SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE
Young Scholars' Enrichment Programme

Social Maturity and Academic Achievement
of Inmates of Orphanages in
Malappuram District

Shahla M

Study Report submitted Under the Young Scholars Enrichment
Programme Jointly conducted by SCERT, Kerala &
Farook Training College, Kozhikode

FAROOK TRAINING COLLEGE, KOZHIKODE
2022-2024

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Supervising Teacher

Farook Training College
Date: .07.2024

Panel of Experts

DECLARATION

I, **Shahla M.,** solemnly declare that this study report entitled as **'SOCIAL MATURITY AND ACADEMIC ACHIEVEMENT OF INMATES OF ORPHANAGES IN MALAPPURAM DISTRICT',** is an original work done by me under the supervision and guidance of **Dr. Nowfal C**., Assistant Professor, Farook Training College Kozhikode, under *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

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Acknowledgement

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INTRODUCTION

Maturity refers to being a fully developed person or adult. Psychology defines maturity as the level of psychological functioning that an individual can achieve. It is also defined as the behavioral expression of wisdom and healthy emotions. Maturity is the response of one person to a situation according to his or her age. Children are expected to show lower maturity than adults. Maturity results from experiences and develops through healthy growth. An individual's decisions and their ability to handle crises reflect their level of maturity.

Every child is inherently a social being, requiring appropriate capabilities to navigate social situations and develop vital social skills. These skills are crucial for the child's successful adaptation within society, enabling them to adhere to its roles and norms. A mature child can effectively communicate, actively listen, collaborate with others, make decisions according to the situation, demonstrate good interpersonal skills, and remain emotionally stable. Social maturity serves as the cornerstone of social development. Social maturity is comprised of two words, social and maturity. Social means living in a community, and maturity means being adjustable in society. According to Wentzel (1991), "Social maturity is an 'adherence to social rules and role expectations measured by problem-solving skills, behavioural appropriateness, interpersonal relations and decision-making proficiency.'"

The social maturity has different stages which provide a base for understanding the progression of an individual's development in their growth and navigate different life stages. Stage 1 (Child 3-8 years): At this stage, children are shy and needy for their parents for support. They may find it challenging to interact with peers and struggle with sharing and socialising due to their limited experience, and they are sensitive to others' actions. Stage 2 (Pre-teen 9-13): Pre-teens often experience an "awkward" phase where friendships are starting, and they are also starting to explore their social boundaries. Limited opportunities for exploration and learning from mistakes in middle school can

hinder maturity development. Stage 3 (Teen 14-18): Adolescence is the stage which brings about deeper emotional connections and enhanced responsibilities. Teens always try to expand their social circle, form romantic relationships, and learn from their mistakes to achieve better growth and maturity. This period is crucial for personal growth and self-discovery. Stage 4 (18+ Adulthood): Adults are more independent and mature compared to their teenage years. They have a deeper understanding of life and continuously learn from experiences such as marriage, parenthood, and career stability. Respect for others, self-awareness, and responsibility are key aspects of adult social maturity. Consideration of these stages can help individuals, caregivers, and educators support the social and emotional development of individuals at each phase of life, fostering growth, resilience, and healthy relationships.

Adolescence is the age group which experiences a significant social maturity process. Adolescents experience rapid development in a short period of time. An adolescent child gains 50 percent of their adult body weight, experiences puberty, and undergoes astounding transformation in their cognitive domain. Adolescence is the age when they begin to observe, measure, and cope with emotions. That means they become more aware of their own attitudes, behaviours, decision-making, and emotions, as well as those of others. During this early adolescent period, they gain the skill of abstract thinking, the ability to accept the perceptions and viewpoints of others, introspection skills, and a system of values. It is also the period during which the child tries to gain autonomy and focuses more on personal independence and peer relationships. There are many adolescents residing in orphanages. Orphanages function as microcosms of society, providing care to both biological orphans (without parents) and social orphans (whose parents are unable to care for them due to poverty or abandonment). These institutions offer shelter to children who experience varying degrees of trauma due to the absence or loss of parents. Unfortunately, they often lack proper emotional support, social guidance, and consideration of individual needs, impacting their social maturity. According to the report of the Government of Kerala on Southey of care homes in Kerala

in 2009, there are 1828 care facilities operating in the state catering to different social groups. With 613 of these facilities, it is evident that the majority of them are orphanages. With 90 total orphanages, Malappuram district comes in first, followed by Kottayam (64) and Ernakulam (62). Ninety-one institutions serve the sick and disabled, 105 provide for the impoverished, 31 are juvenile homes, 169 are for the elderly, 114 are for women, 26 are for men, 19 are rescue homes, 496 are day care centres, and 164 are other institutions. A report on the NPI orphanage care home survey (2013-14) by the Government of Kerala indicates that Malappuram holds the 5th highest number of orphanages. In Kerala, 6 percent of orphanages are government-run, while 60 percent are managed by other charitable bodies.

Childhood represents a vital phase requiring crucial attention from parents, peers, and educators. Parental care and support significantly influence a child's psychological and physiological growth. However, due to various reasons, many children lack this crucial care and attention. Orphanage residents are particularly disadvantaged in this regard, as they lack the personalized guidance, parental attention, and nurturing care that biological parents provide. These institutions often fail to cater to individual needs, aspirations for higher education, and social requirements of each child.

Social maturity develops a child's personal skills, interpersonal skills, and social adequacy, which are essential for better social living. A mature child will be self-directed, aware of their own emotions, conscious of their decisions, able to communicate well with peers and society, appreciative of their own views and those of others, and will maintain a healthy routine in personal and social life.

Other major aspects of adolescence include their academic achievement. In India, academic scores are often considered the primary measure of a child's success in school. Academic achievement is the measure of scholastic performance. It reflects the extent to which a student achieves academic goals according to their age and psychological level. Academic achievement, often gauged through examinations, reflects a student's success across various subjects. A child's academic performance hinges on factors such as

intelligence, interests, attitude, motivation, socio-economic status, maturity, and environment. Social maturity emerges as a critical factor influencing both scholastic and non-scholastic achievements.

The present study explores the relationship between social maturity and academic achievement among orphanage residents in the Malappuram district. By understanding this correlation, it can shed light on the impact of social maturity on their educational outcomes and overall development.

Need and Significance of the Study

Social maturity signifies maturity in social relationships and is crucial for achieving success in life. It is observed that orphanage students often face challenges in achieving social maturity. A study conducted by Culver and Gardner (2007) revealed that orphaned boys and girls, especially adolescents, consistently experience significant psychological problems. These problems negatively impact their social maturity and can also affect their academic achievements. Another study highlighted that the lack of psychosocial support from the social network causes distress among orphans (Breen & O'Connor, 2010). Given the absence of a proper social environment and the trauma of losing parents, adolescents residing in orphanages were chosen as the study's sample as they are supposed to lack social maturity.

