



# International Journal of Home Science

ISSN: 2395-7476  
IJHS 2021; 7(1): 159-166  
© 2021 IJHS  
www.homesciencejournal.com  
Received: 18-01-2021  
Accepted: 02-02-2021

**Dr. Susan Sam**  
Assistant Professor and Head,  
Department of Home Science,  
S.S. Jain Subodh Girls P.G.  
College, Jaipur, Rajasthan, India

**Dr. Nalini Totuka**  
Sr. Assistant Professor,  
Department of Home Science  
International College for Girls,  
Jaipur, Rajasthan, India

**Tanaya Trika**  
Student, IGNOU, New Delhi,  
India

**Corresponding Author:**  
**Dr. Susan Sam**  
Assistant Professor and Head,  
Department of Home Science,  
S.S. Jain Subodh Girls P.G.  
College, Jaipur, Rajasthan, India

## Social maturity and academic interests of adolescents

**Dr. Susan Sam and Dr. Nalini Totuka**

### Abstract

Adolescence is the stage of development which produces a number of social problems for a person. These problems arise out of adolescent adjustment with social group. The social group expects him to be socially matured when he becomes an adolescent by establishing more mature relationship with age mates and also to develop more academic interest. Social Maturity is a term commonly used in two ways like, with respect to the behaviour that is appropriate to the age of the individual under observation and secondly the behaviour that conforms to the standards and expectations of the adults. Thus Social Maturity permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behaviour.

Social Maturity is an essential aspect for the individual as well as society. The present research study was undertaken to compare the Social Maturity and Academic interest of Adolescents. The study was conducted over a sample of 60 (30 boys and 30 girls). The two tools were used to study.

1. Social maturity Scale developed by Roma Pal, Agra (1986)
2. A.I Inventory scale (academic interest) was used to analyze the data. It was analyzed using means, S.D's, 't'-test. The result revealed significant gender and age differences on the basis of social and academic interest. It also revealed social maturity indirectly affects the academic interest of adolescents. The study has implications for the parents, teachers and policy makers.

**Keywords:** Social problems, social maturity, academic interest, social behavior

### Introduction

#### Objectives of the study

1. To study the Social maturity of adolescent boys and girls with respect to age (12- 17 yrs)
2. To assess the Social maturity of adolescents with respect to gender.
3. To study the Academic Interest of adolescent with respect to age (12-17 yrs).
4. To study the Academic Interest of adolescents with respect to gender.
5. To examine the relationship between social maturity and academic interest of adolescent boys and girls.

### Hypothesis

**Ho1** -There will be no difference in social maturity of adolescent boys and girls with respect to age (12-17 yrs).

**Ho2** -There will be no difference in social maturity of adolescents with respect to gender.

**Ho3** -There will be no difference in Academic Interest scores of adolescents with respect to age (12-17 yrs).

**Ho4** -There will be no difference in Academic Interest scores of adolescents with respect to gender.

**Ho5** -There will be no relationship between social maturity and academic interest of adolescent boys and girls.

### Universe of the study

60 students from the co- education school, they are divided into two categories:

1. 30 Girls
2. 30 Boys

Further divided on the basis of age

1. 15 Girls (12-14) and (15-17) girls.
2. 15 Boys (12-14) and (15-17) girls.

### Sample

Adolescents (N= 60) students from a co-education school were randomly selected, out of which 30 were boys and remaining 30 were girls

### Tools for data collection

1. Social maturity Scale developed by Roma Pal, Agra (1986). In the result on strongly agree the score will be 4, on agree score will be 3, on disagree score will be 2, and on disagree the result will be 1.
2. A.I Inventory scale (academic interest):

### Data analysis

The research data is analyzed by SPSS using Correlation and mean, SD and t-test.

### Locale of the Study

The study sample was confined to Jaipur city and the sample was randomly selected from Jaipur city.

### Social Maturity

The ultimate aim of effective social development in status-hood is the attainment of social maturity. A social mature adult shows a few important characteristics. He is able to adapt himself successfully to his fellowmen and to himself. It includes such behavioural forms as group compatibility, kindness and sympathy, fair play emotional adjustability, courtesy and politeness, dependability, self-confidence, co-operation, leadership and cheerfulness according to the circumstances and the culture of the society one lives in. Adult development and maturity the status of maturity is distinguished by the shift away from reliance on guardianship and the oversight of an adult in decision-making acts. Maturity has different definitions across legal, social, religious, political, sexual, emotional, and intellectual contexts. The age or qualities assigned for each of these contexts are tied to culturally-significant indicators of independence that often vary as a result of social sentiments. The concept of psychological maturity has implications across both legal and social contexts, while a combination of political activism and scientific evidence continue to reshape and qualify its definition. Because of these factors, the notion and definition of maturity and immaturity is somewhat subjective.

