, Personality Adjustment, Interpersonal relationship and socio-economic status. The main objectives of the study were to investigate into the academic achievement of the college students of Marthwada region; to determine the relationship of academic achievement to intelligence, self-concept, personality adjustment, interpersonal relationship and socio-economic status. The sample used for the study was 1549 students selected from 18 colleges of Marathwada region. Study concluded that there was significant difference in sex and area of residence in intelligence, self-concept, personality adjustment, interpersonal relationship and socio-economic status in general. And also stated that high and low achiever groups have also shown significant differences in mean intelligence, self-concept, personality adjustment interpersonal relationship scores.

Shukla, S. K. And Agrawal, A., 1997, this study attempts to examine the Socio-economic status, intelligence, occupational aspiration, self-concept and academic achievement of Scheduled Castes' and non-Scheduled Castes' students. The sample of the study comprised of 225 Scheduled Castes' (150 boys and 75 girls) students of class X from 14 aided secondary schools of Lucknow. The study revealed that 1) It was

found that Scheduled Castes' students were low in compare to Non Scheduled Castes' students with regard to Socio-economic status. 2) No significant difference was found between SC and non-SC students in their level of intelligence 3) the boys of both SC and Non SC, had low level of self-concept as compared to their girls counterpart. 4) The level of occupational aspiration and academic achievement of SC students were lower as compared to the non- SC Students. Boys, both SC and non-SC, had low level of academic achievement in comparison to their girl counterparts.

Makkar Narinder,(2010) " A study of Educational Aspirations and School Adjustment of students in relation to Organizational Climate." The main objectives of the study were to see the educational aspirations and school adjustment of secondary school students in relation to gender as well as location and type of school, to study the educational aspirations and School Adjustment of students in relation to school organizational climate in terms of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control. Next was to study the interaction effect of location, type of school and gender with school organizational climate on educational aspirations and School Adjustment of Secondary School Students. And lastly to study and compare relationship of educational aspiration with school adjustment among secondary school students in terms of school organizational climate on the dimensions. Investigator used descriptive survey method for the study. Total sample (1000- 500 male and 500 female) was selected from 40 schools. And for selecting the school, stratified random sampling technique was used. Study concluded that the secondary school students belong to urban schools in private schools have significantly higher educational aspirations and better school Adjustment than their counterparts belonging to rural area and the students studying in Government schools.

Female students had comparatively higher educational aspiration as well as better school adjustment than the male students. And it also stated that secondary school students perceiving high school organizational climate, in terms of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control have more educational aspiration and have better School Adjustment than the secondary school students perceiving low school organizational climate. Lastly, it also found that significant positive relationship between educational aspiration and school adjustment among secondary school students.

Pannu Randeep, (2010) studied Academic Achievement in relation to cognitive styles, personality traits and Adjustment of Adolescent. The study aimed to find out the difference in academic achievement of adolescents between different levels of cognitive style, adjustment and personality factors; to study the influence of gender, cognitive style, personality factors, adjustment, location, personality factors and their interaction on academic achievement of adolescents; to study the influence of type of school, cognitive style, personality factors, adjustment and their interaction on academic achievement of adolescents; to study the correlation between academic academic and different congnitive styles , personality factors and adjustment of adolescents for gender, location and type of school. Lastly to establish regression equation for predicting academic achievement on the basis of cognitive style, personality factors, adjustment. And to study the factor structure of academic achievement, cognitive style, personality factors and adjustment of adolescents. The sample comprising 1246 senior secondary students and the schools were selected by stratified random sampling technique. The study reveals that there was significant positive and negligible correlation between academic achievement and initiative cognitive style, personality

factor. There was a significant, positive and low correlation between academic achievement and home adjustment, health adjustment; and significant positive and negligible correlation between academic achievement and social adjustment, emotional adjustment of adolescents.

Singh Surjit,(2010) studied, " Relationship of Anxiety and Emotional and Social Maturity with Actualization of General Mental Ability of High School students" The major objectives were to see the relationship of academic achievement of students with general mental ability, anxiety, emotional and social maturity; to find out the relationship of general mental ability of students with other 3 variable; to find out the relationship of anxiety of students with emotional and social maturity; then to find out the relationship of emotional maturity of high school students with their Social Maturity; next is to find out the difference in gender and location wise. And lastly, to know the difference among actualizer, par-actualizers and non-actualizers on the basis of their anxiety, emotional and social maturity scores. The investigator selected total 400 (200 boys and 200 girls) which was done by using multi-stage random sampling technique. Study revealed that it is only the Social Maturity (actualizers, par-actualizers and non-actualizer) in different categories showed a significant difference and played a important role in the actualization of high school students.

Lawrence Arul, Jesudoss I, (2011) examined "Relationship between Social Maturity and Academic Achievements of Higher Secondary School Students". The objective of this study was to find out the significant difference between boys and girls students in their social maturity and Academic Achievement, to find the significant difference between urban and rural school higher secondary students in their social maturity and Academic Achievement; to find the significant relationship between social maturity and

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academic achievement of higher secondary students with reference to sex and locality (Urban and Rural). The investigator had randomly selected 320 higher secondary students by using random sampling method. The study revealed that there is no correlation between academic achievement and social maturity among higher secondary students. It is natural that as age increases, social maturity also increases.

Rais, Subhana, (2011), investigated, " Impact of family climate and Parental Encouragement on Academic Achievement among Adolescents (14-17) years", The major objectives of the study were to study the impact of family climate and parental encouragement on academic achievement among adolescents, to study the relationship between family climate and parental encouragement and lastly, to explore the difference in parental encouragement, family climate and academic achievement among the adolescents. The sample consisted of 352 adolescent boys and girls which were selected through random sampling technique. Study concluded that family climate had positive impact on academic achievement of adolescents. It also stated that as parental encouragement increased the academic achievement decreased among males.

Bakhsh Nirupma in 2012 investigated Emotional Intelligence as related to Personality and Social Maturity in Late- Adolescents. Sample of 1000 male and female, rural and urban undergraduate students were taken for the study. Study found that due to presence of certain personality traits, some people are emotionally intelligent than others. It also added that Personality factor were taken as a determiner of people's emotional intelligence.

Hasnain Nazirul and Adlakha Parul, (2012) conducted a study on "Self- Esteem, Social Maturity and Well-Being among Adolescents with and without siblings. The

study was designed to investigate the difference in the levels of self-esteem, social maturity and well-being between adolescents with and without siblings. It also investigated the percentage of variance counted by social maturity and self-esteem in the well-being of adolescents with and without siblings. The study clearly suggest that though siblings play important role in the life of adolescents but it does not have strong lining with the variable investigated in the present study. Rather, a role played by parents in making the adolescents more socially mature is evident. However, adolescents without siblings seem to get strength for well-being from a better social maturity.

Lourdusamy, V., (2012), investigated, "Academic Achievement of Higher Secondary in relation to their Parental Influence and Emotional Intelligence" The study mainly attempted to find out the level of perception of parental influence, emotional intelligence and academic achievement. Secondly to find out the relationship among parental influence, emotional intelligence and academic achievement of higher secondary students. Next was to find out the effect of parental influence and emotional intelligence on academic intelligence of the students. Lastly, to find out the significant factors with positive loading of the variables namely parental influence and emotional intelligence on academic achievement of higher secondary students. Investigators selected 1080 students of higher secondary level by adopting survey method. Study stated that there was a significant influence of parental influence, emotional intelligence on academic achievement of the female higher secondary students in urban area.

Mohzan Maizatulul AkmalMohd, Hassan Norhaslinda, HalilNorhafizahAbd (2012) conducted a study on, "The Influence of Emotional Intelligence on Academic Achievement". The study aimed to find out level of Emotional Intelligence and see the

relationship between the respondents. Investigator selected 1214 bachelor degree students by employing simple random sampling technique. Study concluded that high level of Emotional Intelligence, but there was no significant relation between Emotional Intelligence and students' academic Achievement.

Bandhana and Darshana, P.S. (2012) conducted a study on "Home Environment, Mental Health and Academic Achievement among Higher Secondary School Students". the major objectives were to find out the significant difference in mental health among Secondary School Students with good and poor home environment as well as high and low academic achievement, to find out the significant interaction between sex and home environment, Academic Achievement among secondary school students with mental health as dependent variable, to find out significant interaction between home environment and academic achievement among secondary school students. Lastly, to find out significant interaction among sex, home environment and Academic Achievement among Secondary school students. For the study, investigator selected 300 students. Study concluded that it had no significant interaction among sex, home environment and Academic Achievement among higher secondary school students with mental health as dependent variable was accepted.

Peter Mariya Tinu,(2012), " Social Maturity among children belong to later Childhood in a selected rural and urban areas" The main aim of the study were to assess and compare the level of social maturity among school going children later children in urban and rural area, to find the association between social maturity of rural and urban children and selected socio-demographic variables. Descriptive Survey Method was used to compare the social maturity of school going children of urban and rural area. Total sample consisted of 100 school going children by using non-probability,

convenient sampling method. The study found that there has a significant difference in social maturity rural and urban school going children. The study also concluded that there are associations between demographic variables and social maturity among those later childhood school children.

Puar Singh Surjit , Thukral Praveen (2012) conducted a study on " Role of Social Maturity in Academic Achievement of High School students". The study attempted to investigate the relationship and contribution of Social Maturity in the Academic Achievement of high school student along with other variables like general mental ability, emotional maturity and anxiety and also to see the sex and regional difference on the basis of their Social Maturity. The study was conducted over a sample of 400 (200 boys and 200 girls) high school student studying in class Xth in 8 different schools (from urban 4 and rural 4) schools of Punjab affiliated to CBSE. The study revealed that Social Maturity contributed the highest in the academic achievement of high school students in a given set of variables. No significant differences were observed between boys and girls as well as rural and urban students on the basis of their social maturity.

Shah K Jyotsna, Sharma Bhawna, (2012) "A study on Social Maturity, School Adjustment and Academic Achievements among residential school girls". The study was aimed at examining the relationship between Social Maturity, School Adjustment and levels of Academic achievement among residential school girl students. And also to study the significance of difference of mean on the variable of Social maturity and school Adjustment among the students with different levels of academic achievement. The study was conducted on 347 girls studying in class ix – xii of private residential schools for girls in North India by using systematic sampling. The results indicated a significant relationship between Social maturity and school adjustment. It also stated

that Social Maturity contributed to both variable that is school adjustment and academic performance of the school girls.

Srilatha B. (2012) conducted a study on "Emotional Maturity, Social Maturity and Moral judgement of the student teacher of Guntur District". The main objective of the study was to find out the overall scores of student teachers as well as classify as classify them based on their emotional maturity, social maturity and moral judgement. And also to find out the influence of the following influencing variables i.e. gender, age, religion, location of residence, marital status, type of family, siblings, family annual income, stream at graduation level, teaching methodology at B.Ed level, moral instruction at school level and academic achievement on emotional maturity, social maturity and moral judgement of student teachers. The samples consist of 609 student teachers by using descriptive survey method. Study revealed that gender of the student teacher influence the 3 variables i.e. Emotional, Social Maturity and Moral judgement. Though Age and Religion influence on emotional maturity but does not have impact on their Social Maturity and Moral Judgement. Similarly other factors also do not have much impact on 3 variables. Study further stated that Social Maturity of the student teacher is influenced by the methodology they have adopted at B. Ed level. Moral Instruction received at school level does not influence on student teacher but Academic Achievement has a bearing on emotional maturity, social maturity and moral judgement of student teacher.

Yellaiah, (2012) conducted a study of "Adjustment on Academic Achievement on Higher School students". The study tried to find out the level of adjustment of high school students, to analyse adjustment level of rural and urban school students, to analyse adjustment level of Government and Private school students. And to find out

relationship between adjustment and academic achievement of high school students. Sample of the study consists of 300 students studying in class IX from various Government and private schools, rural and urban areas of Mahabubnagar district in Andhra Pradesh. The study was done by using normative survey method of research. The findings of the study revealed that adjustment and Academic Achievement cause significant difference between male and female students, Government and Private Schools students and Rural and urban school students do not cause any significant difference between Adjustment and Academic Achievement. It also found that there was a low positive relationship between Adjustment and Academic Achievement.

Anandhi K.(2013) conducted a study on " Study habits and Academic Achievement of Higher Secondary Girl students in relation to selected psycho- social variables." To find out the study habits, self-concept, level of maturity, occupational aspiration, home climate of higher secondary girl students of Villupuram district, to find out the level of higher secondary girl students' achievement in science subjects of Villupuram district, To find out is there any significant difference in the study habits, self-concept, anxiety, occupational aspiration, home climate of higher secondary girl students of Villupuram district based on selected variables, To find out is there any significant difference in the academic achievement in science subject of higher secondary girl students of Villupuram district based on selected variable, To find out is there any relationship between study habits, self-concepts and achievement in science, To find out is there any relationship between anxiety, occupational aspiration, home climate and achievement in science subjects, To find out the regression effect of all independent variables upon the dependent variable achievement in science subject. The investigator selected 520 higher secondary girl students studying in various higher secondary schools of Villupuram

district by using stratified random sampling technique. Study concluded that higher secondary girl students have average level of study habits. And it also added that the variable home climate plays the primary role in achievement in Science subjects followed by study habit, anxiety and occupational aspiration.

Ahmar Farkhanda, Anwar Ehteshm, (2013) studied "Socio-Economic Status and its Relation to Academic Achievement of Higher Secondary school students". The main aim of the study was to ascertain academic achievement among high and low socio-economic status between male and female students at higher secondary level. Sample consisted of 200 students by using descriptive method. The study revealed that the academic achievement was influenced by the socio-economic status accordingly, those who belonged to high socio-economic status showed better performance.

Chandra Ritu, Azimuddin Shaikh, (2013), conducted a study on " Influence of Socio-Economic Status on Academic Achievement of Secondary school Students of Lucknow City" The study mainly focussed to see the influence of Socio-Economic Status on Academic Achievement of the students and the relationship between the two variables. Total samples consisted of 614 secondary school students by using Purposive Sampling Method. Study concluded that Socio-Economic Status of the students influences the Academic Achievement of the students and also revealed that it had a positive relation between the two variables i.e. Socio- Economic Status and Academic Achievement.

Ghaonta Ishita(2013), investigated, "Academic Motivation and Adjustment of Secondary school students as related to self-confidence and certain demographic variables" The major objectives were to study and compare intrinsic, extrinsic, home, health, social, emotional, educational and overall adjustment , academic motivation; to

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study double and triple interaction effects of a) Gender b) Locality c) Self-confidence on the intrinsic, extrinsic, overall academic motivation, home health, social, emotional, educational and overall adjustment of students. The sample contained 1200 students' of 9th and 10th class. Investigator used Multi- stage Random Sampling technique. Study revealed that secondary students on the basis of their gender differ significantly in intrinsic academic motivation and on the basis of locality and self-confidence differ significantly in their extrinsic academic motivation. And on the basis of their locality and self-confidence differ significantly in their overall academic motivation. Secondary students also on the basis of their gender and self-confidence differed significantly in social adjustment too. Thus, both locality and self- confidence differ significantly in their overall adjustment.

Kumar Dinesh, Ritu (2013), "Social Maturity of Senior Secondary School Students in relation to their Personality". The main objective of the study was to see the social maturity and personality of senior secondary school students. And also to study the relationship between social maturity and personality of school students. The sample consisted of 100 secondary school student. The study reveals that there was a positive relationship between social maturity and personality of senior secondary school students. Secondly there was no significant difference between social maturity of male and female secondary school students. Thirdly, there was no significant difference between personality of male and female secondary school students.

Nagra Vipinder, Kaur Maninder, (2013) studied on "Social Maturity among Student Teachers". The study aims to identify the social maturity of a sample of 200 Student Teacher and sample selected randomly from different education colleges of Hoshiarpur District. The study reveals that Student teachers of Hoshiarpur district have high level

of social maturity while no significant difference was observed in social maturity of teacher educators in relation to locality and subject stream. 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.

Punia Anusha, (2013) conducted a study on "Social Maturity Level among college going girls- Comparative study". The main objective of the study was to see the social maturity among college students of Hisar city. The samples consisted of 60 students and selected purposively due to easy approachability. Result indicated that 63.3 percent students of 1st year were moderately socially mature against 76.6 percent 3rd year students. And mean scores of B.Sc 3rd year on personal adequacy, inter-personal adequacy and Social adequacy was higher than 1st year students.

Pandey N. Bhrigu, (2013), examined "A comparative study of organizational climate of Jawahar Navodaya Vidyalaya(JNV) and Kasturba Gandhi Balika Vidyalaya (KGBV) with regard to Student Adjustment and Academic Achievement" Study mainly focused to compare the emotional, social, educational, academic achievement of the students studying in Kasturba Gandhi Balika Vidyalaya and Jawahar Navodaya Vidyalaya. A sample contained 400 female students, 200 students from Jawahar Navodaya Balika Vidyalaya, 200 students from Kasturba Gandhi Balika Vidyalaya. Investigator employed random cluster sampling technique for the study. Findings revealed that in terms of social, educational adjustment and Academic Achievement of the students Jawahar Navodaya Vidyalayas (JNV) are superior to the students of Kasturba Gandhi Balika Vidyalayas (KGBV)

Pandey Shankar Rama, (2013), carried out research work on " An Investigation into the study habits of Secondary level students in relation to their Home Environment, Socio-Economic Status and Academic Achievement" The major objectives of the study were to find out the general pattern and compare the study habits of Secondary level students (rural and urban) in relation to their home environment, socio-economic status and academic achievement. Next was to compare the study habits of Science and arts discipline as well as male and female students of secondary level in relation to their home environments, socio-economic status, and academic achievement. Sample for the study contained 160 students were randomly selected. Study revealed that there were positive correlation between study habits and home environment, socio-economic status and academic achievement. It has been found that the correlation between Study habits and rural home environment as well as socio-economic status is higher than study habits of urban home environment and socio-economic status respectively. It also stated that study habits of rural academic achievement are higher than the study habits of urban Academic Achievement. And the correlation between Study habits and home environment, Socio-economic status is higher than the study habits of art students' home environment, Socio-economic status of art students. it further stated that boys were higher with regard to study habits and Socio-economic status. And lastly, the relation obtained between study habits and Academic Achievement of girl is higher than the boys in study habits and Academic Achievement.

A.K. Anand, N. Kunwar and A Kumar, (2014) studied on "Impact of different factors on Social Maturity of Adolescent of Coed- School". The sample consisted of 220 students selected from the coeducational English medium schools of Kanpur District. Out of which 110 were boys and 110 were girls. The sample was collected by using

multi stage random sampling technique. The study shows peer group plays a vital role in social maturity of adolescent and other factors also affecting social maturity of adolescents of co-ed schools were family, personality and also neighbourhood, school. The boys and girls were affected in Social Maturity by neighbourhood school.

Arumugum G. (2014) "A study on Academic Achievement and Emotional Maturity of B.Ed Trainees in Cuddalore District." The main objectives of the study were to find out level of academic achievement and emotional maturity of B.Ed trainees. To find out whether there is any significant difference in the academic achievement and emotional maturity of B.Ed trainees with respect to sex, family type and locality. And to find out the relationship between academic achievement and emotional maturity of B.Ed trainees. The description survey method was employed to collect the data for the study. Out of the population of 2,000 B.Ed. trainees belonging to B.Ed. colleges, 300 B.Ed. trainees were selected as sample and for the selection of sample proportionate stratified random sampling technique was adopted. Thus, Study concluded that there is a positive and significant relationship exists between academic achievement and emotional maturity.