Investigating the relationship between social maturity and academic achievement of inmates of orphanages in the Malappuram district holds significant implications for both educational policy and student development. By uncovering potential connections between social maturity, which encompasses interpersonal skills and emotional intelligence, and academic achievement, the research can inform targeted interventions to enhance the learning experience of orphanage students. The findings could guide educators and administrators in tailoring teaching methods and support systems, fostering a more inclusive and effective educational environment that addresses not only academic needs but also the holistic growth of these students within their unique social context.

Heterogeneity among inmates of orphanages poses challenges. These inmates come from different families with diverse cultures and socioeconomic statuses. Additionally, the attitudes of certain inmates contribute to problems in the maturity levels of others. Issues such as homesickness, inflexibility in character, dishonesty, and greed are prevalent among many orphanage inmates, further impacting their social maturity. These reasons collectively led to the selection of the topic of "social maturity and academic achievement of inmates of orphanages" for the study. A research conducted by Kaur et al. (2018) titled A Descriptive Study of Behavioral and Emotional Problems in Orphanages and Other Vulnerable Children Staying in Institutions reveals that both orphans and other vulnerable children and adolescents exhibit peer problems (15.08%), conduct problems (34.90%), emotional issues (14.70%), hyperactivity (8.60%), and low pro-social behavioral problems (3.40%). Social maturity of adolescents determines their personality and future education and life.

Addressing social immaturity in individuals requires a comprehensive approach that considers both personal and societal implications. By understanding the impact of social immaturity, therapists and caregivers can better support individuals in their journey towards emotional and social maturity. This underscores the importance of studying the social maturity of orphanage residents.

Statement of the Research Problem

The present study seeks to investigate the relationship between social maturity and academic achievement among inmates of orphanages in Malappuram district. The problem at hand pertains to understanding whether variations in social maturity levels, encompassing aspects of personal adequacy, interpersonal skills and social skills, has a discernible impact on the academic achievements of orphanages students within the local educational context. Hence the title for the present study is "**Social Maturity and Academic Achievement of Inmates of Orphanages in Malappuram District** ".

Definition of Key Terms

Social Maturity

Hurlock (1976) says that a socially mature person adapts to societal norms not necessarily because they agree with them and understand their desires with greater good of the community. Social Maturity in the study involves developing suitable attitudes that enable an individual to function effectively in society by possessing personal, interpersonal and social skills.

Academic Achievement

Academic Achievement is the extent to which a student attains educational goals. In the present study, it is the mark obtained by inmates of orphanages for their second term examination.

Inmates of Orphanages

In the present study, inmates of orphanages refer to children residing in orphanages. These include orphaned children (those without parental care) and children from disadvantaged backgrounds, such as those from poor families struggling to provide education and development, or children whose parents are separated and unable to care for them. In the present study, inmates of orphanages specifically refer to students studying in secondary classes who are residents of orphanages in Malappuram.

Variables of the Study

The present study has two criterion variables, Social Maturity and Academic Achievement

Classificatory Variables

The total sample is categorized in to different sub groups based on gender and level of social maturity

Objectives of the Study

The objectives of present study are

1. To find out the level of social maturity of inmates of orphanages in Malappuram district.

2. To find out whether there exists any significant difference in the social maturity of inmates of orphanages in Malappuram district based on gender.

3. To find out academic achievement of inmates of orphanages in Malappuram district.

4. To find out whether there exists any significant difference in academic achievement of inmates of orphanages in Malappuram district based on gender and level of social maturity.

5. To find out whether there exists any significant relationship between social maturity and academic achievement of inmates of orphanages in Malappuram district.

Hypotheses

The hypotheses set for the present study are

1. There exists a significant difference in social maturity of inmates of orphanages in Malappuram district based on gender.

2. There exists a significant difference in academic achievement of inmates of orphanages in Malappuram district based on gender and level of social maturity.

3. There exists a significant relationship between Social maturity and academic achievement of inmates of orphanages in Malappuram district.

Methodology of the Study

Design of the Study

The study is quantitative in nature. The study was conducted through descriptive survey method.

Sample Selected

The population of the study includes all the inmates of orphanages in the Malappuram district. Data was collected from a randomly selected sample of 210 inmates who are studying in secondary classes and residing in orphanages within the district.

Tool Used

Social maturity scale with three dimensions (personal adequacy, Interpersonal adequacy and social adequacy) was used to test the social maturity of inmates of orphanages (Constructed by Shahla & Nowfal, 2023).

Statistical Techniques Used

The following statistical techniques were used to analyse the data

1. Descriptive statistical analysis
2. Test of significant differences between mean score
3. Correlation
4. ANOVA

Scope and Limitations of the Study

Scope of the Study

Mature students tend to have a clear understanding of what they need to study. The present study aims to examine the social maturity of inmates of orphanages. Data was collected across three key areas of social maturity: personal adequacy, interpersonal adequacy and social adequacy. The study also analyzed the influence of gender on the social maturity of the sample, as well as the impact of social maturity on academic performance. Consequently, the findings of this study could provide valuable guidelines for administrators and teachers to create a more effective social and educational environment for orphanage inmates, fostering not only academic achievement but also their holistic growth

Delimitations of the Study

Despite the investigator's efforts to ensure the accuracy of the study, certain limitations were inherent. These include: the sample size was restricted to 210 inmates of orphanages in the Malappuram district; only secondary-level students were included in the sample; no attempt was made to categorize the sample based on their specific level of education and no data was collected directly from their respective orphanages.

Organisation of the Report

This report is structured into five chapters.

Chapter I   : Introduces the research problem, its significance and objectives as well as defining key terms and outlining the methodology, scope and limitations of the study.

Chapter II : Review relevant literature, providing a theoretical framework and analysing previous studies.

Chapter III : Describes the research design, data collection methods and statistical analysis techniques used.

Chapter IV : Presents the analysis of the data and interpretation of results.

Chapter V : Summaries the study's findings, tenability of the hypotheses, discusses educational implications, and suggestions for the future research.

Chapter – II

REVIEW OF
RELATED LITERATURE

- o *Theoretical Overview of Social Maturity*
- o *Studies Related with Social Maturity*
- o *Conclusion*
- o *Summary of the Literatures Reviewed*

REVIEW OF RELATED LITERATURE

Reviewing related literature provides the researcher with a comprehensive understanding of the research methodology, helping to establish a framework for how the study will be conducted. By examining previous studies, the researcher can identify effective tools and instruments that have been successfully used in similar research. Furthermore, exploring related literature offers valuable insights into the statistical methods employed to validate results. This chapter presents the theoretical basis of the selected variables, followed by a brief report of the reviewed studies

Theoretical Overview of Social Maturity

Children are naturally socially immature, and it is a shared goal for parents to guide them towards becoming mature adults. Effective parenting involves navigating the complexities of choosing the best methods and making informed decisions to support children's growth and maturity. Social immaturity in adults, however, can pose significant challenges on both societal and personal levels. It is often associated with mental health disorders, particularly "dramatic-erratic" personality disorders such as Narcissism, Borderline Personality Disorder, Histrionic Personality Disorder, and Antisocial Personality Disorder. Furthermore, social immaturity is frequently linked to long-term substance abuse, often rooted in youth, and is prevalent among individuals who have endured childhood abuse.

