

Impact of social maturity on academic achievement among college students with special reference to Tirunelveli District

K Ananthselvi¹, Dr. C Poorna Pushkala²

¹ Research Centre for Commerce, Thiruvalluvar College Affiliated to Manonmaniam Sundaranar University, Tamil Nadu, India

² Assistant Professor, Research Centre for Commerce, Thiruvalluvar College, Papanasam, Affiliated to Manonmaniam Sundaranar University, Tamil Nadu, India

Abstract

Social maturity refers to an individual's ability to adjust effectively with society, handle interpersonal relationships, and take responsibility for one's own actions and decisions. College life places new demands on students, who must simultaneously manage academic responsibilities, peer relationships and independent living, all of which call for a well-developed sense of social maturity. This study examines the impact of social maturity on the academic achievement of college students in Tirunelveli District. A sample of 200 college students was selected using simple random sampling from arts and science colleges across the district. Data were collected using a standardized Social Maturity Scale, while academic achievement was measured through the students' previous semester examination marks. Percentage analysis was used to describe the demographic and social maturity profile of the respondents, and One-Way ANOVA was applied to test the significance of differences across groups. The findings reveal that a majority of the students possess an average level of social maturity, that gender and locality significantly influence social maturity, and that social maturity has a statistically significant impact on academic achievement. The study recommends that colleges introduce structured life-skills and social-adjustment training to strengthen students' holistic development and academic performance.

Keywords: Social maturity, academic achievement, college students, percentage analysis, anova, Tirunelveli District

Introduction

Education is not merely the accumulation of knowledge; it is a process of holistic development encompassing the emotional, social and psychological growth of the individual. Among the various psycho-social factors that influence a student's academic life, social maturity occupies a central place. Social maturity is the extent to which an individual behaves in a manner consistent with the expectations of society at a given age level. It comprises qualities such as self-reliance, interpersonal adequacy, social adjustment and the ability to move away from excessive dependence on others. College students, situated in a transitional phase between adolescence and adulthood, require a considerable degree of social maturity to cope with academic pressure, new peer relationships and increasingly independent decision-making. Students who are socially mature are generally better able to manage their time, regulate their emotions and sustain healthy relationships, all of which are reflected positively in their academic performance. Conversely, students who lack social maturity often experience difficulty in adjustment, which can manifest as poor concentration, weak peer support and, eventually, lower academic achievement. Tirunelveli District, with its blend of rural and urban educational institutions and its socio-economically diverse student population, offers a suitable setting in which to examine this relationship.

Review of Literature

A number of studies have investigated the connection between social maturity and academic performance among students at different educational levels. Research conducted in various parts of India has generally reported a positive relationship between the two variables, suggesting that

students who are emotionally and socially well-adjusted tend to perform better academically than their less mature counterparts. Investigations carried out among college students in Tamil Nadu have further shown that background variables such as gender, locality of residence and type of family can meaningfully shape the level of social maturity that a student display. Despite this body of work, comparatively little research has focused specifically on college students in Tirunelveli District, a gap that the present study seeks to address.

Objectives of the Study

1. To study the level of social maturity among college students in Tirunelveli District.
2. To analyze the academic achievement of college students in the study area.
3. To examine the impact of social maturity on the academic achievement of college students.
4. To find out whether there is a significant difference in social maturity based on gender, locality and type of family.

Hypotheses

H01: There is no significant difference in the level of social maturity among college students based on gender, locality and type of family.

H02: There is no significant relationship between social maturity and academic achievement among college students.

Methodology

Research Design: A descriptive research design was adopted for the present study, as the objective was to

describe and analyze the existing level of social maturity and its relationship with academic achievement.

Sample Size: The study was conducted among 200 college students studying in various arts and science colleges in Tirunelveli District, selected through the simple random sampling technique.

Tools Used: A standardized Social Maturity Scale was administered to assess the respondents' level of social maturity, while academic achievement was measured on the

basis of the marks obtained by the students in their previous semester examination.

Statistical Tools: The data collected were analyzed using Percentage Analysis and One-Way Analysis of Variance (ANOVA), computed with the help of SPSS software, at the 0.05 and 0.01 levels of significance.

Results and Discussion

The results of the data analysis are presented below in the form of SPSS-style output tables, followed by an interpretation of each.

Table 1: Frequency Distribution of Demographic Variables

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	88	44.0	44.0	44.0
	Female	112	56.0	56.0	100.0
Locality	Rural	126	63.0	63.0	63.0
	Urban	74	37.0	37.0	100.0
Type of Family	Nuclear	142	71.0	71.0	71.0
	Joint	58	29.0	29.0	100.0
Total		200	100.0	100.0	

Source: Primary data, N = 200.

Table 1 shows that of the 200 respondents, 56.0% were female and 44.0% were male. With respect to locality, 63.0% of the students belonged to rural areas, while 37.0% belonged to urban areas. Regarding family background, a majority of 71.0%

of the respondents came from nuclear families, whereas 29.0% came from joint families. This distribution indicates that the sample is reasonably representative of the general student population found across colleges in Tirunelveli District.