Social Maturity is a term commonly used in two ways like, with respect to the behaviour that is appropriate to the age of the individual under observation and secondly the behaviour that conforms to the standards and expectations of the adults. Thus Social Maturity permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behaviour. For youth today, the steadily extending period of 'play' and schooling going into the 21st century comes as a result of the increasing complexity of our world and its technologies, which too demand an increasing intricacy of skill as well as a more exhaustive set of pre-requisite abilities. Many of the behavioral and emotional problems associated with adolescence may arise as children cope with the increased demands placed on them, demands which have become increasingly abstracted from the work and expectations of adulthood.

### Meaning of Academic Interest

The capability to use information for convenient reasons, such as managing struggles and communicating with other people,

displaying a robust ability to connect with, and educate yourself on the surrounding or climate.

Academic interest has been partially driven by a realization that tailored learning cannot be achieved on a large-scale using traditional, non-adaptive approach. Excessive academic pressurization from parents can be hypothesized to have an adverse influence on the academic interest and academic achievement of children.

A study done by Bhawna K. & Shah K.S (2012) [5]. Has emphasised that social maturity has contributed both to school adjustment and academic achievement of residential school students and perhaps school performance and school adjustment share a bidirectional relationship.

### Importance of Social Maturity

Social maturity is evidenced by an individual's capacity for making and keeping friends. To be effective in his social relations, a person needs to acquire the social skills that enable him to deal with people tactfully and with understanding. He must be conscious of the interest of others, appreciative of their goals and supportive of their feelings of personal worth. Thus, social maturity is needed for the following reasons:

1. **For the socialization of the individual:** A human being gradually evolves from the extreme individualism of the infant and accompanying dependency on a few persons, chiefly the mother and father, the outgoing membership in an adult social group and dependency on its many members. So in the process of growing up, we become more and more social, for which social maturity is needed.
2. **To decline egocentricity:** As a person matures socially, he becomes less and less egocentric or self-centered – his interests, thoughts and expressions are increasingly centered less on self and more on others and the whole world outside himself. This change is moreover, a necessary inner in work.
3. **To develop social and human values:** This includes ethical certainty, integrity, autonomous conscious and humanistic values.
4. **To live life fully:** It enables a person to live the life to the fullest, he shares his feelings, attitudes and interest with others. For the successful sharing, he needs to be getting mixed with people, which is only possible if he is socially mature.

### Importance of Academic Interest

A person's relatively stable or enduring predisposition, positive affective orientation, and tendency to persevere when working on certain specific academic content or task domains. "In the minds of many, a person's interest is linked to his or her achievement with a particular subject content such as ballet, mathematics, etc." (Renninger & Hidi, 2002, p. 173). Theoretically, interests are often defined as the focused interaction between an individual and an object (or class of objects, ideas, etc.) that results in an enduring affective disposition or orientation towards the object(s) (Corno *et al.*, 2002; Eccles & Wigfield, 2002). Individual interests are conceptualized as consisting of feeling- and value- related valences. "Feeling- related valences refer to the feelings that are associated with an object or an activity—feelings such as involvement, stimulation, or flow.

Value-related valences refer to the attribution of personal significance or importance to an object or activity" (Eccles & Wigfield, 2002, p. 114). In the context of school learning,

the development, maintenance, and enhancement of positive student- academic content domain relationships (i.e., interests) can improve the quality of learning and promote intrinsic motivation. Thus, academic interests should not only be considered important facilitators of academic outcomes, but also as valued educational outcomes in their own right (Corno *et al.*, 2002)

### Review of Literature

Singh, H. and Singh, M. (2015) <sup>[44, 45]</sup> Social maturity is used to measure how well a person fits into the actions and expectations of the society. A person is said to be socially mature if he is skilled, self-directed and has ability to take stress, communicate, cooperate, tolerate and openness to change. Social maturity is very essential for proper adjustment in the society and is a very important aspect on which the future of the child depends. Socially mature individual has the capability to make adjustment with himself and with his environments and circumstances.

Kumar, B. (2013) Social maturity means knowing what to do and striving for it by following role models to reach the desired level of acceptable social behavior.