The development of an adolescent's personality can be both positively and negatively influenced by interactions with people in their environment. Adolescents undergo frequent interactions within their social milieu, encountering challenges stemming from both personal and environmental factors. A healthy adolescent with a normal physical appearance tends to cultivate self-confidence and self-respect. In contrast, those dealing with illnesses, poor health, or physical deformities may experience feelings of inferiority, making it more difficult to socially adjust. Emotional adaptability plays a crucial role in achieving social maturity.

Adolescents also face challenges from various environmental factors, such as the school environment, family dynamics, peer relationships, and external societal influences. Unacceptable conditions within the family, school, or peer groups can have a negative impact on an adolescent's social behavior and overall development. Addressing these environmental influences is essential in fostering healthy social adjustment and emotional well-being among adolescents.

Kegan (1984), a psychologist well-known for his work in developmental psychology, particularly at Harvard University, developed a theory focused on achieving "social maturity." Inspired by Piaget's stage theory, Kegan's theory explores how individuals develop social maturity distinct from biological development. According to Kegan, there is a continuous process of meaning-making that unfolds across various stages of an individual's lifespan. Each stage involves an evolutionary balance that enables both personal achievement and development through the interactions between self and others (psychologically) or subject and object (philosophically).

In his work The Evolving Self (1984), Kegan explains his developmental theory, which emphasizes that each stage in an individual's life presents a unique challenge in balancing personal growth with social interaction. His theory draws heavily from earlier developmental theorists like Piaget, expanding their ideas to encompass social domains. Kegan identifies six stages of social development:

Incorporative Stage: The individual focuses on reflexes, sensory experiences, and movement, while the self or object is not fully developed. In this stage, infants primarily experience the world through their senses and reflexes, gradually becoming proficient at interacting with their environment.

Impulsive Stage: At this stage, the individual focuses on impulses and perceptions, with reflexes and sensory experiences becoming the objects of attention. This stage marks the beginning of social interaction development, where impulsive behavior plays a central role. The individual expresses basic needs such as hunger or the need for sleep but has yet to realize that others are separate and independent beings.

Imperial Stage: The focus shifts to aspects like needs, interests, and desires, which become the object of consideration. In this stage, individuals begin to recognize that they have needs rather than merely being defined by those needs. This newfound self-awareness leads to the initiation of actions aimed at fulfilling these desires.

Interpersonal Stage: The subject now focuses on mutuality and interpersonal harmony, with the object being the recognition of enduring traits and needs of others. The transition to this stage occurs when children realize that other individuals, especially those close to them, have needs that must be addressed. As individuals progress through this stage, their understanding of social dynamics and interpersonal relationships deepens.

Institutional Stage: At this stage, personal autonomy and the formation of a self-system identity become the focus, with mutuality and interpersonal harmony shifting to the object of consideration. Individuals realize that certain guiding principles or values help prioritize which needs take precedence. This stage is marked by the formation of the individual's sense of self and alignment with societal norms and values, which often reflects conventional adult social maturity.

Inter-Individual Stage: In this advanced stage, the individual's focus shifts to the interplay between different value systems. At this stage, individuals understand and accept multiple perspectives and may reconcile contrasting values. This stage represents a deeper level of maturity in navigating diverse perspectives and beliefs, which often occurs in adulthood.

Kegan's theory, though innovative, is grounded in the works of earlier developmental theorists. His stages of development provide a framework for understanding how individuals mature socially and how therapists can support clients at different stages of their social and personal growth. His theory emphasizes that social maturity is a continuous and evolving process shaped by interactions with the environment and other individuals.

As a constructive-developmental psychologist, Kegan views the process of social maturity as a constant negotiation between the individual and their environment. This negotiation adapts and evolves over time, responding to life events and challenges. Kegan's work underscores the importance of understanding social maturity not as a fixed endpoint but as an ongoing process of development, which allows individuals to adapt to changing circumstances and grow in their interactions with the world around them.

Kegan's theory offers valuable insights for professionals in therapeutic and developmental fields, providing a structured way to understand an individual's development and guide them toward greater social maturity. By identifying and appreciating the various ways individuals perceive and interact with their environments, therapists and caregivers can better support personal growth and help individuals navigate the challenges they face in their journeys toward social maturity.

Studies Related with Social Maturity

Ogutha (2022) conducted a quantitative study to investigate the relationship between resilience and academic achievement among adolescent orphans attending public secondary schools in Hombabay, Kenya. The study involved 282 orphans and 29 principals from 29 public schools. Using Pearson correlation (P < 0.05), the study found a significant relationship between resilience factors (socio-economic, protective, and mentoring) and academic achievement.

Said et al. (2022) carried out a descriptive study to evaluate psychological problems among orphan children in Benha City. The study focused on 80 orphan children (40 male and 40 female), using questionnaires such as the Depression and Anxiety Scale and the Rosenberg Self-Esteem Scale. The findings revealed that 50% of the orphans had moderate levels of anxiety and depression, and more than half had low self-esteem, highlighting the psychological challenges faced by orphans.

Upreti and Sharma (2021) conducted a study to assess the social maturity of adolescents across different family types, including orphanages, single-parent families, and intact families. The study involved 300 adolescents from Punjab. The findings

revealed that while most adolescents had medium levels of social maturity, those from orphanages were found to be socially less mature compared to those from single-parent and intact families.

Anto (2021) explored the social maturity of higher secondary school students in tribal areas of Wayanad district. The study found no gender differences in the social maturity of adolescents in the tribal areas, suggesting that social maturity was not influenced by gender but possibly by the unique socio-cultural context of the region.

Ghosh (2018) investigated the influence of parental deprivation on social maturity, behavior, and mental health. The study found that parental deprivation negatively affects social maturity, behavior, and mental health, underscoring the importance of parental involvement in the psychological development of children.

Shobana (2018) studied the resilience of male and female orphan children in Chennai, using purposive sampling from three orphanages. The study found that while most orphans faced social isolation, girls exhibited higher levels of resilience (40%) compared to boys, who had lower resilience levels.

Singh (2018) examined the relationship between social maturity and psychological adjustment among adolescents in Pathankot district. The study found a positive correlation between social maturity and adjustment, with a significant gender difference in social maturity scores between male and female adolescents.

Shulga and Sarchnko (2016) compared the psychological characteristics of institutionalized and non-institutionalized adolescent orphans. The study found that family deprivation significantly impacts the psychological development of orphans, indicating the importance of family care in adolescent development.