Das Kumar Samit, Halder Kumar Ujjwal and Mishra Bapi (2014), "A study on Academic Anxiety and Academic Achievement on Secondary level school students". The main objectives of the study were to find out the difference between academic anxiety and academic achievement scores of boys and girls students in secondary level and to explore the relation between academic anxiety and academic achievement of students in secondary level. Investigator selected the sample of 237 (128 boys and 109 girls) students randomly from the Bengali medium secondary schools of Malda District, West Bengal. From the findings of the study, the result indicated that girls' students had

more academic anxiety than boys. It was also found that there was a negative and significant correlation between academic anxiety and academic achievement. Thus it inferred that academic anxiety always do not badly impact too much on students' academic achievement.

Kaur Jasbir & Arora Babita (2014), "Study of Academic Achievement in relation to Mental Health of Adolescents" The major objectives were to study the relationship between academic achievement and mental health of adolescents (rural and urban students). The sample consisted of 300 students from various Government schools by using Descriptive Survey Method. Study revealed that it had significant relation between the academic achievement and certain dimension of mental health.

Khan Shabnam,(2014), "A study of Impact of Parent-child relationships on Social Maturity and Self-confidence of the students of Higher Secondary Schools of Durg District". The main objectives were to study the correlation between parent-child relationship and social maturity, self-confidence of Government Higher Secondary school students, to study the correlation between social maturity and self-confidence of Government Higher Secondary school students, to study the effect of parent-child relationship (Mother-child relationship, Father-child relationship and overall Parent-child relationship separately), gender, locale and their interaction on social maturity, self-confidence of government higher secondary students. The total sample 174 higher secondary students were selected for the study and stratified Random Sampling technique was used. Study concluded that parent-child relationship and social maturity are significantly correlated to each other and there was no relationship between parent-child relationship and self-confidence of the child. But Social Maturity was found to be significantly correlated to the self-confidence of the child.

Panchal N. Rashmikant (2014) conducted a study on "Comparative study of Home Environment, Adjustment and Academic Achievement of Higher Secondary school students." The main objectives of the research were as follows: 1. to study and compare various dimensions of home environment like Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privilege, Nurture and rejection and permissiveness of urban and rural higher secondary school students. 2. To study and compare various dimensions of home environment like Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privilege, Nurture and rejection and permissiveness of male and female higher secondary school students. 3. To study interaction effect between habitat and gender with regards to various dimensions of home environment like Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privilege, Nurture and rejection and permissiveness. 4. To study and compare home adjustment, health adjustment, emotional adjustment, social adjustment and total adjustment of urban and rural higher secondary school students. 5. To study and compare home adjustment, health adjustment, emotional adjustment, social adjustment and total adjustment of male and female higher secondary school students. 6. To study interaction effect between habitat and gender with regards to home adjustment, health adjustment, emotional adjustment, social adjustment and total adjustment. 7. To study and compare academic achievement of urban and rural higher secondary school students. 8. To study and compare academic achievement of male and female higher secondary school students. 9. To study interaction effect between habitat and gender with regards to academic achievement. For the study, 1000 sample was selected randomly from urban and rural higher secondary schools of Ahmedabad. Study concluded that urban students significantly

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differ on most of the HEI dimensions as compare to rural students. And also stated that Male students significantly differ on HEI dimensions as compare to female students.

Parveen A. (2014) examined the "Personality traits study habits and educational aspirations of secondary school students in relation to their academic achievement". Through this study, the researcher attempted to investigate level of educational aspirations of secondary school students, to identify the differences in personality traits, study habits, educational aspirations and academic achievement with respect to different demographic factors, to study the relationship among personality traits, study habits, educational aspirations and academic achievement of the students, to study the combined effect of personality traits, study habits and educational aspirations on the academic achievement of the students. The Major findings of the study revealed that significant gender differences were observed; the male students have higher academic achievement than female students and finally, female students scored higher in Extraversion. Though slight difference was observed when compared on Neuroticism and Study habits. Findings have also shown that the students belonging to rural areas differ significantly in their Academic Achievement. Further, they were found to differ significantly in Educational aspirations and Study habits. After comparing the mean scores of the students of English and Hindi Medium schools, it was found that the students of English Medium Schools have better Academic achievement as compared to students of Hindi Medium schools. Lastly, it was observed that the students of government and private schools differ significantly only on Academic achievement and Study habits.

V.Shanmuganathan & K.Chinnappan, (2014) the present study attempt to find out the extent to which the Emotional Maturity and Parental Encouragement have the relation with academic achievement among higher secondary course students. The descriptive survey research method was used for the study. In the present study sample of 1000 adolescence (385 boys and 615 girls) were taken by using proportionate stratified random sampling technique. The findings of the study revealed that: (i) there is a significant relationship between the emotional maturity and academic achievement of adolescent students; (ii) there is a significant relationship between the parental encouragement and academic achievement of adolescent students.

Bhawna and KaurMandeep (2015) conducted a study on "Academic Achievement of Adolescents in relation to Parental Encouragement". The study examines the Academic Achievement of Adolescence and Parental encouragement, the encouragement that support that exert most direct influence upon the acquisition of academic achievement. For the objective, investigator had employed descriptive survey method with the sample of 200 students from higher secondary schools of Ferozepur. Study concluded that Parental encouragement help the child for the academic achievement. Findings of the study also showed that urban areas of district achieve good Academic Achievement as compare to the girls of rural area.

Choudhary, Poonam (2015) conducted a study on "Social Maturity and Moral judgement of Adolescents with respect to their Home and School Environment" Sample consisted of 500 (male and female, rural and urban) adolescent students and the investigator used the stratified haphazard sampling method for the study. The study revealed that majority of the girls was more socially mature than boy. Residence (Urban and Rural) difference was noticed on social maturity and moral judgement of adolescent

students. It also indicates that female have been found to have high moral judgement level than male adolescents. The study found that social maturity and moral judgement of adolescent students can be predicted on the basis of provided home and school environment.

Goyal, Preety (2015), studied, "Social Maturity among Adolescents", the study mainly focussed to find out the difference in the mean score of Social Maturity of adolescents in relations to gender, area and type of school. The sample contained 200 adolescents which were selected by employing Stratified sampling technique. The study concluded that there was no significant difference in Social Maturity in relation to gender and area but it had a significant difference in Social Maturity of adolescents with regard to the type of school.

Gunasekar N., and Pugalenthi N.(2015) "A study on Emotional Maturity and Academic Achievement of students at secondary level". In this research work, main objective were to study and compare the emotional maturity and academic achievement of boys and girls secondary level students. The samples consisted of 100 students by using proportionate simple random sampling technique. For the study, survey method of research was employed. Study concluded with findings that there was no significant difference between boys and girls in emotional maturity and academic achievement.

Pratibha, Verma Vibha,(2015), " Assessment of Social Maturity of the adolescent girls of rural and urban areas" The major objectives were to assess social maturity of adolescent girls and to compare the social maturity of rural and urban adolescent girls. Study consisted of 120 adolescent girls from two rural and urban schools were selected randomly. Study found that significant differences were found between rural and urban

adolescents with respect to development of personality traits such as self-concept and self-esteem, individual capacities, shrewdness and internal restraint.

Sumathi C., Richard Augustus J. (2015) "A study of Emotional Adjustment and Academic Achievement among selected high school students in Coimbatore District" The objective of the study was to see the relationship between emotional adjustment and Academic Achievement of high school students. And to study the emotional adjustment of high school students with respect to gender, locality, medium of education, type of management, qualification of parents and subject opted in XI standard. In the present study, normative survey method was employed and about 60 samples were selected randomly selected from the Government and private school of Coimbatore district as a sample for this present study. Major finding of the study revealed that there was a significant difference between the high school students in the emotional adjustment with respect to gender; there was no significant difference between the high school students in the emotional adjustment with respect to type of management and medium of instruction; there was significant relationship between the high school students in the emotional adjustment with respect to the locality; there was no significant difference between the high school students in the emotional adjustment based on the qualification of parents; there was a significant difference between the high school students in the emotional adjustment based on the group opted in XI standard and lastly there was significant relationship between the high school students in the emotional adjustment and academic achievement.

Singh Mridula, SaraswatBhawna (2015) "A correlational study of Emotional Maturity and Academic Achievement of High School students". Here, the researcher attempt to investigate the relationship between regional difference and emotional

maturity and also to study the relationship between emotional maturity and gender difference. For the study, investigator employed normative survey method with the sample of 400 students of class X. The sample was collected by using multi-stage random sampling technique. Findings of the study revealed that it had no relation between emotional maturity and academic achievement.

Alam, Mahmood, (2016), carried out research work on " Social Adjustment and Social Maturity as Predictors of Academic Achievement among Adolescents" The study mainly focussed to see the relationship between the Social Adjustment, Social Maturity and Academic Achievement of students. And secondly, to compare the both boys and girls (with urban and rural locality) on the measure of 3 variable. Sample contained 200, class 10th students, selected randomly from Government Schools of Darbhanga District. Study stated that it has a positive co-relation between the three variables. And there is a significant difference between rural and urban students with regard to their Social Adjustment, Social Maturity and Academic Achievement.

Kumar Manoj, Mishra Rishi (2016) conducted a study on "Emotional Maturity and Academic Achievement among Adolescent students: A Review of Studies". The study aimed to see the relationship between Emotional Maturity and Academic Achievement of adolescence students. Studies indicated that everybody should have good emotional maturity because it plays an important role in the academic achievement. People may have both positive and negative experience in life. And the ability to cope with those experiences varies greatly from one person to another. Thus, performance in any endeavour is largely contingent upon mental preparation, psychological strength and emotional maturity. And the finding of the study revealed that there is a positive

correlation between emotional maturity and Academic Achievement among Adolescence students.

Kumar Akashy (2016) studied on "Impact of Family Climate, Academic Motivation and Adjustment on Academic Achievement of Adolescents." The main propose of the study was aimed to study the level of family climate, academic motivation, adjustment and academic achievement of adolescents ii) to study the impact of family climate, academic motivation and adjustment on the academic achievement of adolescents iii) to study the relative contribution of family climate, academic motivation and adjustment to achievement of adolescents. iv) To study the differences in family climate, academic motivation, adjustment and academic achievement of adolescent in relation to some demographic variable such as – (1) Gender (Male / Female) (2) Location (Rural/ Urban) (3) Type of family ((Nuclear /Joint). A sample of 920 students from 12 Governments, aided and non-aided secondary schools with the help of simple random sampling technique. The investigator used descriptive survey research method for the study. Study concluded that Family climate, academic motivation and adjustment all contribute to academic achievement of adolescents' learners. Investigator also revealed that Adolescents residing in urban area are more academically motivated than rural area. And thus, Female adolescents belonging to urban areas are academically more motivated than urban male adolescents.

Khanna Alka, (2016) conducted a study on "Academic Achievement of Senior Secondary school students in relation to their personality intelligence and academic motivation." The main objectives of the study were i) To compare the academic achievements of male and female of Government and private senior secondary school students. ii) To compare the academic achievement of senior secondary school students

having introvert and extrovert type of personality traits and also students having high and low level of intelligence iii) To compare the academic achievement of senior secondary school students having high and average level of Intelligence as well as low and average level of Intelligence. – to compare the academic achievement of senior secondary students having high and low level of academic achievement and high and average level of achievement motivation as well as low and average level of achievement motivation.- to know the relationship between academic achievement and personality factors (introvert and extrovert type) of senior secondary school students. – To know the relationship between academic achievement and intelligence, achievement motivation of senior secondary school students. And lastly, to study the combined interaction effect of gender and type of school, of senior secondary school students on their achievement. The study comprised of 400 senior secondary school students studying in Government and Private school by using Descriptive Survey Method. Results indicated that students of English Medium School and Private Schools have higher Academic Achievement as compared to students of Hindi medium schools and Government schools. And Academic Achievement was significantly and negatively correlated with Neuroticism. The study also implied that good academic performance generally motivates the students to perform better with all good possibilities. Thus the dimensions of personality have an important role to play in Academic Achievement.

Lawrence Arul, A. S. & Barathi, C., (2016) studied, "Parental Encouragement in Relation to Academic Achievement of Higher Secondary School Students" The study mainly focuses to find out relationship between parental encouragement and academic achievement of higher secondary students (both boys and girls). Next was to find out whether there was any significant relationship between parental encouragement and

academic achievement of rural and urban higher secondary students. Sample consisted of 350 Higher Secondary students and investigator used random sampling technique. Findings revealed that there was a significant relationship between parental encouragement and academic achievement of higher secondary students in both the locality i.e. urban and rural.

Madhuri, Choudhary Poonam, (2016), investigated "Social Maturity of Adolescents in relation to their Home Environment" The study was examined to find out the social maturity of adolescent students in relation to their home environment. The sample consisted of 500 adolescent students studying in 11th and 12th grade standards of Government Senior Secondary schools from 5 districts of South Haryana. Investigator adopted a descriptive survey method for the study. Findings of the study revealed that Social Maturity and home environment are negatively correlated. Study also stated that social maturity can be higher or improved if positive and favourable environment provided to the adolescent

Manjappa k Sulaganni (2016), " A Study of Emotional Intelligence and study habits of secondary school students in relation to their Academic Achievement in Social Science". The main objective of the study were to investigate the relationship of Emotional intelligence, school adjustment and study habits with Academic Achievement in social science in the entire sample and sub-samples of secondary school students. ii) To examine influence of the independent variables i.e., Emotional intelligence, School adjustment and Study habits and their interaction on the dependent variable i.e., Social science. iii. To determine the relative efficiency of independent variable viz. Emotional intelligence, School adjustment and Study habits in the prediction of dependent variable i.e. Academic achievement in Social science among

secondary school students. iv. To study direct and indirect effects / paths of Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science among secondary school students. For the study, 500 students studying in IX standard were drawn by using stratified random sampling technique. Investigator used normative survey method for the study. Findings revealed that Emotional Intelligence, School Adjustment and Study habits has made positive and significant influence on Academic Achievement.

Mushtaq Sabreen and Rani Geeta, (2016), carried out research work on " Effect of Social Maturity and Self-concept on academic achievement of secondary school students of district Budgam(J & K)" The major objectives of the study were to assess and compare the male and female secondary school students on their Social Maturity, Self-concept and Academic Achievement. Secondly to find out the effect of three variable on Academic Achievement of Secondary School students. The sample consisted of 200 secondary school students by using random sampling technique. The study stated that it had a positive relationship between the 3 variable and added when that urban students then they possess higher Academic Achievement. Similarly higher the self-concept, student possess better Academic Achievement.

Nadeem, Ishfaq Ahmad, (2016) A study on Emotional Intelligence and Academic Achievement of Higher Secondary students.The study was undertaken to see the Emotional Intelligence and Academic Achievement of Higher Secondary students. Secondly, to compare male and female higher secondary students on emotional intelligence and academic achievement. The study was conducted on a sample of 200 higher secondary students (N= 100 boys and 100 girls) studying in 12th class which were selected randomly in various government Higher Secondary institutes of district

Budgam. The study revealed that Male and Female Higher Secondary students differ significantly on the composite scores of Emotional intelligence. The study also stated that Male Higher Secondary students have higher Academic Achievement than Female Higher secondary students.

Rashmi (2016) carried out research work on "Relationship between Family Environment and Academic Achievement ''. The main purpose of the study was to see the relationship between family environment and academic achievement of the students at secondary level. For this study, 160 students were randomly selected from Govt and Non- Govt. schools. Study stated that Home Environment or Family has an important role in the development of the child. Healthy family environment encourage the progress of the students academically as well. Findings of the study concluded that it had positive co-relation between academic achievement and family environment of the male and female students of Government schools. Thus, positive healthy environment helps in the high cognitive development of the child.

Rose Vanita, (2016), examined the "Academic Stress and Academic Achievement of senior school students in relation to time management, Locus of Control, level of aspiration and learning styles." The main objectives of the study were i) to compare Academic Stress and Academic Achievement of Senior Secondary School students of H.B.S.E and C.B.S.E Board. ii) To study the relationship between Academic Stress, Academic Achievement and Time Management by partialling out the effect of Level of Aspiration, Locus of Control and Style of Learning and Thinking adopted by Senior Secondary school students. iii) To study the relationship between Academic Stress, Academic Achievement and Locus of Control by partialling out the effect of Time Management, Level of Aspiration 1 and style of Learning and Thinking adopted by

Senior Secondary school students. iv) To study the relationship between Academic Stress, Academic Achievement and Level of Aspiration by partialling out the effect of Time management, Locus of Control and Style of Learning and Thinking adopted by Senior Secondary school students. v) To study the relationship between Academic stress, Academic Achievement and Style of Learning and Thinking by partialling out the effect of Time Management, Level of Aspiration 1 and Locus of Control adopted by Senior Secondary School students. vi)To find out interaction effect of Time management, level of Aspiration, Locus of Control, Style of learning and Thinking on Academic Stress as well as Academic Achievement. vii)and lastly to examine the predictive strength of Time Management, level of Aspiration, Style of Learning and Thinking and Locus of Control in Academic Stress and Academic Achievement. The total sample comprised of 520 students (H.B.S.E -260 students and C.B.S.E- 260 students) by using random sampling technique. The principal findings were that the level of Academic stress and Academic Achievement of H.B.S.E and C.B.S.E senior secondary students are equal. The contribution of independent variable i.e. Time Management, Level of Aspiration, Locus of Control and style of teaching and learning on Academic stress was 39.1% only. 15.3% variation in Academic stress could be explained by Time Management, Level of Aspiration, Locus of Control and style of teaching and learning. Academic stress could be reduced by 38.8% if one can improve the Time Management by 1 unit on the other side if Academic Stress can be reduced by 0.7 % then level of Aspiration is increased by 1 unit. If Style of learning and Teaching is improved by 1 unit then we can reduce academic stress by 13.5 %. On the other side, the combined effect of Time Management, Level of Aspiration, Locus of Control and Style of teaching and learning on Academic Achievement is 9.8 %. Only 1 % variation

in Academic Achievement can be explained by Time Management, Level of Aspiration, Locus of Control and Style of teaching and learning. If Time Management is improved by 1 unit then Academic Achievement can be increase by 4.1%. Lastly, if both the level of Aspiration and Style of Learning and teaching is improved by 1 unit then Academic Achievement can be increase by 3.1 % and 8.2 % respectively.

B. Deepsikha, (2017) studied, "Assessment of Social Maturity of Pre-University Students of Mahoba" The total sample consist of 400 (200 boys and 200 girls) pre-university students were selected for the study. The study reveals that most of the students have different level of maturity.

Mishra Astha, Dubey Seema and Kumari Mamta,(2017), carried out a study on Social Maturity of adolescent in Sultanpur city. This study was conducted on a sample size 60 students of Sultanpur. The study revealed that adolescent Girls had high level of Social Maturity compare to adolescent boys.