Social responsibility, also a sub-trait of social maturity, defined as "adherence to social rules and role expectations", by Wentzel (1991) is instrumental in the acquisition of academic knowledge and skills. A few researches have been conducted on Social Maturity of Adolescents. Every child is unique in it and has its own pace of growth and development. As the child grows up, his social functioning changes and continuous till adolescence is that critical period of human development during which rapid biological, psychological and social changes takes place. This period marks the end of childhood and sets the foundation of maturity. Adolescence is defined as the period of transition between childhood to adulthood that involves biological, cognitive and socio-emotional changes. Sadashiva (2006) studies on the Adolescent period is a time of considerable changes in all aspects of functioning. There are three aspects of significant concern during adolescence *viz.*, social, educational and nutritional. 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, tender mindedness, shrewdness and internal restraint.

Social Maturity of Adolescent in Sultanpur (2017) <sup>[3]</sup> in their study reported that maximum number of respondents (68.34) percent had high social maturity only (31.66) percent respondents had low social maturity majority being girls. The boys who were high on social maturity were from urban area and they that had low social maturity belonged to nuclear family the girls who scored high on social maturity were from joint family.

Recently, interest theory research has postulated a differentiation between individual and situational interest. Individual interest reflects a relatively stable or enduring predisposition, evaluative orientation, and tendency to persevere when working on certain specific content or task domains. In contrast, spur-of-the-moment interests, often triggered "in the moment," are classified as situational interests (Eccles & Wigfield, 2002; Renninger & Hidi, 2002). Situational interests can evolve into more stable individual interests (Renninger & Hidi, 2002). In contrast, an individual interest in geology is inferred when a student has acquired a stored geology knowledge base and a positive affective feeling towards geology that "leads to informed reengagement

and the ability and desire to work with difficulties that might arise" (Renninger & Hidi, 2002, p. 174). Individual academic content or procedural interests, characteristics that reflect the enduring and stable aspects of a student's interests, are the focus in this paper.

The value-laden component of interests can also be conceptualized

as attitudes which are overt or covert expressions of positive or negative internal states (Corno *et al.*, 2002). Although the theoretical and research literature on the structure of attitudes and beliefs could argue for the separate treatment of academic attitudes, we blend interests and attitudes together since individual interests can be thought of as positive attitudes towards a topic. In this document, academic interests and attitudes are defined as a student's relatively stable or enduring predisposition, positive affective orientation, and tendency to persevere when working on certain specific academic content or task domains (Corno *et al.*, 2002; Eccles & Wigfield, 2002; Renninger & Hidi, 2002).

### Relationship between Social Maturity and Academic Interest

They are interrelated to each other. It is found that high achievers in schools and colleges possess a feeling of adequacy. Some investigators have found relatively low correlations between social maturity and academic interest and achievement; others have found fairly high correlations, comparable with correlations between aptitude test scores and academic achievement. On the other hand, some investigators have found zero or no correlation between self-concept and achievement.

Antecedents and Correlates of Academic Performance Empirical studies have shown that academic achievement of adolescents is significantly related to a variety of factors/variables. These include ability/aptitude, interests, study habits, parental attitudes, school environment, etc. A review of the studies in this area has been conducted by the present researcher and the details of the relevant studies are reported in the following sections. These studies have been organized into five sections for convenience, *viz.*, home environment, socio- economic status, class- room climate, achievement motivation, and cognitive abilities.

### Home environment and Academic Performance

An individual's genetic makeup equip him or her with potentialities, but it is the environment in which he or she develops which is crucial in determining behavior. Important among these environmental variables are familial variables, which include parental attitudes and involvement, and the facilities available at home. Parental attitudes play a crucial role in determining the physical and mental health of a child. This has been confirmed by both theoretical and empirical research. Every interaction of a child with his or her parent has some effect on both his or her present behavior and the potentialities for future action (Sears, 1957).

The society today is witnessing fast changes in terms of increase in divorce, maternal employment, and accelerating geographical mobility. These changes, in turn, bring in major changes in the world in which children and adolescents grow up. However, notwithstanding these changes, the family continues to be the most important factor in the development of identity, autonomy, and achievements of the adolescents. It has been noted that regardless of the structure or composition, positive and warm relationship among family members stand out as the most powerful predictor of health and

psychosocial growth during the adolescent years (Sternberg, 1985).

The impact of parental involvement in a child's growth and development has generally been accepted by many researchers (Sheldon, 2003). However the issue of whether or not parental involvement has a beneficial effect on the academic achievement of the children is far from settled among experts (Epstein, 2001). The cause of these debates may be traced back to how the term "parental involvement" is defined by various researchers (Epstein, Sanders, Simons, Salinas, Jansons & Voorhis, 2002). From the study done by Lawrence A.S.A & Jesudas, I (2001)

it was inferred that girls are found to have more Social Maturity and Academic Achievement than boys, it is proved that girls attain maturity faster than the boys. The society also demands that girls should express more mature behaviour than boys.