Mushtaq and Rani (2016) explored the effect of social maturity and self-concept on academic achievement among secondary school students in Budgam district, Jammu and Kashmir. The study revealed that students with high social maturity performed better academically, suggesting that social maturity is an important predictor of academic success.

Pandhi (2016) studied the well-being of orphan adolescents, using a sample of 200 students from eighth and ninth grades. The study found that high social support led to greater achievement motivation and higher academic achievement, highlighting the positive impact of social support on academic success.

Goyal (2015) investigated the relationship between adjustment and emotional maturity among ninth-grade students, revealing that social maturity plays a key role in adolescents' ability to adjust to frustration and stress, thereby influencing their academic success.

Bordhan (2015) explored the role of social maturity in academic achievement among high school students. The study found that social maturity had a significant impact on academic performance, with students exhibiting higher levels of social maturity achieving better academic results.

Moyo and Susa (2015) studied the impact of institutionalization on the well-being of orphaned children in Zimbabwe. The study found that institutionalized children face challenges due to a lack of resources and parental affection, but caregivers in orphanages play a vital role in providing care and support.

Jahaan (2015) compared the psychological well-being and achievement motivation of orphan and non-orphan adolescents in Kashmir. The study found that non-orphans had higher psychological well-being, with significant differences in personal growth, positive relationships, and self-acceptance between orphans and non-orphans.

Anand and Kunwar (2014) investigated the impact of different factors on social maturity among adolescents in co-educational schools in Kanpur. The study found that family and peer groups significantly influenced social maturity, and that both boys and girls were affected by feelings of inferiority complex, with boys more impacted by the neighborhood and school environment.

Chaudhary and Madhuri (2014) examined the social maturity of adolescents in relation to their gender and locality. The study found significant gender differences in

social maturity, with adolescents from urban areas showing higher levels of maturity than those from rural areas.

Paur (2013) conducted a study on the relationship between academic achievement and non-cognitive factors like anxiety, emotional maturity, and social maturity among 400 high school students. The study found that social maturity had a significant relationship with academic achievement, indicating its importance in academic success.

Totuka and Naaz (2013) studied social maturity among school-going boys and girls in Jaipur. The study found that boys exhibited higher levels of social maturity compared to girls, regardless of age, suggesting gender differences in the development of social maturity.

Singh et al. (2013) evaluated and compared the social and emotional maturity of 277 class XI students in Pantnagar, Uttarakhand. The study found that female students scored higher on social adequacy, while male students scored higher on social adjustment, with no significant gender differences in overall social and emotional maturity.

Sam and Totuka (2012) investigated the relationship between social maturity and academic interest in adolescents. The study found that social maturity indirectly influenced academic interest, with a significant relationship between gender and social maturity, suggesting that social maturity plays a role in shaping academic motivation.

Jyotsna and Sharma (2011) studied social maturity, school adjustment, and academic achievement among residential school girls. The study found a significant relationship between social maturity and school adjustment, which in turn influenced academic achievement.

Shah (2011) explored the relationship between social maturity, school adjustment, and academic achievement among residential school girls. The study revealed that social maturity significantly affects academic achievement through its impact on school adjustment.

Daniel (2011) conducted a study on the correlates of academic performance among orphaned students in Musanze District, Rwanda. The study found that psychological, social, and economic factors positively affected the academic achievement of orphaned students, highlighting the importance of supportive environments for academic success.

Kaur (2006) explored adolescent psychology, focusing on the challenges adolescents face in psychological, cognitive, and emotional development. The study highlighted the complex nature of adolescence and the importance of understanding these challenges to support healthy development.

Makhonza (2006) investigated factors affecting the academic achievement of orphaned learners, finding that familial factors play a significant role in the academic success of orphans. The study emphasized the importance of family support in fostering resilience and academic achievement among orphaned children.

Haugaard (2001) conducted an international study on problematic behavior during adolescence, finding that the lack of proper support and guidance often leads adolescents to exhibit problematic behaviors, reducing their ability to cope effectively with challenging circumstances. This highlights the importance of guidance and support in fostering healthy adolescent development

Conclusion

The review of related literature reveals that social maturity plays a crucial role in an individual's development. Understanding and assessing social maturity in students is essential for providing them with the necessary support to enhance their social skills and overall growth. Therefore, social maturity is a topic that warrants further study.

Summary of Literatures Reviewed

Summarized form of the reviews explored in the present study are given in Table 1

Table 1

Summary of Literatures Reviewed

Serial No	Author and year	Major Finding
1.	Ogutha (2022)	There exist a significant relationship between Resilience and Academic Achievement of orphans attending public schools in Hombabay
2.	Said (2022)	Depression and lack of self esteem or major challenges for psychological development of orphans.
3.	Anto (2021)	Social maturity of adolescents in tribal area have no gender deference
4.	Upreti and Sharma (2018)	Adolescents from Orphanage were socially less mature
5.	Ghosh (2018)	Deprivation of parents negatively affect their social maturity, behaviour, problems and mental health.
6.	Rawat and Gulati (2018)	Emotional and social maturity of adolescent depend upon the parenting style.
7.	Shobhana (2018)	Most orphan child faces, social isolation and another finding of this study was majority of girls found to have high resilience(40%) compared to the voice, who has low level of resilience.
8.	Sing (2018)	There exist a significant difference between meals, cost of social maturity of male and female Adolescents
9.	Pandhi (2016)	Adolescent orphan having high support, shows high achievement motivation and high academic achievement
10.	Sarchenko etal(2016)	Family deprivation Violet psychological development of Orphan adolescents
11.	Mushtaq and Rani (2016)	There exist a positive relation between social maturity and academic achievement of secondary school students. That is, adolescent with high social maturity had high academic achievement.
12	Jahan (2015)	Non Orphans showed high Score in psychological well-being than Orphanage child. Another noncognitive factors like personal growth, positive relationship, purpose of life and self acceptance shows a difference among orphan and non Orphan adolescents
13.	Moyo and Susa (2015)	Institutionalising Orphanage, child have the challenges of lack of resources and lack of parental affection

METHODOLOGY

- o Variables selected for the study
- o Objectives of the study
- o Hypotheses of the study
- o Design of the study
- o Sample selected for the study
- o Tool used for the study
- o Data collection and procedures
- o Scoring and Consolidation of data
- o Statistical Techniques used for Analysis

METHODOLOGY

This methodology chapter outlines the various steps involved in the research process, including the formulation of variables, objectives, hypotheses, tools used, data collection, analysis, interpretation of the collected data, and the procedure for generalization. The research methodology provides a systematic approach for the researcher to address the problem scientifically. Therefore, the methodology is a critical component of any research. The present study aims to explore the social maturity and academic achievement of orphanage inmates in Malappuram district. This chapter is organized under the following headings.