Lakhani, K. Palak, Jain Kusum, Chandel K Payel, (2017), investigated "School Adjustment, Motivation and Academic Achievement among students." The purpose of the investigation was to study the School Adjustment, Motivation and Academic Achievement among the students as well as to compare male and female school students with regard to social, emotional adjustment and Academic Achievement. Total 120 (60 Male and 60 Female) were selected randomly. Study mainly found that no correlation between School Adjustment and Emotional Adjustment. And also revealed that gender does not determine the Academic Achievement of the students.

Shanmuganathi A., (2017) investigated "Social Maturity and Emotional Competence of B. Ed student teachers in relation to their Academic Achievement". The major objectives were to measure the level of Social Maturity, Emotional Competence and Academic Achievement among B.Ed Student teachers, to find out the level of Social Maturity, Emotional Competence and Academic Achievement among B.Ed Student-Teachers with respect to their background variables such as Gender, Major subject, Locality of the College, Type of Management and Parental Education, to measure the level of Academic Achievement among B. Ed Student- Teachers at High, Moderate and low levels of Social Maturity and Emotional competence with respect to their background variable, to measure the association between the nine components of Social Maturity and to measure the relation between the two components of Emotional Competence among the B.Ed Student Teachers, to measure the relationship between the level of Academic Achievement and Emotional Competence among B.Ed Student-Teachers at High, Moderate and Low level of Social maturity. Lastly to measure the relationship between the level of Academic Achievement and Social Maturity among B.Ed Student- Teachers at High, Moderate and low level of Competence. The total samples consisted of 972 Student Teacher and the Stratified Random Sampling Technique was employed for the study. Study concluded that the B.Ed Student-Teachers have high level of Academic Achievement, Social Maturity and Emotional Competence. Study indicated that the B. Ed Student teacher of Urban Colleges were better than the rural colleges. And it also stated that the Academic Achievement was found to be similar at Low level of Social Maturity among the B. Ed Student- Teachers with respect to their locality of the College.

Biswas Suvankar, (2018) conducted a study on "Social Maturity among Higher Secondary school students". The study was designed to assess the Social Maturity of students of Higher Secondary School. The sample consisted of 100 (male and female) higher secondary school students by using Descriptive Survey method. Study concluded that there is no significant difference in Social Maturity of Higher Secondary School level students based on their gender and location.

Kaur Hardeep, Chawla Arashmeet, (2018), "A study of Academic Anxiety and School Adjustment among Adolescents" The major objectives of the study were to examine the level of academic anxiety and school adjustment among the school going adolescent boys and girls. Sample consisted of 60 students. Investigators selected purposive sampling technique for the study. Study stated that the academic anxiety among the adolescents was higher. In case of gender, girls had higher academic anxiety than boys. The adolescents living with the families perform better than the adolescents residing in orphanages. Further it also indicated that the school adjustments of the adolescents living in the families were higher than the ones living in the orphanages and girl had low adjustment level.

2.3 STUDIES DONE AT REGIONAL LEVEL

Chakravarty P.K. (1977) carried out research work on "A study of self-concept, socio-economic status and Academic Achievement of High School pupils in Nagaland. The study aimed to see the relationship between self-concept of Naga pupils and their academic achievement, socio-economic status of Naga pupils and their academic achievement. And also to find out the significant difference in self-concept, academic achievement and Socio-economic status of Naga pupils. And it also gives practical

suggestions to improve the academic achievement of pupils. Study concluded that there was a positive correlation between the self-concept, Socio-economic status of the pupils and their achievement.

Sailo Lalhrimi, (1988) studied "Home Environment and Academic Achievement among the Secondary students in Aizawl". The main aim of the study was to see the effect of sex, age, parental occupation and socio-economic status on the academic achievement, to study the level of parent child interaction on the student achievement in mathematics, general science and social sciences. Study revealed that the significant sex differences in the achievement of general science and social science. It mentioned that evidences with relationship between age, socio-economic status and academic achievement are scarce.

Elizabeth, (2000) conducted a study on " The Educational Aspiration, Self-concept and Interest in relation to Academic Achievement of Girls in the Secondary Schools of East Khasi Hills District in Meghalaya". The main objective of the study was to find out the academic achievement of girls in the secondary school final examination. To find out the educational aspiration and self-concept of secondary girls and its relationship with their academic achievement. And also to find out the interest of secondary school girls in different areas and the relationship of each with their achievement. The study was conducted with the sample of 558 girls.

Thakur, T., (2001) conducted a study on "Academic Achievement of High School Boys". The investigator attempted to study the contribution of the school towards the students for their level of achievement in the entire school period and development of their intellectual capacity determined by their ability and aptitude. The study concluded

that the academic achievement of the students as a whole was not satisfactory. The students performed well in language, but their performance in mathematics was not up to the mark.

Das, Bhupen, (2004), "A study of learners academic achievement in primary schools of char area under selected District Primary Education Programme (DPEP) Barpeta". For the study, investigator collected 300 samples by adopting Multistage- cum- Random sampling technique. The study concluded that percentage of girl was less in compare to boys in primary education sector. It also stated that significant difference in pupils' achievement was found. Students' performance was better in Language than in Mathematics. Study further stated that academic performance of students influence by good infrastructure. And girls' enrolment percentage was found to be lower in compare to boys irrespective of class and school categories.

Diengdoh Hiramon, (2010) conducted a study on, "Effect of Intelligence, social maturity and Emotional competence on the Academic Achievement of Higher Secondary school students in the East Khasi Hills district of Meghalaya". The objective of the study was to find out the difference in the level and correlation in Academic Achievement, Intelligence and Social Maturity between Male and Female as well as Urban and Rural students of Class XII. To find out the relationship of a) Academic Achievement and Intelligence (b) Academic Achievement and Social Maturity (c) Academic Achievement and Emotional competence of class XII students, to find out the difference in correlation of Academic Achievement and Intelligence, Social Maturity and Emotional competence (a) male and female (b) Urban and Rural students of class XII, To find out the effects of Intelligence on Academic Achievement of class XII students when the effect of Social Maturity and Emotional competence is partialled out,

to find out the effect of Social Maturity and Academic Achievement of class XII students when the effect of Intelligence and Emotional competence is partialled out, to find out the effect of Emotional competence on Academic Achievement of class XII students when the effect of Intelligence and Social maturity is partialled out.

The sample comprised of 980 students of XIIth grade which were selected randomly. The study revealed that Social Maturity, Intelligence and Emotional Competence and Academic Achievement are positively correlated with each other. Researcher also indicates that performance of students is influenced by their emotional state. The study stated that intelligence works more effectively for higher achievement in case of male students than female students. The study showed that there was a significant multiple correlation of academic achievement with the three variable viz, intelligence, social maturity and emotional competence taken together of the students.

Lamare Rubynia, (2010) studied "Academic Achievement in relation to some psycho-social variables of Secondary school students in East Khasi Hills District, Meghalaya". The main objective of the study was to find out the academic achievement, personality dimension, intelligence and socio-economic background of class X students, to find out the relationship between various personality dimensions and academic achievement of class X students, to find out the relationship between intelligence and academic achievement of class X students, to find out the relationship between various components of socioeconomic background and academic achievement of class X students, to find out the difference among high, average, and low achievers with respect to various personality dimensions, to find out the difference among high, average, and low achievers with respect to intelligence, to find out the difference between male and female within high, average and low achievers, to find out the difference between rural

and urban within high, average and low achievers, to find out the difference between tribal and non - tribal within high, average and low achievers background of class X students. The sample for the study consisted of 845 students studying in Class XI who were selected randomly by giving fair representation to all types. Study revealed that different personality dimension contributed to the Academic Achievement of the pupils. Further it also stated that students with high ambitious want to achieve more and perform better than those students who perform better than those students who students are under achiever.

MawlongIada Baphi., (2010) carried out research work on "A study of Curiosity Level and Academic Achievement of Elementary School children of Shillong city". The main objective of the study was to examine the find out the Curiosity level and Academic Achievement f boys and girls in elementary schools of Shillong city. To find out the relationship between curiosity and Academic achievement of the elementary school student of Shillong city. The study was carried out by implementing the Descriptive Survey method with the sample 100 students of 10 elementary schools of Shillong city. The study observed that there is marginal difference in the correlation between curiosity and academic achievement of the students belonging to different classes, tribes and genders.

Joshi Saru, (2012) examined the "Effect of Home and School Environment on the Academic Achievement of School going children in the RiBhoi District of Meghalaya" The main objective of the study was to find out the strength of home environment and school environment with respect to its various dimensions as perceived by class X students. And also to find out the relationship between various dimensions of home environment and academic achievement as well as school environment and academic

achievement of class X students. The sample for the study was 472 students by using Ex-Post-Facto method. Study revealed that the various home dimensions constitute important determinant of academic achievement. The knowledge of various home dimensions contributing to academic achievement may be useful to the teachers and educators to understand those who are academically low in their performance.

MarbohBlester Aloysius, (2012) studied "Achievement Motivation and its effect on Academic Achievement of Secondary school students of Nongstoin Block, West Khasi Hills District, Meghalaya". The main objective of the study was to see the Academic Achievement and Achievement Motivation of Secondary students. And also to find out the relationship between Achievement Motivation and Academic Achievement of Secondary students of Nongstoin Block. A representative sample of 151 pupils was chosen for the study by using Descriptive Survey Method. Study concluded that Achievement Motivation and Academic Achievement are related but not significantly. The findings also showed that the factors such as gender and locality have no positive or negative impact on Achievement Motivation while Achievement Motivation of the secondary school students of Nongstoin Block.

Assumi Rebecca, (2013) studied "Attitude towards Computer Education in relation to the Academic Achievement of Secondary school students in Dimapur Town. The main objective of the study was to find out the attitude of students towards computer education. And to find out the relationship between computer education attitude and academic achievement. The sample for the study includes 377 secondary school students. The study revealed that majority of students having access of computers at home have positive attitude. And a high academic achiever has a better positive attitude

then a low academic achiever. But also added that the students attended a type of school showed a difference in their attitude.

Chutia, K., Manuj,(2013), investigated, " Gender difference on Academic Achievement in CBSE 10th class examination in Greater Guwahati- A study" Mainly the study aims to see the differences between male and female candidates in Academic Achievement of 10th class CBSE examination, and to study the relationship between Socio-economic status achievement of high and low achiever boys and girls. Investigator selected 250 students as a sample for the study by using Proportionate and Stratified random sampling technique. Major findings were girls pass percentage found to be better compare to boys. Positive, average and significant co-efficient of correlation has been observed between Academic Achievement and Socio-economic status of high and low achiever boys and girls. Moreover in the areas of Academic Achievement, various factors study habit, sincerity, attitude, motivation and adjustment influence boys and girls.

Kharnaior Ibahunrima, (2013), investigated Home Environment in relation to Academic Achievement of Higher Secondary school students of East Khasi Hills District. The main objectives of the study were stated as- 1) To study the home environment of higher secondary school students in the following category- a) overall students b) male students c) female students d) Government higher secondary school students e) deficit higher secondary school students f) Adhoc higher secondary school students g) unaided higher secondary school students 2) Next to find out the academic achievement of higher secondary school students belonging to 1) overall students ii) male students iii) female students iv) Government Higher Secondary school students v) Deficit higher secondary school students vi) Adhoc higher secondary school students

vii) unaided higher secondary school students. 3) Lastly, to study the relationship between home environment and academic achievement of Higher Secondary school students. The study was conducted on a representative sample of 245 adolescents of class Xll selected from different Higher Secondary school of East Khasi Hills district of Meghalaya by using stratified random sampling method. Study concluded that it have positive relationship between academic achievement and home environment. As the home environment is the important determinants of academic achievement, so academically home environment is likely to enhance the child's personality and temperament to achieve their academic success.

Kharshling Magdalyne Balarihum (2013), " A study of Academic Achievement in relation to Academic Anxiety of Secondary school students of Mawphlang Block" The main objectives of the study was to find out and compare the Academic Achievement of Secondary School Students according to the following i) Male (ii) Female (iii) Government Aided and Unaided Secondary school students, next is to find out and compare the Academic Anxiety of Secondary School Students according to the following i) Male (ii) Female (iii) Government Aided and Unaided Secondary school students. And lastly, to study the relationship between Academic Achievement and Academic Anxiety of Secondary School students. The sample consisted of 242 secondary students from 14 English Medium Secondary schools of Mawphlang block and stratified random sampling method was used for the study. Study concluded that anxiety have non-significant relationship with Academic Achievement of the students of Secondary school.

Wartynghah Sngewbhalang, (2014), carried out research work on Social Maturity of Secondary school students in Shillong town. Investigator mainly focus to study the

Social Maturity of Secondary school students (Male and female); to find out the rural and urban differences among the secondary school students; lastly to find out the difference in Social Maturity of students with regard to School Management, parental education and occupation. Sample of students include 200 secondary students which was done by simple random sampling method. Findings revealed that majority of the School students were average category. And there was a significant difference between male and female of Secondary students. Further it stated that children belongs to business parents are high in Social Maturity in compare to the parents of Government Employee.

Bordhan, Sujit, (2015), tried to examine the " Role of Social Maturity in Academic Achievement of High School students" The purpose of the study was designed to investigate the relationship and contribution of Social Maturity in the academic achievement of high school students along with other variables and also to see the sex and regional differences on the basis of Social Maturity. The study comprised over a sample of 400 (200 boys and 200 girls) high school students of the state Assam. The sample was collected by using multistage random sampling technique. Tools used for the study were Rao's Social Maturity scale, Ahuja's group test of intelligence , Anil Kumar's General Anxiety Scale for childrenand Yashvir Singh & Bharagava's Emotional Maturity Scale was employed. The study concluded that Social Maturity highly contributed in the academic achievement of high school students. And also added that there were no significant differences between boys and girls as well as urban and rural students on the basis of their Social Maturity.

Saikia Pallabi, 2016, "Influence of Home Environment and Intelligence on Academic Achievement of Secondary school student- A study in Lakhimpur District of Assam" The major objectives were to study and find out the Academic Achievement and Home Environment of the students on the basis of gender and locality, Next were to find out the levels of Intelligence of the students on the basis of gender and locality. Lastly, to find out the relationship between Intelligence and Academic Achievement of the students. 512 samples were selected by using Disproportionate Stratified Random Sampling technique. It has been found that students having high level of Academic Achievement have high level of home environment. And it stated that Home Environment and Intelligence has significant influence on the Academic Achievement of the students.

Baruah Sarma Garlina, (2017), "A study on the influence of Anxiety and Feeling of Security on the Academic Achievement of Students in Higher Secondary Examination of Kamrup District of Assam". The major objectives were to study the influence of anxiety, feeling of security on the academic achievement of the students in the higher secondary final examination of Kamrup district, to make a comparative study of the influence of Anxiety and the feeling of security on the Academic Achievement of the students in higher secondary final examination on the basis of their medium of instruction: Assamese medium and English medium, to make a comparative study of the influence of Anxiety and the feeling of security on the academic achievement of the students in higher secondary final examination on the basis of their location : Rural and Urban, lastly, to make a comparative study of the influence of Anxiety and the feeling of security on the Academic Achievement of the students in higher secondary final examination on the basis of gender: Boys and Girls. Investigator has selected 720

students as a total sample for the study by using Stratified Purposive Sampling technique. Study concluded that majority of the students falls under Normal Anxiety and it also implies that High Anxiety has negative impact on Academic Achievement. It also stated that the students of English medium institutions are better than the pass percentage of the students of Assamese medium institutions under Normal Anxiety and Average Security. And in case of Normal, High and Average security, pass percentage of girls are better than boys.

Shullai M. Farida, (2017), " A study on School Organizational Climate and Academic Achievement of Higher Secondary School students in Jaintia Hills in Meghalaya" The major objectives of the study were to find out the types of School Organizational Climate of the schools; to study the Leadership behaviour characteristics of the Principals and group behaviour characteristics of Teacher and Principal of the Schools; next was to find out the overall Academic Achievement of the students and lastly to study the Academic Achievement of Higher Secondary students in relation to School Organizational Climate in the two districts. The sample for the study was 23 Higher Secondary schools of Jaintia Hills Districts, 162 teachers and 1389 students. The data was analysed by using mean, Z-scores, SD, percentage, t-test and range. The pearson co-relation test was also used to find out the relation between variables. Study revealed that there exists a negative correlation between the controlled school organizational climate and academic achievement. It also stated that control type of school organizational climate lowers the academic achievement of the students.

Adhikary, Archana (2018) conducted " A Study on the relationship between School Organizational Climate, Creativity, Adjustment and Academic Achievement of Secondary School students of Barpeta District of Assam" The major objectives were to study the organizational climate of different secondary schools in respect to its eight different dimension as well as its locality. Next, was to study the relationship between school organizational climate and creativity of the students, to make a comparative study on the status of adjustment of girls and boys. And it also focuses to study the relationship of school organizational climate with emotional and social aspect of adjustment, educational aspect and academic achievement of secondary school students. The sample consisted of 360 teachers and 571 students. The investigator has applied proportionate stratified random sampling technique. Study revealed that there exist no significant relationship between school organizational climate and creativity, adjustment and academic achievement of secondary students.

2.4 RESUME OF THE REVIEW OF RELATED LITERATURE

The investigator has reviewed a total of 89 studies related to the topic out of which 9 studies in international level from the year 2011-18, national level 60 studies from the year 1989-2018 and 20 studies in regional level 1977-2018. By reviewing various studies it has been found that there are numerous studies made on social maturity, school adjustment and academic achievement at secondary, higher and professional level of education. Some of the issues which were discussed in the previous studies with those variable are Personality, Emotional Maturity, Moral Judgement, Emotional Intelligence, Acculturation, Intelligence, Self-Concept, Personality Adjustment, Traits, Socio economic Status, Occupational Aspirations, Educational Aspirations, Cognitive styles, Self Esteem, Study Habits, Home Environment, Parental Influence and

Encouragement, Academic Anxiety, emotional Adjustment, Family Climate, Academic Motivation, Academic Stress, Gender, Curiosity Level, Achievement Motivation, Mental Health and Curiosity Level.

Most of the studies revealed that there exists significant and positive correlation between Social Maturity and Academic Achievement and the few studies stated that there exists no difference between urban and rural students with regard to Social Maturity and Academic Achievement. On the other hand some studies reveal that there exists difference between urban and rural students. They found that students from urban area have more Social Maturity and Academic Achievement in compared to rural students.

In majority of the studies, the investigator attempted to explore the relation between Social Maturity and Academic Achievement or their effect. But a very few studies have been done between the relation of Social Maturity and School Adjustment. A study was published in the Journal of Education and Practice by Shah K Jyotsna and Sharma Bhawna on Social Maturity and Academic Achievement of residential school girls of North India and stated that Social Maturity contributed to School Adjustment and Academic Achievement of the girls. It is clearly evident from the review of research studies that no research study has been conducted neither in Kamrup District of Assam nor in any other region of North East combining Social Maturity, School Adjustment and Academic Achievement of Higher Secondary girl students.

Research design or sampling technique and analysis depends on the objective of the study. From the study of the different literature it has been found that Social maturity among the students must be developed at the right time or right age as it covers the

essential attribute of the individual and it has much influence on the development of their personality. Since there is a time gap between all the studies that has been conducted related to Social Maturity, School Adjustment and Academic Achievement, the investigator felt the need to do a current study on these variables.