It was also found that rural students were more socially mature than urban students as they were exposed to the society more than urban students. Family background of rural students also provided more socialization for the child. They derived a lot of benefits from joint family culture, good neighbourhood relations and serene and peaceful life away hectic, busy urban way of life.

Much of the research that examined the relationship between parental involvement and children's academic performance relied on parental participation in parent – teacher conferences (Baker & Sodden, 1997) or a few closed ended questions that focus on the number of times parents participate in particular events (Goldring & Shapira, 1993; Griffith, 1996; Grolnick & Slowwiczak, 1994). Needless to say, this type of approach does not allow for assessing the details of parental involvement in depth or help generate new ideas (Baker & Sodden, 1997).

Parental involvement is a multi-dimensional concept that involves a wide range of activities like encouraging the child in his/her education, working with children on their home work, talking to children about school related topics and taking kids on field trips (Deutscher, 2000). Research evidence shows that parental involvement has positive impact on different aspects of children's education such as daily attendance (Cotton & Wikeland, 2001) achievement (Brooks, Brune & Burns, 1997; Cotton & Wikeland, 2001; Hunderson, 1987) and motivation (Brooks, Bruno & Burns, 1997). Home environment has many aspects that would affect the child's academic achievement, *viz.*, parenting style, parental expectations, parental involvement in the child's school work, and the way in which the child spends time after school. Extant research literature on each of the above aspects have been reviewed and reported below.

### 1. Parenting Style

Several studies have been conducted on the relationship between parenting style and academic achievement. In general parenting styles have been categorized into three classes' *viz.*, authoritarian, permissive, and authoritative (Baumrind, 1978). Christenson *et al.* (1992) observes that the authoritarian and permissive styles have little relationship with academic achievement, whereas the authoritative style has a relatively strong positive relationship with it. Marzano (2003) has noted that the parenting patterns at home are basically used to communicate the parental expectations to their children. Of the three parenting styles, the authoritative parenting style has been linked to healthy adolescent development

in many researches. (Sternberg, 1996). Authoritarian and permissive parenting styles have been associated with poor academic grade, poor college adjustment, and low self-esteem (Lamborn *et al.* 1991). Hussein (2003), designed a study to investigate the effects of parent child relationship on adjustment and aggression. His study revealed that children of democratic parents compared to those of authoritarian parents are adjusted in all dimensions of adjustment, *viz.*, home, health, school, emotional and social. This has been known to work well towards their academic performance and interest too.

### 2. Parental expectations

Some studies indicate that parental involvement achieves its positive effect on children by way of communicating parental aspirations to them. It has been found that expectations communicated to students are associated with enhanced achievement (Cohen 1987; Majoribanks, 1998). Michigan educational association and coalition (2004) undertook a longitudinal study for two years called "Your child". The findings of the study revealed that parental expectation and involvement correlates with a child's success in schools. Students who are more likely to succeed have parents who expect them to obtain an advanced degree. They are more likely to agree that everyone should have a college education and define success in terms of self support and educational level. Fan and Chen (2001) conducted a Meta- analysis of ten studies involving 24,826 families. They found that the average correlation of parental expectations, parenting style and school achievement was as high as 0.39. Student's perceptions of parental expectations also correlated with achievement. Mayuri (2003) designed a study to find out the school factors that affect academic achievement of the school children studying in class IX and X. One of the key findings of this study was that family factors like parental aspirations and socio-economic factors had an effect on the academic achievement of the school children. Farmer (1990) observed that expectations by significant others in the environment, *viz.*, teachers, parents and peers, enhanced academic achievement and career motivation of learners. Bandura (1997) notes that parents contribute to their children's intellectual growth in a variety of ways, including preparing children for school, placing value on education, conveying beliefs in their children's scholastic ability, setting standards for them, establishing regular work habits for them, encouraging language development and comprehension through reading, keeping track of academic progress, rewarding their efforts, and supporting teacher related functions.