- Variables
- Objectives
- Hypotheses
- Design Of The Study
- Sample For The Study
- Tools Used For Collecting Data
- Administration Of Tool
- Scoring and consolidation of data
- Statistical techniques used for analysis

Variables Selected for the Study

The present study used the following variables

Criterion Variables

The present study includes two criterion variables

- Social maturity
- Academic achievement

Classificatory Variable

The following two variables are used to classify the total sample into subgroups.

- Gender
- Level of education

Objectives of the Study

The five objectives formulated for the study are

1. To find out the level of social maturity of inmates of orphanages in Malappuram district.

2. To find out whether there exists any significant difference in the social maturity of inmates of orphanages in Malappuram district based on gender.

3. To find out academic achievement of inmates of orphanages in Malappuram district.

4. To find out whether there exists any significant difference in academic achievement of inmates of orphanages in Malappuram district based on gender and level of social maturity.

5. To find out whether there exists any significant relationship between social maturity and academic achievement of inmates of orphanages in Malappuram district.

Hypotheses

The hypotheses tested for the present study are

1. There exists a significant difference in social maturity of inmates of orphanages in Malappuram district based on gender

2. There exists a significant difference in academic achievement of inmates of orphanages in Malappuram district based on gender and level of social maturity.

3. Their exists a significant relationship between Social maturity and academic achievement of inmates of orphanages in Malappuram district.

Design of the Study

The present study was designed to examine the social maturity and academic achievement of orphanage inmates studying in secondary schools of Malappuram district. This study is quantitative in nature and was conducted using a descriptive research method. A survey was carried out on a randomly selected sample from the population to gather relevant data.

Sample Selected for the Study

The study focuses on the inmates of orphanages in Malappuram district who are studying in secondary schools. The sample was selected randomly from this population to ensure unbiased results.

Size of the Sample

The study was conducted on a sample of 210 inmates of orphanages studying in secondary schools in Malappuram district.

Sampling Technique

The samples were selected from various orphanages by visiting each institution with a permission letter from our college. After obtaining the necessary permissions, data were collected from the orphanages that agreed to participate. Random sampling was used to select the participants from different orphanages across Malappuram district, with careful consideration given to ensure gender representation in the sample.

Break up of the Sample

The details of the break up of the sample is given below,

Table 2

Details of the Break-up of the Sample

Serial No	Sample		No of Sample	Total
1	Gender	Male	109	210
		Female	91	

Tools used for the Data Collection

A tool is an instrument that assists researchers in achieving the objectives and aims of their study. Tools are essential for quantifying variables and ensuring precise data collection.

Academic Achievement

The data for the second variable, Academic Achievement, was obtained directly from the school records. All the inmates of a given orphanage attended the same school, conveniently located near the orphanage. Academic achievement was assessed based on the scores obtained by each participant in their second-term exams across six subjects: English, Malayalam, Second Language, Mathematics, Science, and Social Science.

Social Maturity

In this study, the researchers constructed a social maturity scale to measure the social maturity of the participants. This tool was carefully selected to align with the objectives of the research and to provide valid and reliable data.

Social Maturity Scale (Noufal & Shahla, 2023)

The Social Maturity Scale was developed to assess the social maturity of orphanage inmates in Malappuram district. A detailed description of the tool and its planning process is provided below:

Planning of the Scale

Planning serves as the foundation of any research tool. It involves identifying clear goals, structuring the process, addressing potential challenges, and organizing resources to achieve objectives effectively. A well-planned tool ensures systematic research and yields reliable results.

The concept of social maturity was divided into three distinct dimensions, each encompassing specific areas of focus. Items were carefully devised for each area, reviewed by experts and the supervising teacher, and refined to ensure clarity and relevance.

The three dimensions of social maturity assessed by the scale are:

Personal Adequacy.

- Work Orientation
- Self-Direction
- Ability to Handle Stress

Interpersonal Adequacy.

- Communication
- Enlightened Trust
- Cooperation

Social Adequacy.

- Social Commitment
- Social Tolerance
- Openness to Change
- Dimensions of Social Maturity

1. Personal Adequacy. Personal adequacy refers to an individual's capacity to manage personal growth, behavior, and responsibilities effectively. It includes:

Work Orientation: The perception and development of work-related skills, a positive attitude toward tasks, and the ability to derive satisfaction from work.

Example: "Important tasks are not getting done on time."

Self-Direction: The ability to act independently, take initiative, and have confidence in one's efforts.

Example: "I am optimistic."

Ability to Handle Stress: Emotional stability to manage challenging situations without discomfort to oneself or others.

Example: "I don't get unnecessarily stressed about small things."

2. Interpersonal Adequacy. Interpersonal adequacy encompasses the skills required for effective communication and relationships, including:

Communication: The ability to clearly express oneself and empathize with others, fostering meaningful interactions.

Example: "I discuss what I know with others."

Enlightened Trust: Making informed decisions about trusting others and relying on them when needed.

Example: "I share my difficult moments with my friends."

Cooperation: A willingness to collaborate with others for mutual benefit, viewing social rules as shared agreements.

Example: "I spend free time with friends."

3. Social Adequacy. Social adequacy reflects an individual's ability to thrive in social environments, focusing on:

Social Commitment: A sense of unity with others and a readiness to prioritize societal goals over personal ones.

Example: "I respect all religious beliefs."

Social Tolerance: Respect for diverse perspectives and openness to engaging with people holding different views.

Example: "Some of the rules at the orphanage make me uncomfortable."

Openness to Change: Adaptability to social changes, embracing new perspectives and circumstances.

Example: "I accept my friend's opinions.

Preparation of Design

The researcher identified the key dimensions of social maturity and assigned appropriate weightage to each dimension based on their significance. Meticulous attention was given to ensure that the dimensions were distinctly defined and

systematically grouped. This approach helped maintain the clarity and relevance of each dimension while ensuring that the assessment captured all critical aspects of social maturity comprehensively.

Preparation of Draft Scale

The draft scale was prepared in consultation with the supervising teacher to ensure its relevance and alignment with the study objectives. A thorough review of related studies utilizing social maturity scales was conducted to enhance the accuracy and validity of the tool

Table 3

Dimensions wise Distribution of Items in Social Maturity Scale

Dimensions	Item Number	Total Number of Items
Personal Adequacy	1, 5, 7, 10, 12, 15, 17, 19, 21, 24, 26, 28, 32, 36, 40, 45	16
Interpersonal Adequacy	2, 6, 9, 13, 18, 22, 29, 33, 31, 37, 39, 35, 43, 46, 47	15
Social Adequacy	3, 4, 8, 11, 16, 14, 20, 23, 25, 27, , 28, 30, 34, 41, 38, 42, 44	16

Pilot Study

To ensure the items were relevant and clear, a pilot study was conducted with 100 inmates of orphanages in Malappuram district. Based on the findings and feedback from the pilot study, necessary modifications were made to refine and enhance the clarity and suitability of the items.