CHAPTER III

METHODOLOGY

Methodology comprises of the various stages, steps and processes followed while doing a research study. In simpler words methodology can be termed as system of methods which are used while carrying out a research study. The term method has been derived from the Greek term 'methododos' which means 'pursuit of knowledge'. The term "method" means a procedure or a way of doing something especially according to a regular plan or goal. So, the success of any research study mainly depends upon the kind of methodology and procedure used in a step wise sequence to achieve the desired result. Research may be defined as the application of scientific method on the study of the problem. The terms, Research and Scientific methods are sometimes used interchangeably.[1]

The research methodology includes research design or a plan of action which is followed with regards to the nature of population, selection of size of the sample, method of sampling technique, number of individual who declined to participate, why, where, when and what type of data were collected, the characteristics of the interviewers and observers etc. Thus, it gives a detailed description of procedure or manner that is followed in the study.

Research design provides the investigator, blue print of research as well as limits the boundaries of research project or the problem under investigation.

3.1 METHOD ADOPTED FOR THE STUDY

Educational Research means a systematic attempt to gain a better understanding of the educational procedure, generally with a view to improving its efficiency. It is an application of scientific method to the study of educational problem.

Research Method is classified under three basic categories. They are – Historical Method, Descriptive Method and Experimental Method.

For investigating any research study or problem, investigator uses certain methods for conducting a study. **Descriptive Survey method** has been adopted for the present study. It is descriptive because it aims to describe the nature and present status of phenomena to draw a valid conclusion with intent of improving them.

3.2 POPULATION

A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, and geographical areas, prices of wheat or salaries drawn by individuals. Some statisticians call it Universe.[2]

Best and Khan in 1992 described that a Population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group.

The population of the present study comprises of all the students studying in class XI in various higher secondary schools under Assam Higher Secondary Education Council of

Kamrup (both metro and rural) District of Assam There are all total 81 provincialised higher secondary schools under Assam Higher Secondary Education Council in Kamrup District (Metro and Rural). All the girl students of Higher Secondary 1st year Arts stream from these schools have been regarded as population in this study. Total population of girl students is 1895 (Source- RMSA office) among which 787 from Urban and 1108 from Rural

Total No of provincialized schools in Kamrup Urban& Rural

```
        ┌──────────────┐
        │  81 Total    │
        │  Schools     │
        └──────┬───────┘
        ┌──────┴───────┐
┌───────────────┐ ┌───────────────┐
│  27 Schools   │ │  54 Schools   │
│   (Urban)     │ │   (Rural)     │
└───────────────┘ └───────────────┘
```
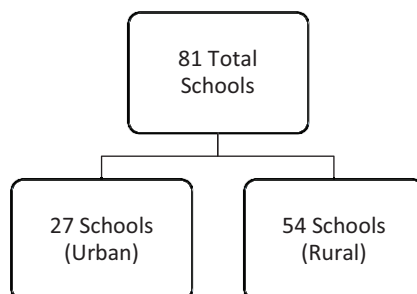
Total No of Girl students in Kamrup Urban & Rural district

```
        ┌──────────────┐
        │  Total Girl  │
        │ students-1895│
        └──────┬───────┘
        ┌──────┴───────┐
┌───────────────┐ ┌───────────────┐
│  Urban-787    │ │  Rural-1108   │
└───────────────┘ └───────────────┘
```
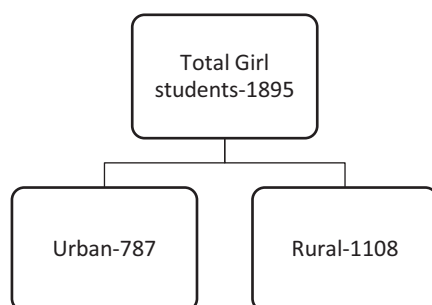
3.3 SAMPLE AND SAMPLING PROCEDURE

The miniature representation of the larger whole is called Sample. Webster in 1895 stated that a sample is a finite part of a statistical population, whose properties are studied to gain information about the whole.

It is a systematic way of taking sample or samples from a population or universe. In the process of sampling, population is divided into a number of parts which are generally called sampling units.[3]

The investigator selected 568 higher secondary girl students studying in Arts Stream in the Higher Secondary Schools of Kamrup Metro and Rural district.

The study has been conducted on a representative sample of 30% from the total population, selected from different provincialized schools of Kamrup districts of Metro and Rural by using Simple random sampling technique.

No of schools for sample

```
                   ┌─────────────────┐
                   │   81  Schools   │
                   └────────┬────────┘
             ┌──────────────┴──────────────┐
   ┌─────────────────────┐       ┌─────────────────────┐
   │  27 Schools (Urban) │       │  54 Schools (Rural) │
   └──────────┬──────────┘       └──────────┬──────────┘
   ┌─────────────────────┐       ┌─────────────────────┐
   │ 8 Schools-30% of 27 │       │ 16 Schools-30% of   │
   │      (Urban)        │       │     54 (Rural)      │
   └─────────────────────┘       └─────────────────────┘
```

Total Sample Students

```
                    ┌──────────────┐
                    │ Total no of  │
                    │ students-1895│
                    └──────┬───────┘
              ┌────────────┴────────────┐
        ┌─────┴──────┐          ┌────────┴─────┐
        │ Urban-787  │          │  Rural-1108  │
        └─────┬──────┘          └────────┬─────┘
        ┌─────┴──────┐          ┌────────┴─────┐
        │   Urban    │          │    Rural     │
        │  30%-236   │          │   30%-332    │
        └─────┬──────┘          └────────┬─────┘
              │              ┌───────────┴──┐
              └──────────────┤    Total     │
                             │  Sample-568  │
                             └──────────────┘
```
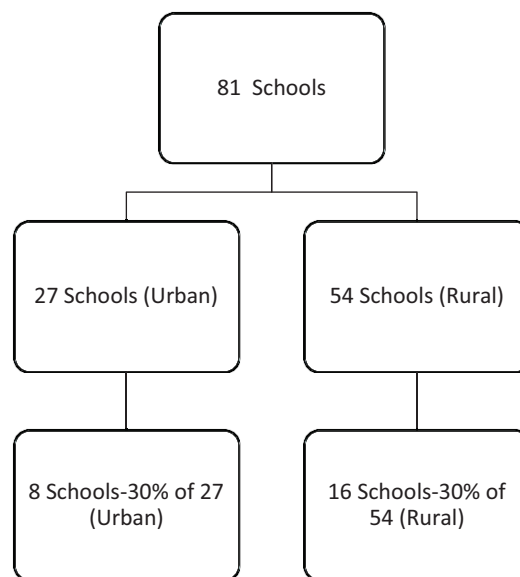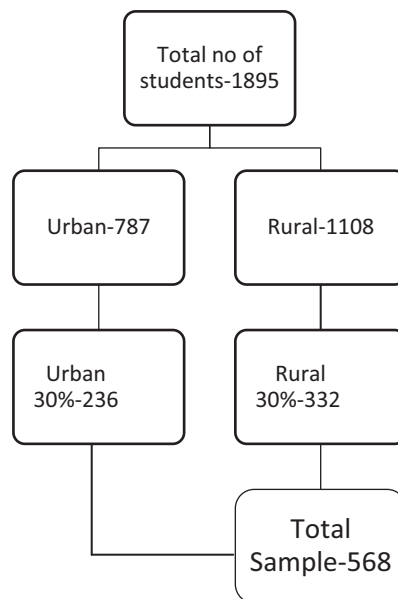
As the population of girl students in Kamrup Metro is less than the Kamrup Rural, the samples have been collected proportionately to make a good representation of girls from both the districts. Out of 568 sample of the study, 236 from Kamrup Metro and 332 from Kamrup Rural have been taken which accounts for 30% of the total population. As variations in girl students in both the districts, the investigator keeping in mind and for practical feasibility used Stratified and Proportionate Random Sampling technique.

3.4 VARIABLES USED FOR THE STUDY

The present investigation is to find out the relationship on Social Maturity, School Adjustment and Academic Achievement of adolescents.

3.4.1 Independent Variables

1. Student related variables

i. Class XI students.

ii. Gender (Girls)

iii) Location (Kamrup metro and rural)

2. School related variables

i. Provincialised Higher Secondary schools of Kamrup(Metro and Rural)

3.4.2 Dependent Variables

1. Social Maturity

2. School Adjustment

3. Academic Achievement

3.5 TOOLS USED FOR DATA COLLECTION

The following tools have been adapted as per local need and convenience for the
present study

1. Social Maturity scale by Dr. Nalini Rao (2011).

2. Adjustment inventory for School Students by A.K.P. Singh and R. P. Singh
   (2013).

3. English Achievement test by Venita Singh and Simrandeep Kaur (2015) has
   been used in classroom situation.

3.6 DESCRIPTION OF THE TOOL:

3.6.1 Social Maturity Scale

Social Maturity Scale, standardised scale by Dr. Nalini Rao was used. The scale was
developed with a view to achieving two practical goals. First was to attain a theoretical
backdrop which has the prospect of ensuring an operational concept of social maturity

with its social and individual relevance. The second and the more pragmatic goal was to evolve a precise and dependable measure of social maturity applicable to the normal school child. The scale comprises of general characteristics which represent the most common types of demands made by all societies on the individuals and at the same time, specific categories which are culture specific attributes of individuals' that enable them to meet these demands. The scale can be administered to the respondents in the groups in the regular class-room situation by following the scores. It is a four point scale: Strongly Agree, Agree, Disagree, Strongly Disagree, with the respective scores and have positively oriented items and Negatively Oriented items. The tool contained 90 items which are under 3 areas of dimensions and its components are (i) Personal Adequacy (ii) Interpersonal Adequacy (iii) Social Adequacy

I. Personal Adequacy

1. **Work Orientation** manifests in the perception of work related skills and development of proper attitude towards work in terms of knowledge of standards of competence in performing tasks, capacity for experiencing pleasure in work leading to self-sufficiency (16)[*].

2. **Self-Direction** manifests in one's capacity to independently act and exercise control over one's actions. This also involves the initiative an individual takes in directing himself and his actions with a feeling of security and full faith in one's efforts (2, 4, 6, 25)[*].

3. **Ability to take Stress** is an ability to exhibit appropriate emotional stability and react without embarrassing either himself or the group he is in. It also involves ability to undertake challenging tasks with assurance (10)[*].

II. Interpersonal Adequacy

Communication involves an ability to understand, write to communicate and make clear meaningful speech and gestures. The ability also involves empathy which sensitizes the individual to the affective domain and demands effective communication (3, 9, 15, 21)[*].

4. **Enlightened Trust** includes a general belief that it is acceptable to rely or depend on others when need arises. It involves clear functioning of enlightened decision about whom, when and how much to trust (1, 24, 26)[*].

5. **Cooperation** is an altruistic tendency to join others in their efforts in order to reach a mutually desirable goal. It involves ability to regard rules and practices more as reciprocal social agreement rather than a rigid, unchangeable law (11, 22)[*].

III. Social Adequacy

6. **Social Commitment** involves a feeling of oneness with others, willingness to modify or relinquish personal goals in the interest of societal goals and also a readiness to invest in long term social goals (5,17)[*].

7. **Social Tolerance** involves a person's willingness to interact with individuals and groups, who differ from him. Sensitivity to the rights of the individual and groups who differ from him, thus accepting the difference as a means of building up the out-group loyalties (11, 13)[*].

8. **Openness to Change** involves willingness to accept changes in the social setting and adapt oneself to the demand of these changes (11, 20)[*].

3.6.1.1 Administration of the test

The Social Maturity Scale is administered to the respondents in groups in the regular class-room situation. The instructions provided on the first page of the scale booklet are self-explanatory. The time required to complete the scale items is between 45 minutes to 1 hour.

3.6.1.2 Reliability

The final form of the 90 items, Social maturity scale was administered twice on a sample of 180 students over an interval of four to five weeks. The sample comprised secondary school subjects from VIII, IX and X grades. The 180 students are equally distributed over grades and sexes and, represent different types of managements and different types of schools on the sex composition of the student body.

The means on the scores obtained on the two administrations did not statistically differ significantly. The mean and standard deviations are shown in the table in the manual.

The scores of all sub-scales of the first administration were correlated with the scores of all the sub-scales of second administration. The coefficient of correlations are given in Table 3.1

Table 3.1

Coefficient of r between First and Second Administration of all Sub-scales

Sr. No.	Sub-Scales	r
1.	Work Orientation	.91
2.	Self Direction	.89
3.	Ability to Take Stress	.88
	PERSONAL ADEQUACY	**.89**
4.	Communication	.78
5.	Englightened Trust	.63
6.	Cooperation	.89
	INTER-PERSONAL ADEQUACY	**.73**
7.	Social Commitment	.82
8.	Social Tolerance	.83
9.	Openness to Change	.74
	SOCIAL ADEQUACY	**.75**
	TOTAL SCORES ON SOCIAL MATURITY	**.79**

The correlation co-efficients obtained on all the sub-scales are significant at .01 level.

It was found that a tool in the regional language would be more useful, especially when the subjects who answer it, are young and more conversant with the regional language. Simultaneously, the Hindi version of the tool was also evolved with the view to facilitating the large scale use over national samples. The Kannada and the Hindi translations of the tool were administered on samples of one hundred and twenty eight students whose medium of instruction was Hindi. These students answered the English original over an interval of 3 to 4 weeks. The correlation coefficients obtained between

the scores on Kannada and English versions was .98 and the correlation coefficient obtained between the scores on Hindi and English version was also .98

The questionnaire has been tried out with 30 students for measuring the suitability of the questions to the students. The investigator's main aim of this preliminary testing was to observe whether the questions can bring out the objective of the test from the students.

3.6.1.3 Validity of the test

The most suitable criterion for validating the Social Maturity Scales was found to be the teacher ratings on the attributes of Social Maturity. In view of the fact that the teachers has close acquaintances with the children in schools and that they have more opportunity to observe the student's behaviour repeatedly and under various conditions across a variety of situations, it makes a potentially good source of information for validating the social maturity characteristics of students.

a sample of two hundred and eighty eight students from grades VIII, IX and X, randomly chosen from sixteen schools of Bangalore City were administered the Social Maturity Scales. The subjects were equally distributed over the grades and sexes, and were from schools run by different managements and from co-education and single sex schools.

The scale seems to be more sensitive to the presence of a trait than to its absence or lack of it. It is evident from the significantly higher mean values of the groups rated mature and the absence of the mean difference between the groups rated moderately mature and immature. On the basis of the above observations and findings, the validity of the tool is acceptable.

3.6.1.4 Content Validity

Since the provincialised schools are in the vernacular medium in Kamrup Rural and Metro, the questionnaires have been translated into the vernacular language which is Assamese. The translated forms of questionnaires have been validated by three professors and subject experts.

3.6.2 Adjustment Inventory

The investigator has used the Adjustment Inventory for School Students (AISS) by A.K.P. Sinha and R.P. Sinha, which includes the items of three areas of Adjustment i.e. Emotional, Social and Educational. The inventory consisted of the total 60 items, 20 items in each area of Adjustment i.e. 20 items measure Emotional Adjustment, 20 items measure Social Adjustment and 20 items measure Educational Adjustment. Each item in the inventory has two answers 'Yes' or 'No'. For any answer indicative of good adjustment zero is given; otherwise a score of one is awarded. Table 3.2 shows the Area wise distribution in the three areas of adjustment.

Table 3.2 Area wise distribution of Questions in the adjustment tool

Serial No	Adjustment Areas	Item Serial No.	Total
1	Emotional	1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58	20
2	Social	2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59	20
3	Educational	3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60	20
		Total	**60**

3.6.2.1 Reliability

Co efficient of reliability was determined by – (i) Split-half method, (ii) Test retest method, and (iii) K-R formula-20. Table 3.3 gives the reliability co-efficients of the total test and of sub-test by different methods.

Table 3.3

Reliability co-efficient of the adjustment inventory

Serial No.	Method Used	Emotional	Social	Educational	Total
1	Split-half	0.94	0.93	0.96	0.95
2	Test-retest	0.96	0.90	0.93	0.93
3	K-R formula-20	0.92	0.92	0.96	0.94

The questionnaire has been tested with 40 students in a class before the final test. It has been observed in this experiment that the questions are suitable for measuring the level of School Adjustment of the students. The main aim of this trial is to observe the reaction of the students to the items in the questionnaire.

3.6.2.2 Validity

In item –analysis validity coefficients were determined for each item by biserial correlation method and only such items were retained which yielded biserial correlation with both the criteria (i) total score and (ii) area score, significant level being .001. Inter-correlations among the three areas of the inventory were calculated. The correlation matrix is being presented in being presented in table 3.4

Table 3.4

Correlation Matrix of the Three Areas of adjustment

Serial No.	Adjustment Areas	I	II	III
1	Emotional	-	.20	.19
2	Social	.20	-	.24
3	Educational	.19	.24	-

3.6.2.3 Content Validity

As the provincialised schools are in the vernacular medium in Kamrup Rural and Metro, the questionnaires have been translated into Assamese language. The translated questionnaires have been validated by three University professors and subject experts.

3.6.2.4 Norms

Percentile norms were computed for females of all the three areas (Emotional, Social and Educational) of adjustment separately as also for the whole inventory. Table 3.5 and 3.6 give the percentile for male and female respectively.

Table 3.5

Percentile Norms for Females

Percentiles	Emotional	Social	Educational	Total
P_{90}	9.80	9.91	9.95	27.67
P_{80}	8.31	8.45	8.81	23.89
P_{70}	7.45	7.55	7.67	21.63
P_{60}	6.88	6.91	6.98	19.40
P_{50}	6.12	6.27	6.31	17.78
P_{40}	5.11	5.62	5.73	16.15
P_{30}	4.21	4.31	4.62	14.53
P_{20}	3.11	3.08	3.61	11.81
P_{10}	2.00	2.31	2.71	8.70

The subjects can be classified into five categories in accordance with the raw scores obtained by them on the inventory. The five different categories of adjustment are 'A' which stands for excellent, 'B' which stands for good, 'C' which stands for average, 'D' which stands for unsatisfactory, and 'E' which stands for very unsatisfactory adjustments. This categorization was done by dividing the base line of the normal curve into five equal units, each unit being equal to 1.2. Table 3.7 presents the classification of adjustment for total scores.

Table 3.7

Classification of Adjustment in terms of categories

Category	Description	Range of Scores
		Female
A	Excellent	5 & below
B	Good	6 - 14
C	Average	15 – 22
D	Unsatisfactory	23 - 31
E	Very Unsatisfactory	32 & above

Table 3.8

Classification of Adjustment in terms of Categories in the Three Areas

Adjustment Areas	Category	Description	Range of Scores
			Female
EMOTIONAL	A	Excellent	1 & below
	B	Good	2-5
	C	Average	6-7
	D	Unsatisfactory	8-10
	E	Very Unsatisfactory	11 & above
SOCIAL	A	Excellent	2 & below
	B	Good	3-5

	C	Average	6-7
	D	Unsatisfactory	8-10
	E	Very Unsatisfactory	11 & above
	A	Excellent	2 & below
	B	Good	3-4
EDUCATIONAL	C	Average	5-7
	D	Unsatisfactory	8-10
	E	Very Unsatisfactory	11 & above

Table 3.9 gives mean and standard deviation of the population upon which norms are based.