### 3. Parental involvement

It has been found that when parents are actively involved in the academic activities of their children through class visits or helping with class activities, the children's behavior and basic skills improve (Maroon 1988). Dautscher and Ibe (2003) carried out a study to examine the role of parental involvement on child's academic performance. They assessed various types of parental involvement, *viz.*, volunteering, home involvement, attending prenatal classes, school political involvement, talking to staff and talking to teachers. Approximately 400 students of 7th through 11th grade were included. The overall results indicated that those who went to the

parent seminars (classes) or were more involved in the academic activities of children (such as checking children’s planner, talking to child at home about school related topics, or engaged in educational activities outside of school), had children who performed better in various subjects or had better grades. Parental participation in school work may range from classroom visits to more active participation in tutoring, textbook evaluation and staff evaluation (Irvine, 1988). Dhingra and Manhas (2009) explored the relationship that exists between parental interaction and attitudes of teachers with academic performance of school going children. The results revealed that parent child interaction and teacher attitudes significantly influenced academic performance. In a similar study, Parental involvement and encouragement are important influences on academic success which increases the likelihood of young children ultimately graduating from high Schools (Howel & Frese, 1982). It has also been observed that parental involvement results in better relationship between school and families (Epstein, 1984). Dornbush (1994) observes that parental guidance and encouragement of academic activities increase the likelihood that children will be moving in the right direction in academics.

viewing, etc. Most children, especially in urban centers, spend a great deal of time in television viewing. Too much of television viewing has been associated with low academic achievement of the higher secondary students. Both academic achievement and social maturity are equally important. In this context the present study assumes a great importance.

**Results and Discussion**

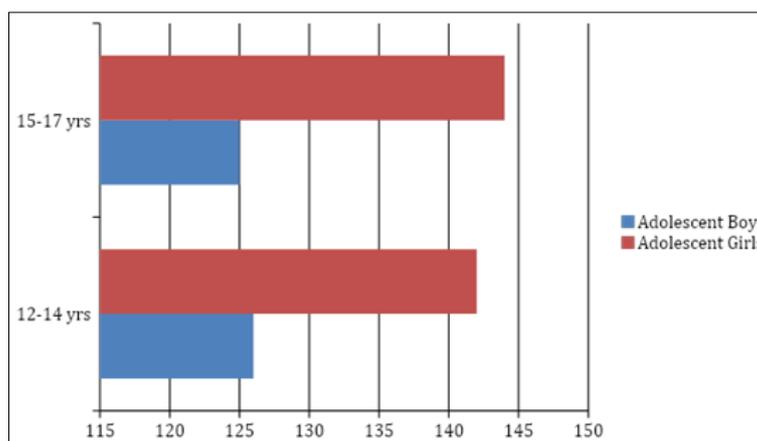
**Table 1:** Mean, SD and t value of Social maturity scores of adolescent boys and girls

Age group	Adolescent boys			Adolescent girls			
	N	SD	t-value	N	Mean	SD	t-value
12-14 years	126	6.06	0.42	15	142	6.90	.87
15-17 years	125	6.89		15	144	5.54	

It is observed from the table that the mean scores of social maturity of adolescent boys are 126 and 125 in the age group of 12-14 yrs and 15-17 yrs respectively which is insignificant at t value of 0.42. Similarly, mean scores of social maturity of adolescent girls are 142 and 144 in the age group of 12-14 yrs and 15-17 yrs respectively which is insignificant at t value of 0.87. Therefore, it can be said that social maturity of boys and girls are same with age and there is no significant difference between them with respect to age. Hence Hypothesis Ho1 is accepted.

**4. Child’s time use after School**

Children spend their time in different ways after coming home from school. These include play, television



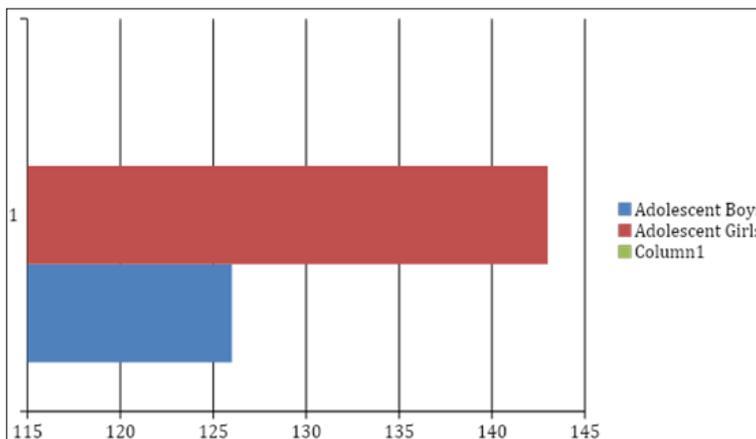
**Graph 1:** Social maturity scores of adolescent boys and girls with respect of age

**Table 2:** Mean, SD and t value of Social maturity scores of adolescent boys and girls

Group	N	Mean	S.D	t-value
Boys	30	126	6.40	10.41*
Girls	30	143	6.24	

\*Significant at the .001 level

The mean of social maturity scores and t value of the boys and girls are given in table. The mean difference between the boys and girls social maturity is significant (t= 10.41). this clearly indicates that girls mature earlier than boys. Hence Hypothesis Ho2 is rejected.