Try Out of the Scale

The draft scale was tried out on a sample of 100 higher secondary students to analyze the effectiveness of each item

Item Analysis

Item analysis was conducted to standardize the items. The 100 response sheets obtained after the try-out were arranged and the total score of each sheet was calculated.

The data were then ordered in descending order based on the total scores, and the highest 27% and the lowest 27% of the response sheets, with respect to the total scores, were selected. Since the total number of responses was 100, the top 27 and the bottom 27 scores were considered. The average score of each item was calculated for both the upper group (highest 27%) and the lower group (lowest 27%) to assess the discriminative power of each item.

Item analysis was done by using the formula,

$$t \text{ value} = \frac{X_H - X_L}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

X_H. - Mean of the first Group

X_L. - Mean of the second group

(σ_1)-standard deviation of 1st to group

(σ_2)- standard deviation of second group

N_1 -size of first group

N_2. - size of second of group

Item with t value greater than 1.75 are selected for the final scale. The critical ratio (t-value) obtained for each item is given in the table 4.

Table 4

Social Maturity Scale Item Analysis

Sl. No.	t-value	Remarks
1	0.80	Rejected
2	3.03	Accepted
3	3.66	Accepted
4	2.03	Accepted
5	3.71	Accepted
6	4.80	Accepted
7	3.57	Accepted
8	3.44	Accepted
9	2.54	Accepted

Sl. No.	t-value	Remarks
10	2.28	Accepted
11	2.27	Accepted
12	2.62	Accepted
13	2.32	Accepted
14	4.73	Accepted
15	3.14	Accepted
16	3.74	Accepted
17	3.99	Accepted
18	3.82	Accepted
19	5.57	Accepted
20	3.44	Accepted
21	5.21	Accepted
22	3.19	Accepted
23	3.11	Accepted
24	6.09	Accepted
25	6.89	Accepted
26	5.87	Accepted
27	1.72	Rejected
28	3.52	Accepted
29	3.82	Accepted
30	6.01	Accepted
31	3.25	Accepted
32	4.80	Accepted
33	2.68	Accepted
34	2.60	Accepted
35	1.85	Accepted
36	4.34	Accepted
37	3.92	Accepted
38	2.45	Accepted
39	3.73	Accepted
40	0.005	Rejected
41	3.73	Accepted
42	0.55	Rejected

Sl. No.	t-value	Remarks
43	4.32	Accepted
44	0.737	Rejected
45	3.55	Accepted
46	4.40	Accepted
47	3.60	Accepted

Selection of Final Items

Items for the final scale were selected based on the obtained t-value. Items with a t-score above 1.75 were accepted as good items. Out of 47 items, 5 were rejected and 42 were accepted. The final scale consisted of 42 items. (The Malayalam and English versions of the tool are provided as Appendix 1 and Appendix 2.)

Reliability of the Test

Reliability is a crucial aspect of a research tool as it ensures consistency and accuracy. The researcher assessed the reliability of the prepared tool through the split-half method, where the tool was divided into two halves consisting of odd and even items. The correlation between the two halves was determined using the formula.

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{\left[N \sum X^2 - \left(\sum X \right)^2 \right]\left[N \sum Y^2 - \left(\sum Y \right)^2 \right]}}$$

Where ,

ΣX=Sum of X scores

Σ Y= Sum of Y scores.

ΣX =Sum of the squared X scores

ΣY = Sum of the squared Y scores

ΣXY=Sum of the products of paired X and Y scores

N =Number of the paired scores

This correlation coefficient was found to be 0.83. This indicates that the scale is highly reliable.

Validity

To ensure the content validity of the tool, the researcher utilized the three components related to social maturity after consulting with experts. Statements were drafted with appropriate weightage, and these items were reviewed by experts to confirm whether each statement accurately reflected the ideas intended by the investigator. Feedback and suggestions provided by the experts were incorporated into modifications of the items. Additionally, face validity was confirmed for the current scale based on the experts' recommendations.

Data Collection Procedure

Data were collected using the survey method with the social maturity scale. The researcher collected data directly from each sample at 8 orphanages in Malappuram district. After distributing the tool, the researcher provided instructions to the participants on how to fill out the scale. Once the completed scales were collected, the academic achievements of the participants were obtained from their schools, as many orphanages maintained records of the academic performance of their inmates.

Scoring and Consolidation of Data

The collected data using the 5-point scale were scored in the following manner: for positive statements, the scores were assigned as 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree, and 1 for strongly disagree. For negative statements, the scores were assigned in reverse order, as per the scoring for positive statements.

The following statistical techniques were used for conducting the major analysis

Test of Significance of Difference between Mean

The statistical technique, test of significance of different categories is used to find out if there exist any significant difference between sub groups based on gender.

The main difference was calculated by using the formula

Critical ratio $(t) = \dfrac{M_1 - M_2}{\sqrt{\dfrac{\sigma_1{}^2}{N_1} + \dfrac{\sigma_2{}^2}{N_2}}}$

Where

M_1 =Mean of the upper group

M_2=Mean of the lower group

σ_1^2 =Square of SD of first group

σ_2^2=Square of SD of second group

N_1 =Size of the first group

N_2=Size of the second group

ANOVA

Analysis of variance is ANOVA. ANOVA is an effective way to determine whether the mean scores of more than two samples differ significantly. The F value was calculated by using the formula.

$$F \text{ ratio} = \frac{M_{sb}}{M_{sw}}$$

Where,

M_{sb} =Mean square between

M_{sw} = Mean square within

Pearson's Product Moment Co-efficient of Correlation

The statistical technique Pearson's product moment coefficient of correlation was calculated to estimate the relationship between social maturity and academic achievement of images of orphanages in Malappuram district.

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{\left[N\sum X^2 - (\sum X)^2\right]\left[N\sum Y^2 - (\sum Y)^2\right]}}$$

Where ,

ΣX = Sum of X scores

ΣY = Sum of Y scores.

ΣX^2 = Sum of the squared X scores

ΣY^2 = Sum of the squared Y scores

ΣXY = Sum of the products of paired X and Y scores

N = Number of the paired scores

Chapter - IV

ANALYSIS

- o *Preliminary Analysis*

- o *Major Analysis*

ANALYSIS AND INTERPRETATION

The Analysis and Interpretation chapter deals with the statistical analysis of the data collected and its interpretation. The statistical analysis was conducted in reference to the objectives of the present study. The analysis procedure includes the following sub-headings

- Preliminary Analysis
- Major Analysis

Preliminary Analysis

Important statistical constants like mean, median, mode, standard deviation, skewness, and kurtosis were calculated for the entire sample as the initial stage in the analysis process. This helped in gaining a broad understanding of the score distribution. The purpose of the preliminary study was to determine whether the sample, with respect to the criterion variable Social Maturity, was normally distributed.

The mean, median, mode, standard deviation, skewness, and kurtosis of social maturity and academic achievement were calculated for the total sample and subgroups for preliminary analysis. The preliminary analysis for the total sample (N = 210) is presented in Table 5.