Table 3.9

Adjustment Area	Female	
	Mean	S.D.
Emotional	6.55	2.81
Social	6.21	2.52
Educational	5.35	3.00
Total	18.11	7.27

Meaning of the symbols and explanation of the areas.

1) Emotional Adjustment: High scores indicate unstable emotion. Students with low scores tend to be emotionally stable.

2) Social Adjustment: Individuals scoring high are submissive and revering. Low scores indicate aggressive behaviour.

3) Educational Adjustment: Individuals scoring high are poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes.

3.6.3 English Achievement Test

English Achievement Test scale prepared by Venita Singh and Simrandeep Kaur was used to measure the Academic Achievement of the students. The present test is an objective type test for proper assessment in English Grammar of class X students. The English achievement test has been divided into seven areas comprising 70 items for assessing students' achievement in English Grammar. First part of the test comprise of prepositions which helps the students in the construction of various sentences. Second part of the test consists of sentence correction and it is related with grasping of the meanings of words and grammatical knowledge. Third and fourth part of the test consists of modals and determiners. Remaining sections of the test comprise of one word substitute, idioms and proverbs. Use of all these parts of speech in English Grammar makes the language rich and beautiful and also helps in the comprehension of English language. Distribution of items for the final form of test is shown in Table 3.10

Table 3.10

Final blue print of the Test

Serial No.	Units (Section)	No. Of items	%
I	Preposition	15	21
II	Sentence Correction	14	20
III	Modals	07	10
IV	Determiners	08	11
V	One Word Substitute	06	09
VI	Idioms	16	23
VII	Proverbs	04	06
	Total Items	**142**	**100%**

3.6.3.1 Time Limit

Maximum time for the completion of test is 35 minutes.

3.6.3.2 Reliability

Reliability of the test was calculated by Split-half method. The co-efficient of reliability calculated by Spearman Brown Formula come out to be 0.79 which is significant at .01 level of significance.

Before starting the final test, the investigator administered pre test to 50 students for assessing whether the questions will be able to bring out desired objective from the students.

3.6.3.3 Validity

The empirical validity co-efficient of Co-relation calculated between test scores and school marks came out to be 0.49 which is significant at .01 level of significance.

The items which are included in the questionnaire are valid for Class 11 students as they are well acquainted with them in their High School curriculum.

3.6.3.4 Scoring

Every correct answer should be given (1) mark and zero (0) mark for every wrong answer. The minimum and maximum score is 00 to 70.

3.6.3.5 Statistical Result

The English Achievement Test was administered on a student population of 400 studying in Class X in Fazilka and Sri Muktsar Sahib districts of Punjab for the purpose of standardisation. The statistical results are given in Table 3.11

Table 3.11

Statistical Results

Class	N	Mean	S.D.
X	400	46.50	8.85

3.6.3.6 Norms

On the basis of above results z-score norms have been prepared and the same has been given in the Table 3.12

Table 3.12

Raw Score	z-score	RAW Score	z-score	RAW Score	z-score	RAW Score	z-score
11	-4.01	26	-2.31	41	-0.62	56	+1.07
12	-3.89	27	-2.20	42	-0.50	57	+1.18
13	-3.78	28	-2.09	43	-0.39	58	+1.29
14	-3.67	29	-1.97	44	-0.28	59	+1.41
15	-3.55	30	-1.86	45	-0.16	60	+1.52
16	-3.44	31	-1.75	46	-0.05	61	+1.63
17	-3.33	32	-1.63	47	+0.05	62	+1.75
18	-3.22	33	-1.52	48	+0.16	63	+1.86
19	-3.10	34	-1.41	49	+0.28	64	+1.97
20	-2.99	35	-1.29	50	+0.39	65	+2.09
21	-2.88	36	-1.18	51	+0.50	66	+1.20
22	-2.76	37	-1.07	52	+0.62	67	+1.31
23	-2.65	38	-0.96	53	+0.73	68	+2.42
24	-2.51	39	-0.84	54	+0.84	69	+2.54
25	-2.42	40	-0.73	55	+0.96	70	+2.65

Table 3.13

Norms for Interpretation of the Level of Achievement in English

Sr. No.	Range of z-Scores	Grade	Level of Achievement
1.	+2.01 and above	A	Extremely High
2.	+1.26 to +2.00	B	High
3.	+0.51 to +1.25	C	Above Average
4.	**-0.50 to +0.50**	**D**	**Average**
5.	-1.25 to -0.51	E	Below Average
6.	-2.00 to -1.26	F	Low
7.	-2.01 and below	G	Extremely Low

3.7 SOURCES OF DATA:

Primary data has been collected from the following sources-

➢ Office of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Kahilipara, Guwahati, Assam

➢ Sampled students of Higher Secondary 1st year of Provincialised Higher Secondary School of Kamrup(Metro and Rural) district.

Secondary data has been collected from the following-

➢ K. K. Handique Library, Gauhati University, Assam

➢ Omeo Kumar Das Institute of Social change and Development, Guwahati, Assam

➢ Libraries of some Provincialised colleges of Assam

➢ NEHU (Central Library)

➢ Books

➢ Journals and Magazines

➢ Internet

➢ M.Phil and M.Ed dissertations

3.8 DATA COLLECTION PROCEDURE:

In the present study the samples has been collected from the Kamrup Rural and Metro districts of Assam. The investigator had visited the RMSA Guwahati office to collect the list of provincialised schools under Assam Higher Secondary Council of both the districts. This study has been based on both the primary and secondary source of data. The investigator approached the principals of all the schools from which the samples have been collected to take permission for collecting the data from the students. For

carrying out the study, the investigator has selected the students of HS 1st Year. Three research tools viz. Social Maturity Scale, School Adjustment and Academic Achievement have been used in this study. The students were asked to sit in the classroom with due permission from the school authority. Before collecting the data, the investigator have explained the instructions of the tools to the students and established a friendly atmosphere with them and convinced them to freely respond to the tool as their responses will be used strictly for research purpose only. As there are 90 items in the Social Maturity Scale, the time allotted by the investigator is one hour. In case of School Adjustment, the investigator has allotted 45 minutes to complete the questionnaire of 60 items. And, in English Achievement Test the allotted time was 1 hour for 60 items. The investigator had given a stipulated time for filling up their responses in the tools. While filling up the questionnaires, the students had some doubts in the items of the tool and the investigator made them clear their doubts. There was a gap of 1 hour in between the three tests. The data has been collected within the period August 2017- Feb 2018.

3.9 STATISTICAL TREATMENT

Following Statistical techniques have been used in interpreting and analysing the collected data-

1. Simple percentage calculation.
2. Mean and Standard deviation.
3. Graphical representation
4. t-test
5. Coefficient of Correlation

References:

[1] koul, Lokesh; 2011" Methodology of Educational Research" Vikash Publishing House Pvt. Ltd; New Delhi,; Pg 8

[2] Koul, Lokesh 2011, Methodolgy of Educational Research, Vikash Publishing House Pvt.Ltd;page 206

[3] Sarma Mukunda, 2012, " Research Methodolgy", Guwahati, EBH Publishers, page no-161

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

After collecting the data, next step is to analyse according to the objectives of the study. The present chapter deals with the various statistical techniques that has been analysed and interpreting the data, collected from the pupils for measuring the Social Maturity, School Adjustment and Academic Achievement of the Higher Secondary students. Analysis and Interpretation is the essential part of the whole research process. The analysis and interpretation of data involves the presentation of the data captured by the investigator required for the study and deriving results from the collected data which will address the objectives of the study. The data should be analysed properly so that the desired results for the objectives can be met and whether the data is sufficient for the objectives or not. The researcher must be confident enough that the tools and methods used for studying the data will meet the desired outcome of the objectives. The complete success of research work depends upon the systematic analysis and interpretation of the data. In this process, entire collected data is broken down into its constituent parts to get the detailed facts. The data has been collected through the administration of various tools on a selected sample and those data has been tabulated, organized, analysed and interpreted for drawing a valid conclusion and making inference.

Analysis and Interpretation of data were drawn according to the objectives and hypotheses of the study.

4.1 DIFFERENT LEVELS OF SOCIAL MATURITY

Social Maturity is very crucial in the adolescence period of a person because this is the period in which personality of the boy or girl starts taking shape. Here the investigator

with the help of scale studied the different levels of Social Maturity among the girl students of Kamrup district.

Objective 1: To study the Social Maturity of girl students of higher secondary level. The level of Maturity have been classified into seven grades which are- A stands for Very High Level Maturity, B stands for High Level Maturity, C stands for Above Average level Maturity, D stands for Average Level Maturity, E stands for Below Average Level Maturity, F stands for Low Level Maturity and G stands for Very Low Level Maturity. To study the Social Maturity of the girl students, the investigator had collected the data from the students of Higher Secondary students by using the Social Maturity tool and divided them in the various maturity levels according to their scores. Table 4.1 presents percentage of levels of Social Maturity of Kamrup metro

Table 4.1

Distribution of Kamrup Metro Girl Students according to their Levels of Social Maturity

Social Maturity Levels	Range of Scores	Grades	Kamrup Metro	Percentage
HIGH LEVEL	+1.26 to +2.00	B	13	6%
ABOVE AVERAGE	+0.51 to +1.25	C	130	55%
AVERAGE	-0.50 to +0.50	D	88	37%
BELOW AVERAGE	-0.51 to -1.25	E	3	1%
VERY LOW	-2.01 and below	G	2	1%
Grand Total			**236**	**100%**

From the Table 4.1 it has been observed that only 6% of Girl students have High level maturity, and 1% under Below Average and Very Low level maturity. Majority of the

girl students are under the category of Above Average level maturity. 37% have Average level maturity.

Different levels of Social Maturity of the sample group are shown with the help of bar diagram below.

Fig 4.1

Graphical representation of the Social Maturity Levels of Kamrup Metro Students
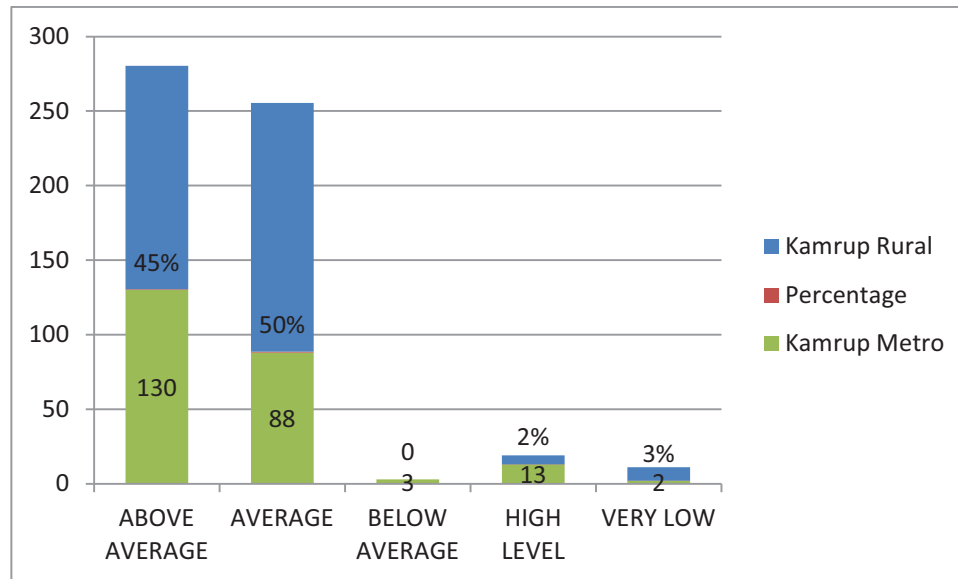
From the above figure it is clearly evident that majority of the students which is 55% have scored the Grade C that is Above Average Level of Social Maturity.

Table 4.2

Distribution of Kamrup Rural Girl Students according to their Levels of Social Maturity

Social Maturity Levels	Range of Scores	Grade	Kamrup Rural	Percentage
HIGH LEVEL	+1.26 to +2.00	B	6	2%
ABOVE AVERAGE	+0.51 to +1.25	C	150	45%
AVERAGE	-0.50 to +0.50	D	167	50%
BELOW AVERAGE	-0.51 to -1.25	E	0	0
VERY LOW	-2.01 and below	G	9	3%
Grand Total			**332**	**100%**

As shown in the above table, it has been observed that 50% of the students are in the Average Level Maturity and 45% in the Above Average level. There are no students in the Kamrup rural in the category of Very High, Below Average and Low level categories. There are 2% and 3% students in the High and Very Low level Social Maturity.

Fig 4.2

Graphical representation of the Social Maturity Levels of Kamrup Rural Students
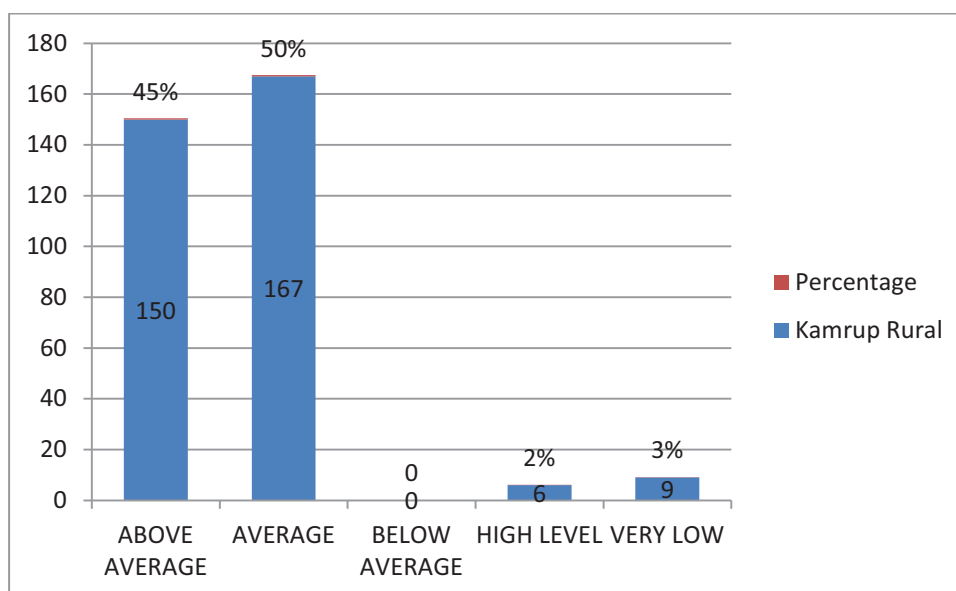
From the above figure it can be clearly seen that 50% of the students are in the category of Average level maturity and 45% in the Above Average level. Thus majority are in the category of Average and Above Average level Social Maturity.

Table 4.3

 Distribution of Kamrup Girl Students as a whole according to their Levels of Social Maturity

Levels of Social Maturity	Range of Scores	Grades	No of Students	Percentage
High Level	+1.26 to +2.00	B	19	3%
Above Average	+0.51 to +1.25	C	280	49%
Average	-0.50 to +0.50	D	255	45%
Below Average	-0.51 to -1.25	E	3	1%
Very low	-2.01 and below	G	11	2%
Total			568	100%

In Table 4.3, the investigator have divided the total sampled girls into various groups of Social Maturity viz. very , high level, above average level, average level, below average level, low level and very low level maturity on the basis of their obtained score . It has been found that only 3% of the total sample falls under the category of high level maturity in Kamrup district. Majority of the students are in the category of Above Average and Average level maturity in Kamrup district i.e 49% and 45%. In the sample group there are no students under the category of very high and low category. However it has been found that in the Very Low Level category there is only 2% of the total sample students in the Kamrup district.

Fig 4.3

Graphical representation of the Social Maturity of Kamrup Girl Students as a whole
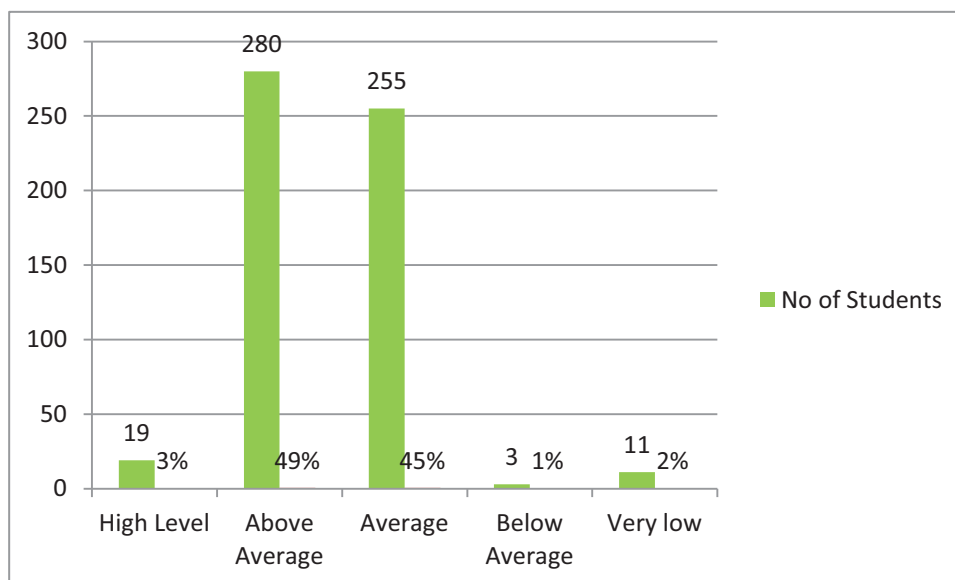
The figure 4.3 represents the percentage of students belonging to the different categories of Maturity. In the figure, the vertical axis indicates the number and percentage of the students and the horizontal axis indicates the five levels of Maturity i.e High Level, Above Average, Average, Below Average and Very Low.

The above figure clearly indicates that the majority of the samples are in the Social Maturity level of Above Average and Average. And, only 3%, 1% and 2% are in the High, Below Average and very Low Level Social Maturity respectively.

4.2 DIFFERENCE BETWEEN IN SOCIAL MATURITY OF URBAN AND RURAL HIGHER SECONDARY GIRL STUDENTS

Objective 2: To find out the difference in Social Maturity between Urban & Rural Higher Secondary girl students.

H_{O1}: There exists no significance difference in Social Maturity between the urban and rural Higher Secondary Girl students.

Table 4.4

Locality	N	Mean	SD	df	t-Value	Critical Value	Remarks
Urban	236	239.51	15.19	566	0.0000313	1.96	Not Significant at .05 level
Rural	332	233.58	18.36				

Fig 4.4

Graph showing Total Sample (N), Mean & SD of Social maturity scores among the samples w.r.t. their locality

According to table- 4.4& its corresponding figure, it has been found that the mean and standard deviation of social maturity of the girls from Kamrup Metro are 239.51 and 15.19 respectively. The mean and standard deviation of social maturity of the girls from Kamrup Rural are 230.87 and 18.36 respectively. To test whether this difference is statistically significant or not, the investigator had adopted 't'-test of significance.