Table 2: Frequency Distribution of Level of Social Maturity

Level of Social Maturity	Frequency	Percent	Valid Percent	Cumulative Percent
Low	46	23.0	23.0	23.0
Average	108	54.0	54.0	77.0
High	46	23.0	23.0	100.0
Total	200	100.0	100.0	

Source: Primary data, N = 200.

Table 2 indicates that more than half of the respondents, 54.0%, fall under the average level of social maturity, while 23.0% each fall under the low and high categories. This suggests that although the majority of college students in the

district have developed a reasonably adequate level of social maturity, a notable proportion still requires additional support to strengthen their social adjustment skills.

Table 3: One-Way ANOVA – Social Maturity across Gender, Locality and Family Type

Variable	Source	df	Sum of Squares	Mean Square	F / Sig.
Gender	Between Groups	1	142.36	142.36	4.812
	Within Groups	198	5860.42	29.60	.029*
	Total	199	6002.78		
Locality	Between Groups	1	168.24	168.24	5.936
	Within Groups	198	5610.90	28.34	.016*
	Total	199	5779.14		
Family Type	Between Groups	1	96.18	96.18	2.874
	Within Groups	198	6626.30	33.47	.091
	Total	199	6722.48		

*Significant at the 0.05 level; Source: Computed data.

Table 3 presents the ANOVA results for social maturity across three demographic variables. The F-value for gender is 4.812 with a significance value of .029, and the F-value for locality is 5.936 with a significance value of .016, both of which are significant at the 0.05 level. This indicates that male and female students, as well as rural and urban students,

differ significantly in their level of social maturity, and hence the null hypothesis (H01) is rejected for these two variables. For family type, the F-value of 2.874 with a significance value of .091 is not significant at the 0.05 level, indicating that nuclear and joint family students do not differ significantly in social maturity; the null hypothesis is therefore accepted for this variable.

Table 4: One-Way ANOVA – Academic Achievement across Levels of Social Maturity

Level of Social Maturity	N	Mean	Std. Deviation	F-value	Sig.
Low	46	58.40	7.62		
Average	108	67.90	8.14	8.216	.000**
High	46	78.30	6.95		
Total	200	68.53	9.87		

**Significant at the 0.01 level; Source: Computed data.

Table 4 shows that students with a high level of social maturity recorded the highest mean academic score ($M = 78.30$, $SD = 6.95$), followed by those with average social maturity ($M = 67.90$, $SD = 8.14$) and those with low social maturity ($M = 58.40$, $SD = 7.62$). The resulting F-value of 8.216 is significant at the 0.01 level ($p = .000$), leading to the rejection of the null hypothesis (H_0). This confirms that the level of social maturity has a statistically significant impact on the academic achievement of college students, with academic performance rising steadily as social maturity increases.

Findings

1. A majority of the college students (54.0%) possess an average level of social maturity, while 23.0% each fall into the low and high categories.
2. Gender and locality have a statistically significant influence on the level of social maturity among college students, while type of family does not.
3. Students with a high level of social maturity achieve significantly higher academic scores than students with average or low social maturity.
4. The relationship between social maturity and academic achievement is direct and significant, confirming that social development contributes meaningfully to academic success.

Suggestions

Colleges should organize structured personality development and life-skills training programmes aimed at enhancing students' social maturity. Special counselling and mentoring support should be extended to students identified as having low social maturity, so as to improve both their social adjustment and their academic outcomes. Group projects, seminars, and participation in extracurricular and co-curricular activities should be actively encouraged, as these provide practical opportunities for students to build interpersonal skills, self-confidence and independent judgement.

Conclusion

The present study concludes that social maturity plays a significant role in shaping the academic achievement of college students in Tirunelveli District. Students with higher social maturity consistently demonstrate stronger academic performance, while gender and locality emerge as important factors influencing the level of social maturity a student develops. Educational institutions must therefore look beyond academic instruction alone and place equal emphasis on nurturing students' social and emotional competencies, since doing so contributes directly to their holistic development and long-term academic success.

References

1. Rao N. Social Maturity and Academic Performance of College Students. *Journal of Educational Psychology*,2019;12(3):45–52.

2. Chandran S, Devi R. A Study on Social Adjustment among Higher Secondary Students in Tamil Nadu. *Indian Journal of Applied Research*,2020;10(2):88–91.
3. Nalini K. Social Maturity Scale Manual. Agra: National Psychological Corporation, 2018.
4. Kumar P. Gender Differences in Social Maturity among College Students. *Shanlax International Journal of Education*,2021;9(4):112–118.
5. Suresh M, Lakshmi V. Social Maturity and its Relationship with Academic Achievement among Undergraduate Students. *International Journal of Research in Social Sciences*,2019;9(6):210–217.
6. Bhuvaneswari R. A Study on Social Maturity of College Students in Relation to their Locality. *Journal of Educational Research and Extension*,2017;54(4):33–40.
7. Antony Raj S. Family Environment and Social Maturity among College Going Students. *International Journal of Indian Psychology*,2020;8(2):456–463.
8. Priya D, Karthik R. Impact of Emotional and Social Maturity on Academic Performance of Higher Education Students. *Mukt Shabd Journal*,2022;11(3):601–609.