Table 5

Values of Mean, Median Mode, Standard Deviation, Skewness and Kurtosis of the Variable Social Maturity for the Total Sample (N=210) Inmates of Orphanages

Variables	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Social Maturity	145.58	146	143	14.3819	-0.842	-0.1956

Discussion

From Table 5, it can be observed that the statistical analysis of social maturity for the total sample shows a mean of 145.58, median of 146, and mode of 143, indicating close alignment among measures of central tendency. The standard deviation is 14.3819,

showing moderate dispersion. A skewness of -0.842 suggests a slight negative skew, and kurtosis of -0.1956 indicates a platykurtic distribution. These findings suggest the data are approximately normally distributed with minor deviations.

Table 6

Values of Mean, Median Mode, Standard Deviation, Skewness and Kurtosis of the Variable Academic Achievement for the Total Sample (N=210) Inmates of Orphanages

Variables	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Academic Achievement	50.475	46.5	63.3	23.2758	0.45825	-0.7214

The statistical analysis of academic achievement reveals a mean of 50.475, median of 46.5, and mode of 63.3, indicating close alignment among the central tendency measures. The skewness value of 0.45825 shows a slight positive skew, while the kurtosis value of -0.7214 indicates a platykurtic distribution. These results suggest that the data are approximately normally distributed.

In the second step of the preliminary analysis, statistical constants such as mean, median, mode, standard deviation, skewness, and kurtosis were calculated for subgroups based on gender. The findings are presented in Tables 7 and 8.

Table 7

Values Obtained for the Statistical Constants for the Social Maturity of Subgroups based on Gender

Sample	Gender	
	Male	Female
Mean	147.04	143.435
Median	147	143
Mode	144	143
SD	13.526	15.3859
Skewness	-0.3049	0.23211
Kurtosis	0.15105	-0.308

Discussion

The mean social maturity score for male inmates is 46.651, while for female inmates it is 56.099. The median and mode closely align with the mean values, further supporting the data's central tendency. The small values for kurtosis and skewness indicate that the data follows a normal distribution.

Table 8

Values Obtained for the Statistical Constants for the Academic Achievement of Sample

Sample	Gender	
	Male	Female
Mean	46.651	56.0992
Median	40.6	57.5
Mode	34	63.3
SD	23.0397	22.5962
Skewness	0.8016	0.02462
Kurtosis	-0.1283	-0.9471

Discussion

Table 8 shows that, the mean academic achievement score for male inmates is 46.65, while for female inmates, it is 56.0992. The positive skewness and platykurtic kurtosis value indicate that the data are approximately normally distributed.

Conclusion

Arithmetic mean, median, mode, standard deviation, skewness and kurtosis were used as statistical constants for the preliminary analysis to assess whether the sample followed a normal probability distribution. The values obtained from Tables 4.3 and 4.4 indicate that the data were normally distributed. Hence, inferential statistics were applied for further analysis and hypothesis testing.

Major Analysis

The collected data were subjected to major analysis following the preliminary analysis to explore the relationship between social maturity and academic achievement of orphanage inmates. The major analysis, aligned with the objectives of the study, is presented under the following headings.

1. Level of social maturity of inmates of orphanages in Malappuram district.

2. Level of academic achievement of inmates of orphanages in Malappuram district.

3. Test of significance of difference between mean score of social maturity and Academic achievement of inmates of orphanages in Malappuram district for the sub group based on gender.

4. Test of significance of difference between mean score of Academic achievement of inmates of orphanages in Malappuram district for the sub groups based on gender

5. Difference in the academic achievement of inmates of orphanages based on the level of social maturity.

6. Relationship between social maturity and academic achievement of inmates of orphanages in Malappuram district.

Level of Social Maturity of Inmates of Orphanages in Malappuram District

The total sample of inmates of orphanages has a mean score of 145.58 in social maturity. The maximum possible score on the social maturity scale is 210, and the minimum possible score is 42, as it is a five-point scale with 42 statements. The mean score obtained for social maturity is 145.58, indicating that the inmates of orphanages in Malappuram district exhibit a moderate level of social maturity.

Level of Academic Achievement of Inmates of Orphanages in Malappuram District

The academic achievement for the total sample of inmates of orphanages in Malappuram district has a mean value of 50.475. The maximum possible score

for academic achievement is 300. Based on the mean value obtained, the academic achievement of inmates of orphanages in Malappuram district is judged to be poor.

Test of Significance of Difference between Mean Scores of Social Maturity and Academic Achievement of Inmates of Orphanages in Malappuram District Based on Gender

The mean scores of social maturity and academic achievement of inmates of orphanages were compared for subgroups based on gender.

Comparison of Social Maturity among Inmates of Orphanages Based on Gender

The total sample was divided into two subgroups based on gender (male and female). The mean scores and standard deviations for the two groups were further subjected to a test of significance between mean scores. The data are presented in Table 9.

Table 9

Comparison of Mean Scores of Social Maturity

Gender	N	Mean	SD	t value	Level of Significance
Male	109	147.04	13.526	1.784	Not significant at 0.05 level
Female	91	143.435	15.385		

Discussion

It is evident from Table 9 that the mean score of social maturity for female inmates is 143.435, with a standard deviation of 15.3859, while for male inmates, it is 147.04, with a standard deviation of 13.526. The calculated t value (1.748) is below the critical t value (1.96), indicating no significant difference in the mean scores of social maturity based on gender. This suggests that social maturity among inmates of orphanages is not influenced by gender. However, since the higher mean score is associated with male inmates, it may be inferred that they exhibit slightly better social maturity compared to female inmates.

The mean scores of the subgroups for social maturity are graphically represented in Figure 1.

Figure 1

Graphical Representation of the Mean Scores Obtained for Social Maturity based on Gender
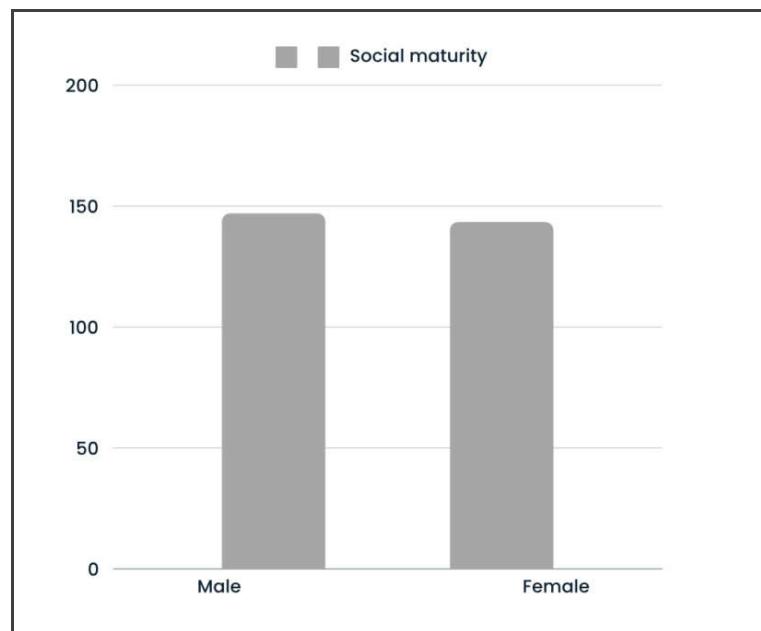
Test of Significance of Difference between Mean Score of Academic Achievement of Inmates of Orphanages in Malappuram District for the Subgroups based on Gendered

Further analysis was conducted to determine whether academic achievement among the sample was influenced by gender. A test of significance was performed to compare the mean scores.