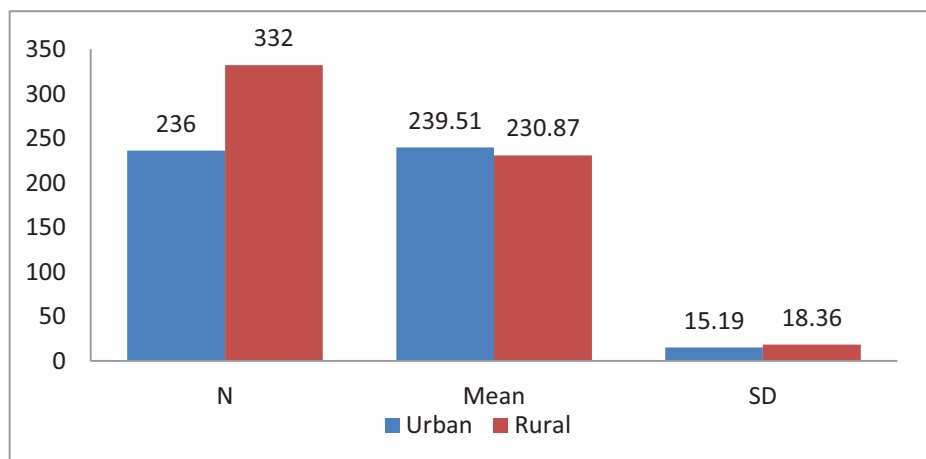The 't' value of Social Maturity of girls between Kamrup Rural and Kamrup Metro is 0.00000313 which is less than the critical value 1.96 (0.05 level). It indicates

that there is no significant difference in Social Maturity between the urban and rural higher secondary girls students. So, our null hypothesis H_{O1} can be accepted.

4.3 DIFFERENT LEVELS OF SCHOOL ADJUSTMENT

School Adjustment in adolescents plays a very important role in life. Adolescence is the period where the individual starts developing social relationship or physical harmony with the environment. This is the period in which the adolescent starts forming their behaviour, thought process which leads to formation of their personality and character. Here the investigator tried to study the School Adjustment of the Higher Secondary Girl students of Kamrup district.

Objective 3: To study the School Adjustment of higher secondary girl students.

The classification of adjustment has been categorised into five groups which are A stands for Excellent, B stands for Good, C stands for Average, D stands for Unsatisfactory, E stands for Very Unsatisfactory. The Kamrup rural and urban students are divided into these groups based on their scores of School Adjustment. The data is detailed in the following tables

Table 4.5

Distribution of Kamrup Urban girl students as per the adjustment levels

Adjustment Level	Category	Range of Scores	Urban	Percentage
EXCELLENT	A	5 &below	12	5%
GOOD	B	6-14	133	56%
AVERAGE	C	15-22	80	34%
UNSATISFACTORY	D	23-21	8	3%
VERY UNSATISFACTORY	E	32 & above	3	1%
Grand Total			236	100%

From the above table it has been found that majority of the sample which is 56% have scored Good level of adjustment. Only 1% and 3% are in category of Very Unsatisfactory and Unsatisfactory level of level of achievement. 5% have scored Excellent level of adjustment. 34% of the sample group have scored Average level of achievement.

Fig 4.5

Graph Showing School Adjustment of Kamrup Urban Girl Students
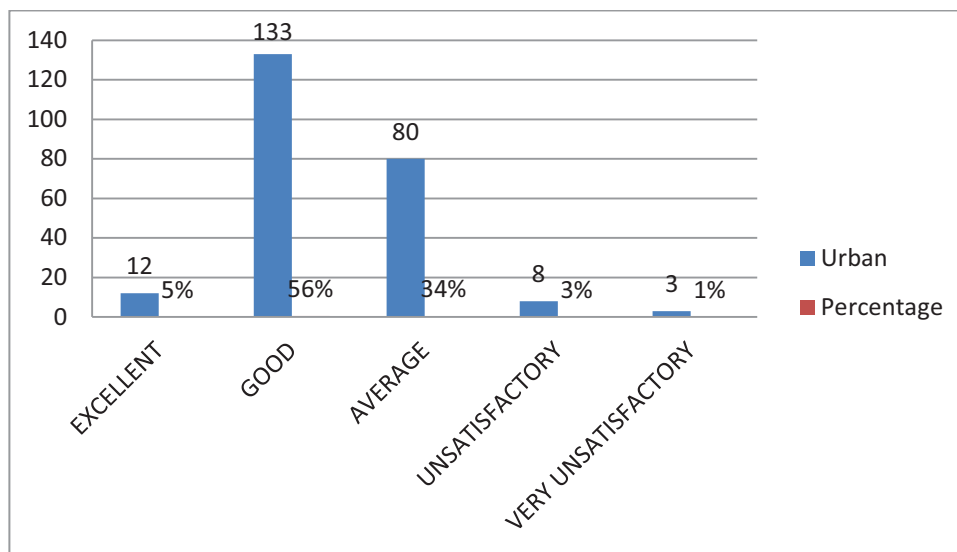
It is evident from the above figure that the more than 50% of the students have scored Good in the School Adjustment. Only 5% have scored Excellent. One third of the population have scored Average level of Adjustment.

Table 4.6

Distribution of Kamrup Rural girl students as per the adjustment levels

Adjustment Level	Category	Range of Scores	Urban	Percentage
EXCELLENT	A	5 &below	36	11%
GOOD	B	6-14	178	54%
AVERAGE	C	15-22	88	27%
UNSATISFACTORY	D	23-21	25	8%
VERY UNSATISFACTORY	E	32 & above	5	2%
Grand Total			**332**	100%

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From the table 4.6 it has been found that in case of Adjustment level, most of the Kamrup Rural girl students i.e 54 % have Good Adjustment level. And only 8 % and 2 % have Unsatisfactory and Very Unsatisfactory level respectively, 11 % are in the category of Excellent Adjustment level. 27 % of girl students have Average Adjustment level.

Fig 4.6 Graph showing School Adjustment of Kamrup rural Girl Students
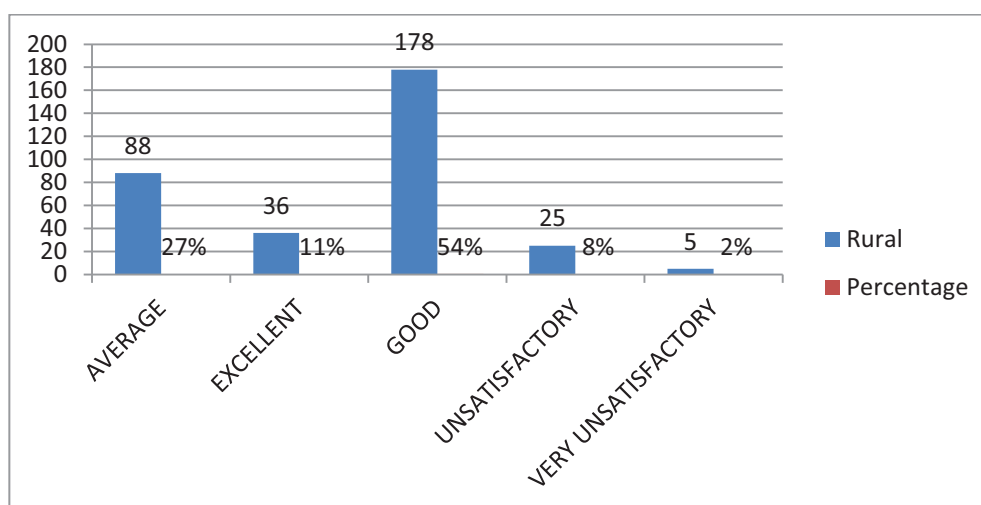
The above figure clearly indicates that more than half of the Kamrup Rural Girl students have average level of adjustment. And rest of the students falls under the category of other Adjustment level.

Table 4.7

Adjustment Levels of Kamrup district Girl Students

Adjustment Levels	Category	Range of Scores	No of Students	Percentage
Excellent	A	5 & below	48	8%
Good	B	6-14	311	55%
Average	C	15-22	168	30%
Unsatisfactory	D	23-31	33	6%
Very Unsatisfactory	E	32 & above	8	1%
Total			568	100%

From the Table 4.7 it has been found that majority of the students fall under the B category which means good. Only 6% and 1% falls under the D and E category. It has been observed that only 8% of students falls under the A category i.e. excellent. As a whole 55% of the total sample have Good level of Adjustment.

Fig 4.7

Graph showing the adjustment levels of the Kamrup district girl students
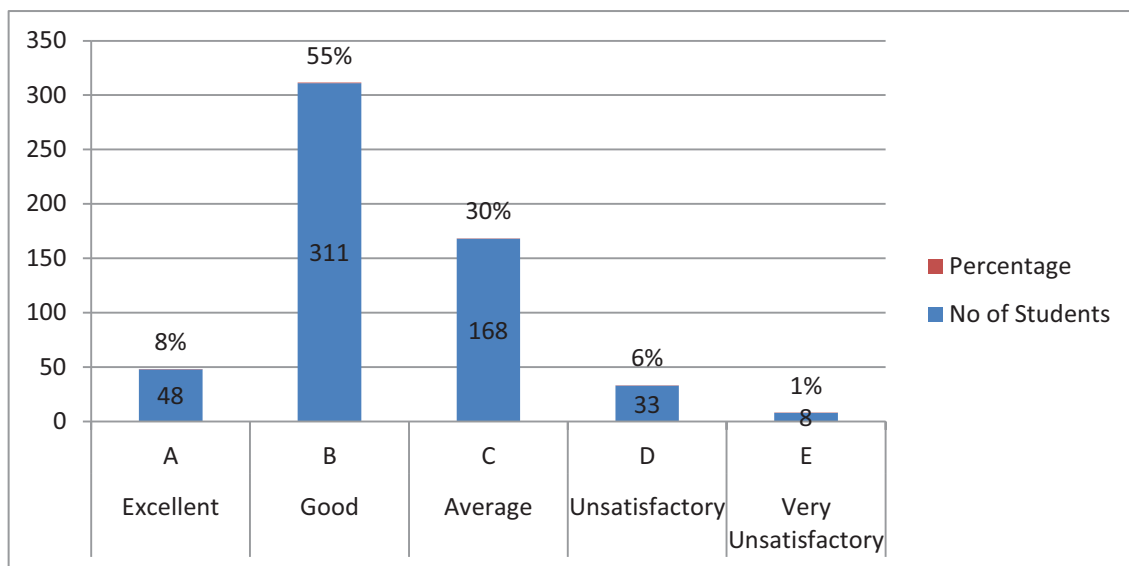
The figure 4.7 represents the percentage of students belonging to the different categories of Adjustment. In the figure, the vertical axis indicates the number and percentage of the students and the horizontal axis indicates the five categories of adjustment i.e Excellent, Good, Average, Unsatisfactory and Very Unsatisfactory. It is indicative from the figure that there are more students in the Good Category of Adjustment and very less percentage of students are in group of Very Unsatisfactory.

The above figure clearly indicates that the satisfactory adjustment level among the majority of the students.

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4.4 DIFFERENCE BETWEEN URBAN AND RURAL HIGHER SECONDARY STUDENTS WITH REGARD TO SCHOOL ADJUSTMENT

Objective 4: To find out the difference in School adjustment between Urban & Rural Higher secondary girl students.

H_{O2}: There exist no significant differences in School Adjustment between the urban and rural higher secondary girl students.

Table 4.8

Comparison of School Adjustment between Urban and Rural Higher Secondary Girl students

VARIABLE	POPULATION	N	MEAN	SD	df	t-Value	CRITICAL VALUE	LEVEL OF SIGNIFICANCE
SCHOOL ADJUSTMENT	URBAN	236	13.35	5.32	566	0.4	1.96	Not significant at 0.05 Level
	RURAL	332	12.94	6.3				

Fig 4.8

Graph showing Total Sample (N), Mean & SD of School Adjustment scores among the samples w.r.t. their locality
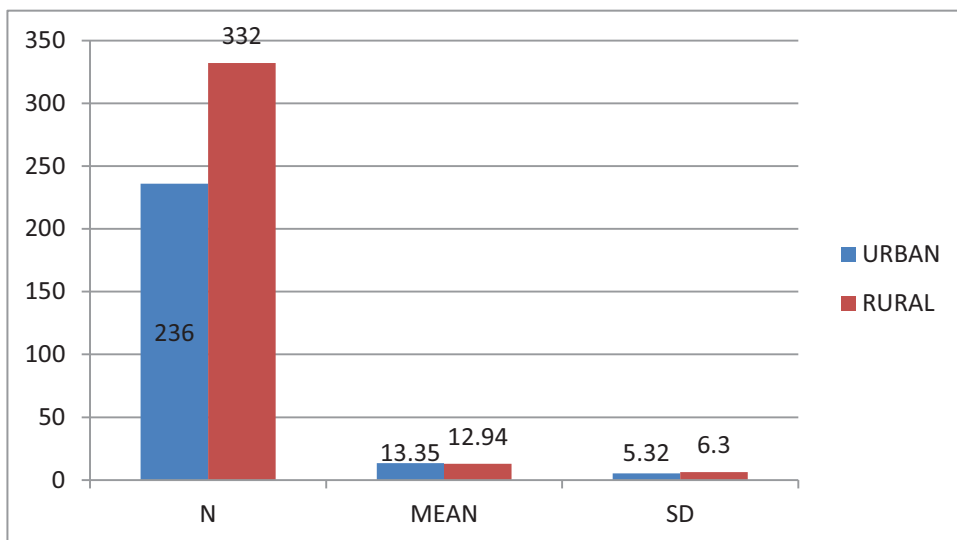
Table and figure 4.8 have depicted that mean and standard deviation of school adjustment scores of the girls from Kamrup metro are 13.35 & 5.32 respectively. On the other hand, mean and standard deviation of school adjustment scores of the girls from Kamrup rural are 12.94 & 6.3 respectively. The mean school adjustment score is found to be little higher among the urban girls than their rural counterparts. This indicates that the urban girls are more adjustable than the rural girls.

To test whether the difference is statistically significant or not, the investigator adopted 't'-test of significance. The obtained t-value 0.4 is less than the critical value 1.96 (0.05 level) which indicates no significant difference between Kamrup Metro and Kamrup Rural girls in school adjustment. Therefore null hypothesis H_{02} has been accepted.

4.5 LEVELS OF ACADEMIC ACHIEVEMENT

Academic Achievement refers to judge one's potentialities, capacities, abilities or aptitude. It is the total outcome of the student's attainment throughout their educational objective. Here the investigator tried to find out the different level of Academic Achievement among the Higher Secondary Girl students.

Objective 5: To study the Academic Achievement of higher secondary girl students.

Table 4.9

Distribution of Kamrup Urban Girl students on the basis of level of achievement

Levels of Achievement	Category	Range of Scores	N	Percentage
High	B	+1.26 to +2.00	5	2%
Above Average	C	+0.51 to +1.25	9	4%
Average	D	-0.50 to +0.50	43	18%
Below Average	E	-1.25 to -0.51	72	31%
Low	F	-2.00 to -1.26	55	23%
Extremely Low	G	-2.01 and below	52	22%
Total			236	100%

Table 4.9 shows that there are seven distinct levels of Achievement i.e High, Above Average, Average, Below Average, Low and Extremely Low within which the range of 236 sampled students are distributed. The table also shows the distribution of number of students with their percentage falling under the different levels of achievement. The table also indicates that 31% falls under below average level and only 2% students falls under High Level of Achievement. Out of total 236 students, only 43 students under Average Level of achievement. 23% and 22% falls under Low and Extremely low level of Achievement respectively.

Fig 4.9

Graph showing Academic Achievement of Kamrup urban Girl Students

The figure 4.9 represents the Academic Achievement of Kamrup Urban Girl students. In the figure the vertical axis indicates the level of Academic Achievement of the students, and the horizontal axis indicates the percentage of the students belonging to the different level of achievement. It has been observed from the above graph that majority of the girl students are in the Below Average level of achievement i.e. 31%. And very few number of girl students are in the Above Average and High level of Achievement.
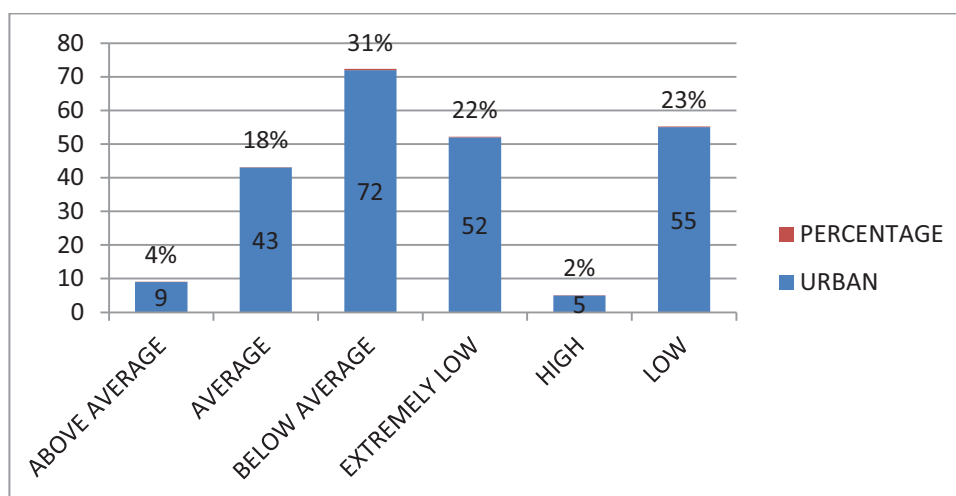
Table 4.10

Distribution of Kamrup Rural Girl students on the basis of level of achievement

Levels of Achievement	Category	Range of Scores	N	Percentage
High	B	+1.26 to +2.00	15	5%
Above Average	C	+0.51 to +1.25	51	15%
Average	D	-0.50 to +0.50	91	27%
Below Average	E	-1.25 to -0.51	59	18%
Low	F	-2.00 to -1.26	69	21%
Extremely Low	G	-2.01 and below	47	14%
Total			332	100%

From the table 4.10, it has been observed that among the 332 Kamrup Rural girl students, no students falls under the group of Extremely High Level Achievement i.e 'A' grade. Highest number of students belongs to 'D' grade that is Average level of achievement i.e 27%. Only 5% of Kamrup Girl students falls under the category of High level of Achievement . 15 % students fall under Above Average level. It has been found that 18% of girl students fall under the Below Average level of Achievement. Table further shows that 21% falls under the category in the low level of Achievement and 14 % of students have Extremely Low level of Achievement.

Fig 4.10

Graph showing Academic Achievement of Kamrup rural Girl Students
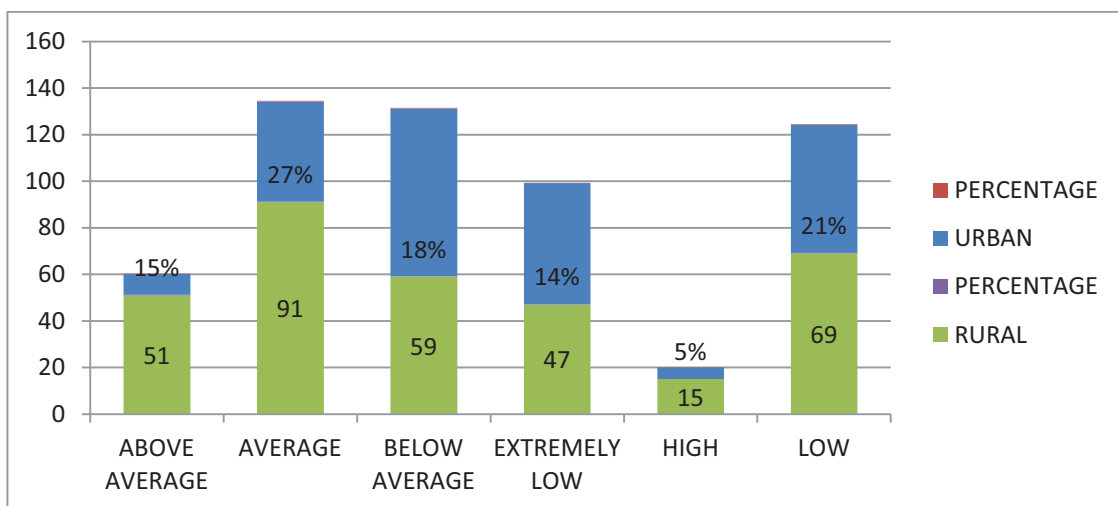
It is clearly evident from the above figure 4.10, that less number of students have observed in High and Above Average level of achievement with a mean score of 59.26 and 54.62 respectively. It has been observed that highest number of population is in Average level i.e 'D' category.