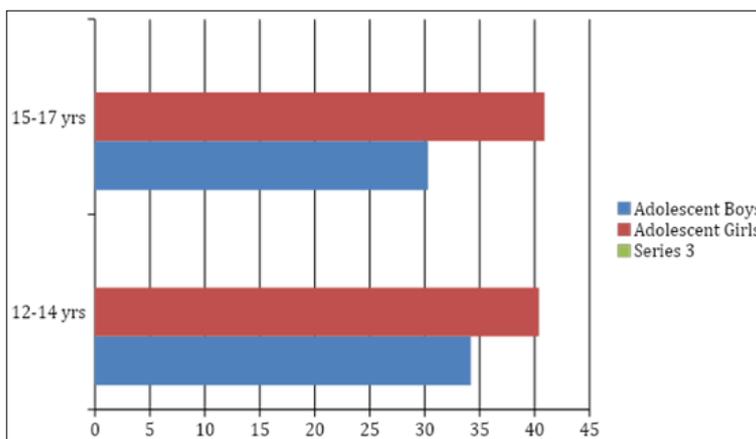
**Graph 2:** Social maturity scores of adolescent boys and girls

**Table 3:** Mean, SD and t-value of Academic Interest scores of adolescent boys and girls

Age group	N	Mean	SD	t-value	N	Mean	SD	t-value
12-14 years	15	34.2	7.34	1.59	15	40.4	5.91	0.22
15-17 years	15	30.3	5.98		15	40.9	6.31	

It is observed from the table that the mean scores of academic interest of adolescent boys are 34.2 and 30.3 in the

age group of 12-14 yrs and 15-17 yrs respectively which is insignificant at t value of 1.59. Similarly, mean scores of academic interest of adolescent girls are 40.4 and 40.9 in the age group of 12-14 yrs and 15-17 yrs respectively which is insignificant at t value of 0.22. Therefore, it can be said that academic interest of boys and girls are same with age and there is no significant difference between them with respect to age. Hence Hypothesis Ho3 is accepted.



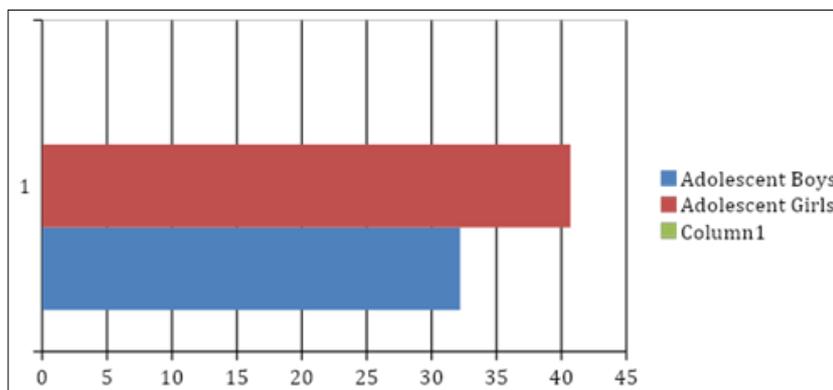
**Graph 3:** Academic Interest scores of adolescent boys and girls

**Table 4:** Mean, SD and t value of Academic Interest scores of adolescent boys and girls

Group	N	Mean	SD	t-value
Boys	30	30.2	6.88	5.09*
Girls	30	40.7	6.01	

\*Significant at the .001 level

The mean of academic interest scores and t value of the boys and girls are given in table. The mean difference between the boys and girls academic interest is significant (t= 5.09). This clearly indicates that girls have more academic interest than boys. Hence Hypothesis Ho4 is rejected.



**Graph 4:** Academic Interest scores of adolescent boys and girls

**Table 5:** Correlation among social maturity and academic interest of the total sample

Variables	N	Value of "r"
Social maturity and academic interest	60	.410

Significant at the .001 level

The above table reveals that the correlation between social maturity and academic interest of the total sample is 0.410. Hence the null hypothesis H<sub>0</sub> is rejected at both levels. The result indicates that the relationship between social maturity and academic interest of the total sample is highly significant positively correlated to each other. It is clear from the result that as the adolescent matures their interest in academic also increases because they become mature and become more concerned about their career.