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Table 4.11

Academic Achievement of Kamrup Girl students

Levels of Achievement	Grade	Range of Scores	N	Percentage
High	B	+1.26 to +2.00	20	4%
Above Average	C	+0.51 to +1.25	60	11%
Average	D	-0.50 to +0.50	134	24%
Below Average	E	-1.25 to -0.51	131	23%
Low	F	-2.00 to -1.26	124	22%
Extremely Low	G	-2.01 and below	99	17%
Total			568	100%

It has been observed that only 4 % of the total samples have High level of achievement. 11% of the students are in the category of Above Average level of achievement. It has been found that highest numbers of students have the Average level of Achievement i.e 24%. Table further shows the 23% and 22% are in the category of Below Average and Low level of Achievement. Again, 17 % of the students are in the Extremely Low category of the achievement.

Academic Achievement of the girls students according to their levels clearly presented with the help of the following bar diagram given below in the figure 4.11

Fig 4.11

Graphical representation of the Academic Achievement of Kamrup Girl Students
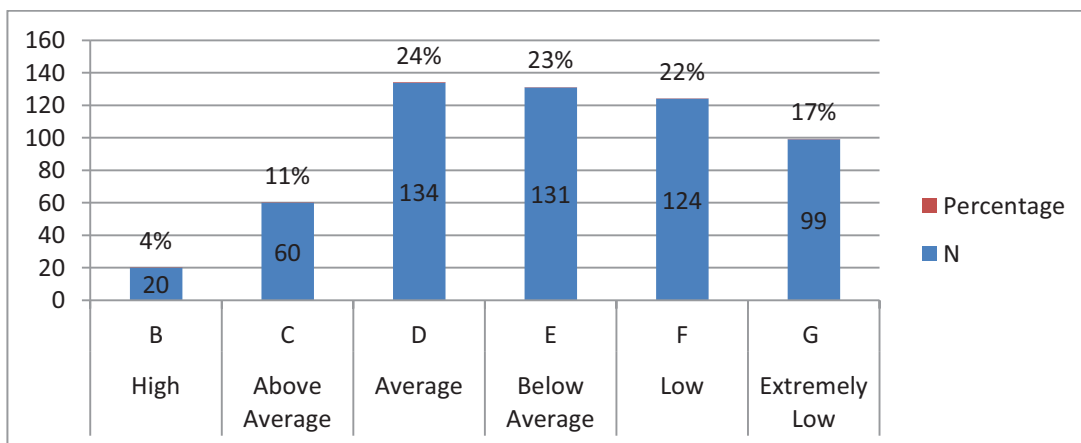
The figure 4.11 represents the percentage of students belonging to the different levels of Academic Achievement. In the figure, the vertical axis indicates the number and percentage of the students and the horizontal axis indicates the six categories of achievement i.e. High, Above Average, Average, Below Average, Low and Extremely Low level of achievement. It has been observed from the figure that there are 24% of students are in the Average Level of Achievement and 23 % of the students are in the Below Average level of Achievement and very less percentage of students are under the High level of Achievement i.e. only 4 %.

Thus it can be said that the girl students of Kamrup district have an overall Average and Below Average level of achievement.

4.6 COMPARISON OF SCHOOL ADJUSTMENT BETWEEN URBAN AND RURAL HIGHER SECONDARY GIRL STUDENTS

Objective 6: To find out the difference in Academic Achievement between Urban and Rural Higher Secondary girl students.

H_{O3}: There exists no significant difference in Academic Achievement between Urban and Rural higher secondary girl students.

Table 4.12

Comparison of Academic Achievement between Urban and Rural Higher Secondary Girl students

Locality	N	Mean	SD	df	t-Value	Critical Value	Remarks
Urban	236	35.57	9.39				Not Significant at .05 level
Rural	332	40.18	11.68	566	0.000000278827	1.96	

Fig. 4.12

Graph showing Total Sample (N), Mean & SD of Academic Achievement scores among the samples w.r.t. their locality
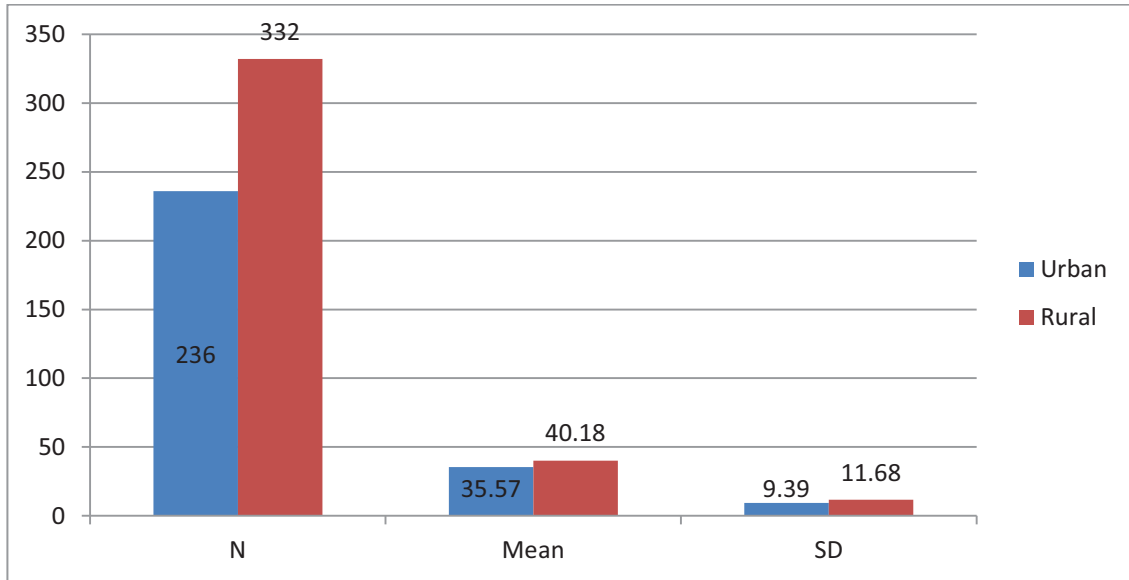
In order to see if there is any significant difference between the Academic Achievement score of Kamrup Urban and Rural, t-test has been employed. Table 4.12 and fig 4.12 above shows the level of difference of Urban and Rural in terms of their Academic Achievement. The Mean and Standard Deviation of Kamrup (Urban) is 35.57 and 9.39 and the Mean and Standard Deviation of Kamrup (Rural)is 40.18 and 11.68 respectively. The obtained t-value is 0.000000278827 is not significant at 0.05 level. It indicates that there is no significant difference between Kamrup Urban and Rural on their Academic Achievement. Therefore, Null hypothesis is accepted.

4.7 RELATIONSHIP BETWEEN SOCIAL MATURITY AND SCHOOL ADJUSTMENT AMONG THE HIGHER SECONDARY GIRL STUDENTS

Socially Mature Individual confirms with the norms, moral and traditions of the society. It helps them to develop a healthy adult of the future society and in case of adolescents, it helps them to adjust with the school situation. In view of the fact, the investigator

tried to find out the relation between Social Maturity and School Adjustment among the girl students

Objective 7: To find out the relationship between Social Maturity and School Adjustment of higher secondary girl students.

H$_{O4}$: There exist no significant relationship between Social Maturity and School Adjustment of higher secondary girl students.

Table 4.13

Correlation between Social Maturity and School Adjustment of Higher Secondary girl students

Variables	N	Mean	SD	df	Pearson Correlation	Sig. (2 tailed)	Remarks
Social Maturity	568	236.05	17.35	566	-0.2376	0.0000000098692	Significant
School Adjustment	568	13.11	5.91				

It can be inferred from the above table that the obtained coefficient of correlation between social maturity and school adjustment of Higher Secondary Girl students is-0.2376 . So it can be said that there is a negative correlation between the variables. The obtained p value 0.0000000098692 is smaller than the 0.05 level of significance and hence the correlation is statistically significant. Therefore the null hypothesis is rejected. So, it implies that there is a significant relation between the social maturity and school adjustment of Higher Secondary students.

4.8 RELATIONSHIP BETWEEN SOCIAL MATURITY AND ACADEMIC

ACHIEVEMENT AMONG THE HIGHER SECONDARY GIRL STUDENTS

In many findings it reveals that Social Maturity of an individual related to academic achievement of the students. With this view point, investigator tries to find out the relation between Social Maturity and School Adjustment of the students

Objective 8: To find out the relationship between Social Maturity and Academic Achievement of higher secondary girl students.

H_{O5}: There exists no significant relationship between Social Maturity and Academic Achievement of higher secondary girl students.

Table 4.14

Correlation between Social Maturity and Academic Achievement of Higher Secondary girl students

Variables	N	Mean	SD	df	Pearson Correlation	Sig. (2 tailed)	Remarks
Social Maturity	568	236.05	17.35	566	-0.101	0.0154	Significant
Academic Achievement	568	38.26	11.01				

It has been observed from the table 4.8 that mean and SD of social maturity are 236.05 and 17.35 respectively. The mean and SD of Academic Achievement are 38.26 and 11.01 respectively. The degree of freedom is 566. The coefficient of correlation between Social Maturity and Academic Achievement of the Higher Secondary students is - 0.101 which is significant at 0.05 level of Significance. It indicates that it has significant relationship between the two variables i.e. Social Maturity and Academic Achievement.

4.9 RELATIONSHIP BETWEEN SCHOOL ADJUSTMENT AND ACADEMIC ACHIEVEMENT AMONG THE HIGHER SECONDARY GIRL STUDENTS

School Adjustment refers to the child's ability to adjust in any kind of school situation and when they are adjusted with the overall school environment, it enable them to excel in academic field as well. With this point of view, investigator attempted to study the relation between School Adjustment and Academic Achievement of girl students.

Objective 9: To find out the relationship between School Adjustment and Academic Achievement of higher secondary girl students.

H$_{O6}$: There exists no significant relationship between School Adjustment and Academic Achievement of higher secondary girl students.

Table 4.15

Correlation between School Adjustment and Academic Achievement of Higher Secondary girl students

Variables	N	Mean	SD	df	Pearson Correlation	Sig. (2 tailed)	Remarks
School Adjustment	568	13.11	5.91	566	0.06493	0.122513	Not Significant
Academic Achievement	568	38.26	11.01				

In this test, sample is drawn from Kamrup District of Assam. Pearson Correlation is calculated to study the relationship of Higher Secondary students' School Adjustment and Academic Achievement. Mean of Higher Secondary students' School Adjustment is 13.11 with a standard deviation of 5.91 and mean of Academic Achievement is 38.26 with a standard deviation of 11.01. Here the total number of Sample (N) is 568. Pearson

correlation coefficient is 0.06493 and it is not significant at 0.01 levels. Hence, the null hypothesis is accepted.

Thus, Table 4.15 reveals that the relation is not significant between School Adjustment and Academic Achievement

CHAPTER V

FINDINGS, DISCUSSION AND CONCLUSION

The previous chapter dealt with the analysis and interpretation of the data collected for the study. Utmost care has been taken to present the data and their interpretation in a systematic manner. On the basis of the statistical analysis of data, the present chapter is devoted to findings of the study, discussion on the findings, educational implication of the study, suggestion for the further research and on the basis of that investigator has drawn a meaningful conclusion.

The present study has been conducted by the investigator on the basis of objectives of the research work and collected the data with the help of different sets of tools and analysed accordingly. The main objective of the research study has been to find out the Social Maturity, School Adjustment and Academic Achievement of the girl students and their relationship with one another.

Following are the major findings of the present study-

5.1 MAJOR FINDINGS OF THE STUDY

On the basis of the analysis and interpretation, the findings of the study are as follows-

Finding related to first objective -

- The investigator found the distribution of girl students according to the category of maturity. It has been found that majority of girl students 55% in the above average level category.

- Again out of 236 students, 88 students are in the 'D' category i.e. Average level maturity

- In Kamrup Metro there are no girls in the very High and low level maturity and only 1% in the below Average and Very low level Maturity.

- It has been found from the study that only 6% of students fall under the high level Social Maturity.

- In case of the Kamrup rural area, majority of the girl students' i.e. 50 % are in Average level Maturity.

- Out of 332 Kamrup rural girl students, 150 students are in the 'C' category i.e 45% students are in the Above Average level maturity.

- It has been found that only 2% and 3% are in the category of High level and very low level maturity.

- The study revealed that there are no students in the very high level and Below Average level Maturity.

- The majority of the Kamrup Girl students have Social Maturity level of Above Average.

- The majority of the students are in the category of Average and Above Average level of Social Maturity. Thus we can say that the Higher Secondary girl students have a good level of Social Maturity.

Findings related to second objective-

- In case of Kamrup Metro mean and SD of social maturity are 239.51 and 15.19 respectively with a total sample of 236.

- Again in Kamrup Rural mean and SD of social maturity are 230.87 and 18.36 respectively with a total sample of 332.

- From the study, it has been found that the obtained t-value 0.00000313 is lesser than the critical value of 1.96 at 0.05 levels. It indicates that there are no significant differences in Social Maturity between the urban and rural higher secondary girl students.

Findings related to third objective-

- In Kamrup Metro more than 50% of the sample i.e 133 students have good adjustment level.

- Out of 236 girl students, 80 students i.e 27% have scored Average level of Adjustment

- It has been found that among the urban girl students only 5 % of students are in the category of 'B' i.e. Excellent Adjustment level.

- It has been observed that there are only 3% and 1% students are in the category of 'D' and 'E' i.e. unsatisfactory and very unsatisfactory level respectively.

- In case of Kamrup rural, out of 332 girl students, 178 have showed good adjustment level.

- It has been observed that 88 out of 332 students i.e. 27% have Average level of Adjustment.

- It has been found that 36 students have Excellent level of Adjustment.

- Further, it revealed that only 8% and 2% of students have Unsatisfactory and Very Unsatisfactory level of adjustment.

- 55% of the Kamrup girl students sample is in the level of Good Adjustment.

- The Kamrup Girl students have an overall mean score of 13.11 and standard deviation of 5.91

- The Higher Secondary Girl students have an overall good School Adjustment level.

Findings related to fourth objective-

- The mean score and SD of School Adjustment of the Kamrup Urban students are 13.35 and 5.32 respectively out of the total number of students 236.

- In Kamrup Rural, the mean score and SD are 12.94 and 6.3 respectively out of the total sample of 332.

- From the study, it has been found that the obtained t-value 0.4 which is less than the critical value at 0.05 level. It indicates that there is no significant difference in School Adjustment levels between the urban and rural higher secondary girl students.

Findings related to fifth objective-

- The investigator distributed the sample of girls according to their level of achievement.

- In terms of Kamrup Urban girl students, only 2% and 4% of students falls under the category of High and Above Average level of achievement respectively.

- It has been observed that 18% of students have Average level of Achievement.

- From the study, it has been found that out of 236 students 72 students i.e. 31% are in the category of 'G' level i.e. Below Average level of Achievement.

- Next, in the low level of achievement, 23% of students are in this category.

- Out of 236, 52   students are in the last category 'G' i.e. Extremely low level of Achievement.

- Similarly in case of Kamrup Rural girl students, only 5 % of students are in the category of High level Achievement.

- In the Above Average category rural students have performed little better than the urban students. 15% rural students out of the total sample has been observed.

- Out of 332 Kamrup rural girl students only 91 students are in the category of Average level of Achievement.

- It has been observed that 18% and 21% of the students are in the category of 'E' and 'F' level that is Below Average and low level of Achievement.

- In the last category i.e 'G', 14 % of the students are in the Extremely low level of achievement.

- Only 24% of the total sample is in the Average level of achievement which is very low.

- The Academic Achievement of the students is not satisfactory compared to their better Social Maturity and School Adjustment levels.

Findings related to sixth objective-

- The mean score and SD of School Adjustment of the Kamrup Urban students are 35.37 and 9.39 respectively out of the total number of students 236.

- In Kamrup Rural, the mean score and SD are 40.18 and 11.68 respectively out of the total sample of 332.

- From the study, it has been found that the obtained t-value 0.000000278827 is less than the critical value at 0.05 levels. It indicates that there is no significant difference in Academic Achievement between the urban and rural higher secondary girl students.

Findings related to seventh objective-

- The obtained coefficient of correlation between social maturity and school adjustment of Higher Secondary Girl students is -0.2376.

- The obtained p value 0.0000000098692 is smaller than the 0.05 level of significance and hence the correlation is statistically significant.

- It has been found that there is a significant relationship between Social Maturity and School Adjustment of higher secondary girl students. Thus we can say that higher Social Maturity indicates a good School Adjustment among the students.

Findings related to Eighth Objective:

- Mean and SD of social maturity are 236.05 and 17.35 respectively.

- The mean and SD of Academic Achievement are 38.26 and 11.01 respectively.

- The degree of freedom is 566.

- The coefficient of correlation between Social Maturity and Academic Achievement of the Higher Secondary students is 0.10 which is significant at 0.05 level of Significance.

- Thus the test result reveals that there is a significant relationship between Social Maturity and Academic Achievement.

Findings related to Ninth Objective:

- Mean and SD of Higher Secondary students' School Adjustment are 13.11 and 5.91 respectively.

- Mean and standard deviation of Academic Achievement are 38.26 and 11.01 respectively.

- Pearson correlation coefficient is 0.06493 and it is not significant at 0.01 levels.

- Thus, the results indicates that the relation is not significant between School Adjustment and Academic Achievement

- It has been found that there is no significant relation between School Adjustment and Academic Achievement of the Higher Secondary girl students. Thus we can say that a student having a good School Adjustment may not have always good academic performance.

5.2 QUALITATIVE DISCUSSION ON FINDINGS

5.2.1 Social Maturity

In this study the investigator has studied Social Maturity levels and its difference between the urban and rural students. The study revealed that the majority of the students are in the Social Maturity levels of Average and Above Average. The study also revealed that there is no significant difference between urban and rural students in terms of Social Maturity. This study is similar with the other research studies as well.

Lawrence Arul, Jesudoss I, (2011) examined Relationship between Social Maturity and Academic Achievements of Higher Secondary School Students. Findings revealed that there exists no significant difference between the urban and rural higher secondary students in terms of Social Maturity.

Diwan, M. Rasida (1992) undertook a study on Social Maturity of Higher Secondary school students of Gujarat in the context of some psycho- socio correlates. Along with the other findings, researcher found that the students from urban area are same in Social Maturity to the students from rural areas.