### Summary and Conclusion

From the study presented in this mini research and the results obtained we can conclude that as the adolescent girls and boys age i.e get older their interest in academics and career oriented activities increases. 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 lives in. Adult development and maturity theories include the purpose in life concept, in which maturity emphasizes a clear comprehension of life's purpose, directedness, and intentionality, which contributes to the feeling that life is meaningful. 'Academic interest' and 'Academic achievement' of children are studied in relation to academic pressurization from parents. The literature on parenting variables and academic achievement has indicated that parental involvement in the context of an authoritative home environment facilitates academic success by promoting motivational inner resources. Parental pressurization for achieving excellence, in studies and/or for pursuing studies in subjects where the student does not show any aptitude might result in total neglect of studies. Thus, excessive academic pressurization from parents can be hypothesized to have an adverse influence on the academic interest and academic achievement of children. Also the social maturity of girls and boys is same with the age i.e. there is no significant difference between them with respect to age. The results obtained from the sample study and the data presented also confirms that the girls mature earlier than boys and the difference in their maturity at a particular age is significant. Finally, conclude from the data presented that the academic interest scores for adolescent girls are much higher than academic interest scores of adolescent boys at a particular age. This implies that girls develop an interest in academic oriented activities earlier than boys.

### References

1. Abouserie K. Sources and levels of stress in relation to locus of control and self-esteem in university students. *Educational Psychology* 1994;14(3):323-330.
2. Abra JC, Valentine-French S. Gender differences in creative achievement: A survey of explanations-genetic, social and general. *Psychology Monographs* 1991;17:7(3).
3. Mishra Astha, Dubey Seema, Kumari Mamta. A study on social maturity of adolescent in Sultanpur city *International Journal of Home Science* 2017;3(2):278-283.
4. Baumrind D. Child care practices anteceding three patterns of, /pre-school behaviour. *Genetic Psychology Monographs* 1967;75:43-88.
5. Bhawna K, Shah KS. A study on Social Maturity, School Adjustment and Academic achievement among residential school girls *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) 2012, 3(7).
6. Benz CR. Personal Teaching Efficacy: Developmental Relationships in Education. *Journal of Educational Research*, May-Jun 1992;85(5):274-285.
7. Bergin DA. Leisure Activity, Motivation, and Academic Achievement in High School Students. *Journal of Leisure Research* 1992;24(3):225-239.
8. Buhs ES, Ladd GW, Herald SL. Peer exclusion and victimization: Processes that adjustment as a function of the chronicity and proximity of peer rejection. *Child Development* 2006;65:1799-1813.
9. Chen X, Zappulla, Coco AL, Schneider B, Kaspar V, De Oliveira A. M.e in Brazilian, Canadian, Chinese and Italian children: Relations with social and school adjustment. *International Journal of Behavioral Development* 28, 129-1.
10. Terry R, Hyman C. Predicting early adolescent disorder from childhood aggression and peer rejection. *Journal of Consulting and Clinical Psychology* 1992;60:783-792.
11. Cie JD, Lochman J, EChen X, Kenneth HR, Dan Li. Relation between Academic Achievement and Social Adjustment: Evidence from Chinese Children *Developmental Psychology*. Copyright 1997 by the American Psychological Association, Inc. 1997;33(3):518-525.
12. Dharwad Sylva K. School Influences on Children's Development- *Child Psychol. Psychiat* 1994;35(1):135-170.
13. DeRosier ME, Kupersmidt JB, Patterson CJ. Children's academic and behavioral Duffell N. Surviving the Privilege of Boarding School - Draft article for *Mental Health Assn, Qld, Australia?* Nick Duffell 1994-2005.
14. Dishion TJ. The family ecology of boys' peer relationships in middle childhood. *Child Development* 1990;61:874-892.
15. DuBois DL, Eitel SK, Felner RD. Effects of family environment and parent-child relationships on school adjustment during the transition to early adolescence. *Journal of Marriage and the Family*, May 1994;56(2):405-414.
16. Ebeherth NK, Shih JH, Hammen CL, Brennan PA. Understanding the sex difference invulnerability to adolescent depression: An examination of child and parent characteristics. *Journal of Abnormal Child Psychology* 2006;34:495-508.
17. Edwards AL. *Techniqu~s [YAttitude scale construction*, New York: Appletoll-Crntu~ y Crafts, Inc. Edwards, A.L. (1957). *Techniqu~s [YAttitude scale construction*, New York: Appletoll-Crntu~ y Crafts, Inc. Einspruch, E. L. (1998). *An introductory guide to SPSS windows*. Sage Publications. California 1957.
18. Elizabeth BH. *Adolescent development library of Congress cataloging in publication data*, London 1973.
19. Eysenck HJ. *Dimensions of Personality*. London: Routledge and Regan Paul 1947.
20. Gesell A, Frances L. *Child developments*. New York: Harper & brothers Publishers 1949.
21. Eisenman R, Schcssell NR. Creativity, birth order and preference for symmetry. *Journal of Counseling and Clinical Psychology* 1970;34(2):275-280.

22. Feshbach N, Feshbach S. Affective processes and academic achievement. *Child Development* 1987;58:1335-1347.
23. Garrison KC, Force DG. *The Psych. exceptional children.* Ronald New York 1959.
24. Goulet LR, Barclay A. The Vineland Social Maturity Scale: Utility in assessment of Binet M.A. *American Journal of Mental Deficiency* 1963;67:916-921.
25. Green KD, Forehand R, Beck SJ, Vosk B. An assessment of the relationship among measures of children's social competence and children's academic achievement. *Child Development* 1980;51:1149-1156.
26. Greenbaum W. America in search of a new ideal: an essay on the rise of pluralism. *Harvard Edu. Rev* 1974;44:25-28, 3031, 32.
27. Hallahan DP, Kauffman JM, *Exceptional children: an introduction to special education.* New York: Prentice-Hall 1978.
28. Hancock TE. Gender and Developmental Differences in the Academic Study Behaviors of Elementary School Children. *Journal of Experimental Education*, Fall 1996;65(I):18-39.
29. Havighurst RJ, Bowman PH, Liddle GP, Mathews CV, Pierce JV. *Growing up in River City.* New York: Wiley 1962.
30. Hinshaw SP. Externalizing behavior problems and academic underachievement in childhood and adolescence: Causal relationships and underlying mechanisms. *Psychological Bulletin* 1992;111:127-155.
31. He Y *et al.* Self-perceptions of competence mediate the relation between peer group rejection and children's classroom engagement and achievement? *Journal of Educational Psychology* 2004;98:1-13.
32. HH. Caution and Creativity as correlates of achievement in desperate social-racial groups.] *Journal of Negro Education* 1972;41(4):377-382.
33. Hurlock EB. *Child Development.* IV edition. New York: McGraw Hill Books Comp 1956.
34. Hogan R. *Personality and Personality Measurement.* Vol. Palo Alto, CA: Consulting Psychologists Press. Inkeles 1991;2:873-919.
35. Juvonen J, Wentzel KR. *Social motivation: Understanding* Srividya V. (2007) *Mental health and adjustment problems of Students of navodaya, central and state Schools M.H.Sc. Thesis, Univ. Agric. Sci* 1996.
36. Kaur, Parminder. *Social Maturity a resultant effect of Parent-Child Relationship, an unpublished M.Ed. Dissertation, Punjab University Chd* 2001.
37. Kaur R, Jaswal S. *Strategic Emotional Intelligence of Punjabi adolescents.* Dept. of Human Development and Sociology, Punjab Agricultural University, Ludhiana 2006.
38. Kaur R. *Emotional Intelligence and family environment as determinants of academic achievement of teacher-trainees, M.Ed Dissertation, Punjab University, Chandigarh* 2008.
39. Kumar P. *Effect of parenting n emotional and social maturity among adolescents.* *European journal academic research* 2014;22:4065-4076.
40. Lawrence ASA, Jesudas L. *Relationship between Social Maturity and Academic Achievement of Higher Secondary School Students, International Journal of Educational Administration ISSN 0976-5883* 2011;3(3):243-250 © Research India Publications
41. Leiderman H. *Creating a Scale to Measure the Transition from Adolescence to Adulthood: A Cross National Appraisal of Personal Development* 1991.
42. Maccoby EE, Martin JA. Socialization in the context of the J family: parent child interaction. In E.M. Hetherington (Ed.), P.H. Mussen (series Ed.), *Handbook of Child Psychology Socialization, personality, and social development.* New York: Wiley 1983;4:1-102.
43. Moffitt TE. Life-Course-Persistent and Adolescence-Limited Antisocial Behavior: a Developmental Taxonomy. *Psychological Review* 1993;100:674-701.
44. Singh G, Singh L. Comparative study of social maturity among non-sports women and sports women *International education e- journal, (quarterly)* 2015;4(2):81-86.
45. Singh H, Singh M. Comparative study of social maturity among non-sports women and sports women, *Global journal for research analysis* 2015;4:6-10.
46. Vandell DL, Hembree SE. Peer social status and friendship: Independent contributors to children's social and academic adjustment. *Merrill- Palmer Quarterly* 1994;40:461-477.
47. Vendal N. A study of achievement in school in relation to certain social organizational and individual factors. *Psy. Stu* 1981;25(1):9-12.