Srilatha, B. (2012) conducted a research work on Emotional Maturity, Social Maturity and Moral Judgement of the Student teachers of Guntur District. Here the investigator found that there was no distinction between rural and urban Student teachers with regard to their Social Maturity.

Nagra Vipinder, Kaur Maninder (2013), had done a study on Social Maturity among Student Teachers. Here the investigators found that locality does not affect the Social Maturity of Student Teachers.

Wartynghah Sngewbhalang, (2014), studied on Social Maturity of Secondary school students in Shillong town. And the result showed that most of students have average maturity. There was no significant difference between the urban and rural area with regard to Social Maturity of Secondary students.

Singh, Surijit in (2010) examined the Relationship of Anxiety and Emotional and Social Maturity with Actualization of General Mental Ability of High School Students. From the study investigator found that there was no difference between rural and urban high school students on the variable of Social Maturity.

Some of the research findings which contradict the research findings

Pratibha, Verma Vibha, (2015), made a study on Assessment of Social Maturity of the adolescent girls of rural and urban areas. Study stated that in all the nine areas, Social Maturity mean value of urban girls were higher than rural girls.

Choudhary Poonam ,(2015) had done a study on Social Maturity and Moral judgement of Adolescents with respect to their Home and School Environment. It indicates that

rural adolescent students are significantly more socially mature than urban adolescent students.

Diengdoh Hiramon, (2010) conducted a study on, "Effect of Intelligence, social maturity and Emotional competence on the Academic Achievement of Higher Secondary school students in the East Khasi Hills district of Meghalaya" The study from the location wise analysis, the level of Social Maturity in urban students was higher than that of rural students.

Peter Mariya Tinu,(2012), investigated Social Maturity among children belong to later Childhood in a selected rural and urban area. Finding stated that the Urban school going children have more Social Maturity than rural school going children.

Vora, (1980), carried out research work on, "An Investigation into Social Maturity of the students of College of Education in the context of some psycho-socio correlates" Study revealed that Urban Student teacher were more matured than Rural Student Teacher.

Social Maturity helps in guiding the youth in the right direction of life, keeping them away from anti-social activities and getting a clear view of their social obligation, ethics, moral values and code of conduct. It helps the individual adjust according to changing dynamic society. The present study has revealed that the majority of the students in the sample have average and above average level Social Maturity. A very small number of students from the sample have shown high level maturity. High level Social Maturity among the students will pave the way for a very healthy society with religious harmony, no racial or caste discrimination as these students will be the future citizens of the society. By analysing various

studies, the investigator found that there are no significant differences between the urban and rural students in terms of Social Maturity. The other studies also has found that majority of the students have average level of Social Maturity. But, in some of the studies the difference between Social Maturity of the urban and rural students is also found.

Since Social Maturity is an important variable of social life, there should not be any difference based on locality or gender for having a progressive society.

5.2.2 School Adjustment

Another objective of the study has been to find out the School Adjustment among the Higher Secondary girl students and their differences in terms of locality. The study revealed that there is overall good adjustment among the students and there is no significant difference between the urban and rural Higher secondary Girl students.

There is a similar study- Saharia Bora Sonali, (2016) investigated the influence of family relationship on adjustment, self concept and academic performance of adolescence and it stated that overall all adolescents have satisfactory levels of adjustment in the areas of emotional, social and educational.

Ghaonta Ishita(2013), attempted to study the Academic Motivation and Adjustment of Secondary school students as related to self-confidence and certain demographic variables . Study revealed that in Urban and Rural locality, Secondary school students do not differ significantly with regard to their School Adjustment. It indicates that both the urban and rural secondary students are equally adjusted socially**.**

Below are some studies which contradict the present study-

Manjappa k Sulaganni (2016), " A Study of Emotional Intelligence and study habits of secondary school students in relation to their Academic Achievement in Social Science", Here the investigator found that from both the school of (Urban and Rural) students differ significantly with regard to the dimension i.e. Emotional and Social Adjustment. But the two groups do not differ significantly with other dimension which is Educational Adjustment of school Adjustment. Further it also revealed that the mean score of Urban Students is greater than the Rural Students with regard to all dimension or area of School Adjustment.

School Adjustment helps the students in adapting to the school environment and making himself accepted in the school. If the student fails in adjustment, it may lead to dropout from the school, psychological or emotional problems and also may require guidance and counselling. School Adjustment helps the students in all round development in the areas of sports, academics and also building his self confidence. Overall findings from the present study it has found that the sample students have good adjustment levels and there is no difference between the urban and rural students with regard to School Adjustment. The investigator has found earlier studies which are in favour and also some studies which differ from the obtained result from the present study. The obtained result in this study is that the students have good level of adjustment, but the teachers, counsellors or guidance worker should always strive to make the child adjusted in the school environment in the highest level which helps them in their future life in the society.

5.2.3 Academic Achievement

Here the investigator attempted to study the Academic Achievement of Higher Secondary students and the differences between the urban and rural students. The results of the study found that majority of the students fall under the category of Average and Below Average and there is no significant difference between urban and rural students.

Some of the studies which coincides with the above objectives

Singh, S. (2010) from their area wise analysis found that there was no significant difference between rural and urban high school students on the basis of their Academic Achievement.

Lawrence A, Jesudoss I, (2011), from their study showed that in terms of Academic Achievement there is no significant difference between the urban and rural locality.

Kharshling, M Balarihum (2013), undertook a study on Academic Achievement in relation to Academic Anxiety of Secondary school students of Mawphlang Block. Overall Academic Achievement of Secondary students observed that majority of the student i.e. 67.35% scored at the average level whereas only few students i.e. 14.95 % scored above the average level and only 17.8% scored at low level.

Saikia Pallabi, (2016), studied on Influence of Home Environment and Intelligence on Academic Achievement of Secondary school student. Here Investigator found that on the basis of Locality, there is no significant difference between rural and urban students in terms of Academic Achievement.

Some contradictory studies are discussed below-

Manjappa k Sulaganni (2016), investigated of Emotional Intelligence and study habits of secondary school students in relation to their Academic Achievement in Social Science. According to area wise analysis the two groups (boys and girls) differ significantly in Urban and Rural schools. However, the mean score of Urban School student is greater than the rural students with regard to Academic Achievement.

Pannu, Randeep (2010) from their Location Analysis found that student from urban area had more Academic Achievement than from the students belong to rural areas. Thus area influenced the Academic Achievement of adolescents.

Panchal N. Rashmikant (2014) studied Comparative study of Home Environment, Adjustment and Academic Achievement of Higher Secondary school students. Findings stated that urban students significantly differ from rural students in the Academic Achievement scores.

Anandhi K. (2013) enquired about Study habits and Academic Achievement of Higher Secondary Girl students in relation to selected psycho- social variables. The investigator found that there was a significant difference between the rural and urban higher secondary girl students in respect to their achievement in Science.

Elizabeth, (2000) investigated The Educational Aspiration, Self-concept and Interest in relation to Academic Achievement of Girls in the Secondary Schools of East Khasi Hills District in Meghalaya. It has been observed from area wise analysis that there was a significant difference between the urban and rural tribal girls in their total achievement.

From the above discussion it can be observed that majority of the students have achieved average level of achievement. There are few studies which share a similar result with the present study which represents average level achievement and there was no significant difference between the urban and rural students with regard to the academic achievement. On the other hand, few studies do not support the obtained result that there is difference in achievement levels between the urban and rural students. Although in the obtained result the major percentage of the students are in the category of average level, the size of the population in this category is very little. The investigator collected the samples from Govt provincialised schools and their medium of instruction is vernacular and hence the students' performance in English is not excellent. As the achievement test was on English, the majority of the students could not perform well in the subject and hence a small portion of the students were in the average category. The students are not very comfortable with the English subject as it has been the second language from the lower primary stage. Another reason of low performance might be that the parents nowadays have a tendency to send their wards in the English Medium schools and private junior college and only the left out or economically weaker students study in the vernacular or govt schools. The students' performance is poor not only in the English subject, but they are not performing upto the mark in other subjects as well which has been told by their teachers.

5.2.4 Social Maturity and School Adjustment

Here the investigator had tried to find out the relation between Social Maturity and School Adjustment. The result of the finding indicated that there is a positive and significant correlation between the two variables.

Few other studies which are familiar to the present study

Shah K Jyotsna, Sharma Bhawna, (2012) carried out study on Social Maturity, School Adjustment and Academic Achievements among residential school girls. The study stated that there exists a significant relationship between Social Maturity and School Adjustment of girl students.

Shrivasta A., Tiwari, G, (1988), investigated Social Maturity in relation to Academic Achivement. And the study indicated that it has a significant and positive correlation between Social Maturity and Academic Achievement.

From the above discussion the investigator have found that there is a significant relationship between Social Maturity and School Adjustment and it is also supported by other studies. This may be due to the fact that Social Maturity contributes to the School Adjustment of the students. By Social Maturity, generally it is meant that higher form of social understanding present in an individual. Another reason behind the relation of these two variable can be asserted as Social Maturity is the reaction of an individual to any kind of situation by combining his personal, interpersonal and social skills and showing the most rational behaviour and for adolescence in this process leads them to adjustment in the school situation.

5.2.5 Social Maturity and Academic Achievement

Another important objective has been to find out the relation between Social Maturity and Academic Achievement. The study revealed that it has a positive and significant correlation between Social Maturity and Academic Achievement.

Some of the studies similar to the present study are as follows-

Singh, S. (2010) from his study showed that there was a significant and positive correlation exists between Social Maturity and Academic Achievement scores for high school boy and girl students and the total sample.

Mushtaq Sabreen and Rani Geeta, (2016), studied " Effect of Social Maturity and Self-concept on academic achievement of secondary school students of district Budgam(J & K)" Here findings revealed that it has positive relation between Social Maturity and Academic Achievement of the secondary school students.

Sabapathy in (1986), Astana (1989) also stated that it had a significant and positive relationship between Academic Achievement and Social Maturity scores.

Alam Mahmood, (2016) carried out research work on Social Adjustment and Social Maturity as a Predictors of Academic Achievement among Adolescents. Study revealed that it has positive and significant co-relation between Social Maturity and Academic Achievement.

D Hiramon, (2010), studied on, "Effect of Intelligence, social maturity and Emotional competence on the Academic Achievement of Higher Secondary school students in the East Khasi Hills district of Meghalaya". Here the findings revealed there was a significant correlation between Social Maturity and Academic Achievement.

Asthana, A(1989), investigated Social Maturity among School going children in the city of Lucknow. The study stated that Academic Achievement is related to Social Maturity in Grade I, II and V only.

M, k, Sulaganni (2016), carried out a Study of Emotional Intelligence and study habits of secondary school students in relation to their Academic Achievement in Social Science. In the study there were 3 independent variable viz., Emotional Intelligence, School Adjustment and Study habits and dependent variable was Academic Achievement. Investigator found the relationship of the independent variables with dependent variables. Then it revealed that there was a positive and significant relationship between Academic Achievement and Emotional Intelligence, School Adjustment and Study habits.

Following are some contradictory studies compared to the present study-

Pannu, Randeep (2010) studied of Academic Achievement in relation to Cognitive Styles, Personality traits and Adjustment of Adolescents. Apart from other findings, it is found that Social Adjustment does not influence the Academic Achievement of adolescents.

Lawrence A, Jesudoss I, (2011), from their study stated that there was no significant relationship between Social Maturity and Academic Achievement of higher secondary students with reference to locality of schools.

From the above discussion it can be summarised that there are some studies which are related to the present findings that is it has significant relationship between Social Maturity and Academic Achievement. In contrast, some studies have stated that it has no relationship between the Social Maturity and Academic Achievement. Social Maturity impacts the Academic Achievement of a student in a very strong manner as socially matured individual interact with others in a harmonious manner; actively participate in different activities of the school which

enables the student to perform well in studies. Although Academic Achievement of the girl students in English subject is not satisfactory, there is a significant relation between the two variables. On the otherhand, few studies do not support this view as in some cases immature student also perform well in studies vice versa. Socially immature persons do not participate in any kind of social activities, group activities in schools and refrains from any kind of responsibility due to which that child devotes all the time available to himself only and it leads to success in studies.

5.2.6 School Adjustment and Academic Achievement

Last, important objective has tried to find out the relation between School Adjustment and Academic Achievement. The study revealed that it has no significant relationship between Social Maturity and Academic Achievement.

The studies similar to the present study:

Lakhani, K. Palak, Jain Kusum, Chandel K Payel**,** studied School Adjustment, Motivation and Academic Achievement among students. The study stated that there is no co-relation between the two variables i.e. Classroom Achievement Test and Social Adjustment of the students.

The studies contradict to the present study:

Shah K Jyotsna, Sharma Bhawna, in (2012) found that residential school students have found relationship between the school adjustment and their performance.

When the child is well adjusted with the school environment, the child shows interest in the tasks assigned to him/her and it leads to better academic achievement. But the present study found that there is no relation between school

adjustment and academic achievement of the students which is supported by other studies. Sometimes students may not be interested in school activities or adjusted with the peers, teachers etc. but performs well in examinations or tests conducted by the school. So, it is not always necessary that well-adjusted individuals are also well in academics. On the other hand, it has been observed that School Adjustment and Academic performance or achievement shares a positive relationship. Thus, it can be said that only School Adjustment is not the only factor that contribute to good Academic Achievement, there are other factors also which impact it and hence teachers or educators should try to cover all aspects that will help the student to perform according to their abilities.

5.3 EDUCATIONAL IMPLICATION OF THE STUDY

On the basis of above findings, following implications can be drawn from the study

- ❖ Social Maturity is the important factor for overall development of one's personality. From the present study it is found the Higher Secondary girls have average level maturity and hence parents, teachers and counsellors should try to develop their maturity levels. They should motivate the students to take active part in all kinds of co curricular activities in the school. This will lead to maximum interaction of the students with the fellow students, teachers and other administrators of the school which will develop their interpersonal communication, team work, leadership skills. The parents should also encourage the students for participating in the various social activities in the community. All these initiative will lead to the development of their Social Maturity.

❖ Nowadays it has been observed that there is moral value degradation among the youth. It has been due to the lack of tolerance, cooperation, indiscipline, commitment to the society etc. As Higher Secondary is the most important period of a student, they must be inculcated with all the social values, ethics, morality which will help them to adjust in social situations as well as enhancement of their Social maturity.

❖ For better Academic Achievement of higher secondary students, special care needs to be taken for their adjustment in the school environment. The school should provide positive and supportive environment where students are treated equally and given attention considering their individual difference so that the students can easily express their problems, difficulties, anxieties to the teachers or counsellors. This will help them to get solutions to their problems and issues and they will be more devoted to their academics which will lead to better performance. This will also help them to be morally, socially and educationally more adjustable to the particular school environment.

❖ Since the majority of the students are in the average category in all the three variables of Social Maturity, School Adjustment and Academic Achievement, special provisions should be there for set up of guidance and counselling cell. As the three variables are bidirectional with one another, there must be time to time counselling of the students which will develop the three variables.

❖ As a whole Academic Achievement of the students are not very impressive. In government provincialized there is lack of infrastructural facilities, trained teachers. The students should be taught with new methods and techniques for

their better improvement in English subject. The teachers should also be given training to keep them updated with latest teaching strategies.

❖ As the students are weak in English subject teacher should give due importance right from the beginning of their primary education and remove their phobia towards English subject or grammar. As higher secondary 2 years period is not enough to develop conceptual knowledge, the teachers should start building the foundation of the English from the beginning of the educational phase. Apart from that higher secondary students can be encouraged to use online learning tools.

❖ The investigator has found no relation between School Adjustment and Academic Achievement. The teachers should assist the students in adjusting with the school environment and help them to excel in their academic career. Since adolescence is the crucial period of shaping the personality of the youth due care should be taken by parents and teachers to guide them in the right direction.

❖ Education department is responsible in all schools, colleges and universities to conduct social development programmes which will enable the social capability of an individual and keep him away from anti social activities.

5.4 SUGGESTION FOR FURTHER RESEARCH

❖ Study on the Social Maturity of higher secondary students on the basis of gender, caste and religion may be undertaken.

- ❖ Comparative study can be done with regard to social maturity of students between Government and Non- Government, English medium and Vernacular medium educational institution.

- ❖ The present study has been limited to Higher Secondary students only. A similar study can be done on Secondary, College, University students as well as students of professional and technical educational institutions.

- ❖ The present study is confined to only Kamrup district which can be carried out in other districts of Assam as well. This will give a wider generalisation of the research and give a comparative view.

- ❖ In this study the researcher had tried to find out the relation of Social Maturity with School Adjustment & Academic Achievement. Moreover studies may be carried out to find out the influence of Social Maturity on School Adjustment and Academic Achievement of the students.

- ❖ A research may be done to investigate the effect of psycho-sociological factors on personality development, social adjustment of adolescent and also the effect of school climate on the academic achievement of the students.

5.5 CONCLUSION

Social Maturity is very crucial in all round development of an individual which is important to make the world a better place to live. Social Maturity helps in self reliance, good social interactions, respecting other's feelings, appreciate other's views. In today's modern society, social values are deteriorating day by day in the youth and hence the adolescents who are in the higher secondary level is the right time to cultivate the right social attitudes for being a better citizen. In this context, family, schools plays an important role in this aspect. Social Maturity is closely linked with School Adjustment

and Academic Achievement of the students. Social Maturity inhibits the adolescents to get a detailed perception of social environment which in turn helps them to exhibit proper social behaviour and this behaviour also helps in adjusting himself in the school environment. Social Maturity is also a good predictor of Academic Achievement among the students as because students can handle the stress, control his actions or reaction according to the situation, development of skills and attitude towards work, better communication skills, trust over others, cooperation, open mindedness etc. all these together helps in getting all his acts towards his studies in a more proper manner because in this adolescence period, they are mainly engaged in the school routine, task and activities which leads to success in education.

Lots of studies has been conducted on Social Maturity with other variables considering the current prevailing, social, economical and political scenario. The present study tried to discuss about the relation of Social Maturity with School Adjustment and Academic Achievement of higher secondary students. It has been observed that there is average level Social Maturity among the girl students and their School Adjustment level is overall good. Although majority of the students are in average level in English achievement test compared to the other levels, this majority population is a very small portion of the total sample. Hence, inspite of having average Social Maturity and good Social Adjustment, the students did not perform at par. The reasons for this weak performance is faulty method of teaching as it was found in the test results that they are poor in grammar as most of the students memorise the English grammar. From the present study, it has been observed that there is no significant difference between the urban and rural higher secondary girl students with regard to the Social Maturity, School Adjustment and Academic Achievement. From the study it has been found that

there is a significant relation between Social Maturity and School Adjustment. There is also a significant relation between Social Maturity and Academic Achievement. There is no relation between School Adjustment and Academic Achievement. The results obtained in this study can be used in planning and execution of higher secondary curriculum in the entire state of Assam.

The current study will pave the way for future research and also suggests educational implication. The educators, counsellors or administrator should give emphasis for development of Social Maturity, School Adjustment and necessary steps for improvement of English subject in the government provincialised schools. Since youth are the future of the nation and adolescence is the period in which personality takes shape, this is very important to take necessary initiatives for development of their ability and skills.

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