Comparison of Academic Achievement among Inmates of Orphanages Based on Gender

The total sample was divided into two subgroups based on gender (male and female). The mean scores and standard deviations for both groups were then subjected to a test of significance to compare the mean scores. The results of the comparison of mean scores are presented in Table 10.

Table 10

Comparison of Mean Scores of Academic Achievement

Gender	N	Mean	SD	t value	Level of Significance
Male	109	46.651	23.039	2.9509	Significant at 0.05 level
Female	91	56.099	22.596		

Discussion

The mean score of academic achievement for male inmates was 46.65, with a standard deviation of 23.039. For female inmates, the mean score of academic achievement was 56.0992, with a standard deviation of 22.5962. The calculated t-value of 2.950 is greater than the tabled t-value of 1.96 at the 0.05 significance level, indicating a significant difference in the mean academic achievement scores based on gender. From these results, it can be concluded that the academic achievement of female inmates is higher than that of male inmates.

The graphical representation of the obtained mean scores for the two subgroups is presented in Figure 2.

Figure 2

Graphical Representation of Mean Scores of Academic Achievement based on Gender
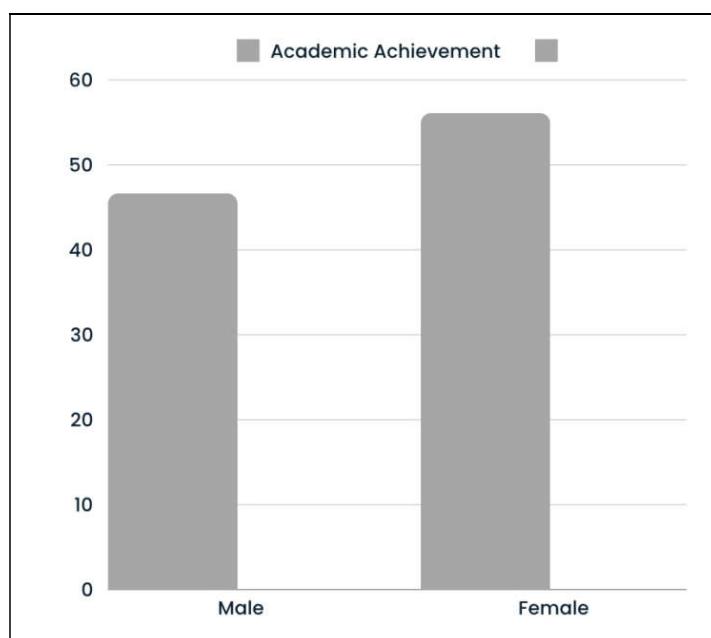
Difference in the Academic Achievements of Inmates of Orphanages based on the Level of Social Maturity

On the basis of level of social maturity, inmates of Orphanages were categorized into three groups

1. Highly Socially Matured.
   Sample with maturity value 159.96 (Mean + SD) and above.

2. Moderately socially matured
   Samples with maturity between the value 159.96 (Mean +SD) and 131.20 (Mean – SD).

3. Low socially matured
   Sample with maturity below the value 131.2 (Mean-SD).

Analysis of variance (ANOVA) was conducted to examine whether academic achievement of inmates of orphanages was influenced by their social maturity. The details of the analysis are presented in Table 11.

Table 11

Data and Results of ANOVA

Academic Achievement	Sum of squares	df	Mean Square	F	Level of Significance
Between Groups	14820.23	2	7410.12		
Within Groups	110850.9	207	235.04	13.847	Significant level at 0.01
Total	125671.13	209			

Discussion

The Analysis of Variance (ANOVA) results revealed a significant effect of social maturity on academic achievement among the three groups of inmates in orphanages based on their level of social maturity. The calculated F-value of 13.847 exceeded the critical F-value of 4.61 at the 0.01 level of significance, indicating that the differences in academic achievement across the three groups of social maturity are statistically significant. This finding suggests that an increase in social maturity is associated with an increase in academic achievement.

Post-hoc Multiple Mean Comparison for the Academic Achievement based on Social Maturity

From Table 11, it is evident that there is a significant difference in social maturity and academic achievement based on the level of social maturity. To further explore this, post-hoc multiple mean comparisons were conducted to determine the extent of differences in academic achievement among the three subgroups based on their levels of social maturity. The details of the post-hoc comparisons for this variable are presented in Table 12.

Table 12

Summary of Post Hoc Comparison of Academic Achievement of the three Subgroups based on Level of Social Maturity

Social Maturity		Highly Matured	Moderately Matured	Less Matured
	Mean Scores	52.5	49.306	43.26
Highly Matured	52.50	0	3.194	9.24
Moderately Matured	49.306		0	6.046
Less Matured	43.26			0

Discussion

The mean difference in academic achievement between the highly socially matured and moderately matured groups is 3.194, indicating a significant difference in their mean scores. Additionally, the mean difference in academic achievement between the highly socially matured group and the less socially matured group is 9.24, further demonstrating a significant difference. Furthermore, the mean difference in academic achievement between the moderately socially matured and less socially matured groups is 6.046, revealing a significant difference between these two subgroups.

Therefore, based on the findings in Table 12, it can be concluded that the level of social maturity significantly influences the academic achievement of orphanage inmates in the Malappuram district.

Relationship between Social Maturity and Academic Achievement of Inmates of Orphanages in Malappuram District

This part of analysis was done to examine the extent of relationship between social maturity and academic achievement of inmates of orphanages in Malappuram district. For this Fisher's *t* test was calculated .The details of Fisher's *t* test is given in Table 13.

Table 13

Details of the Correlation Coefficient and Fisher's t value Calculated for Social Maturity and Academic Achievement of Inmates of Orphanages

Variable	Sample Size	Correlation Coefficient (r)	Fisher's T-test	Standard error	Confidence Interval	Shared Variance (r^2*100)	Level of Significance
Social Maturity	210	0.65	11.146	0.03994	0.58,0.7	42.25	0.01

Discussion

The statistical analysis revealed a strong correlation between social maturity and academic achievement, with a correlation coefficient of 0.65, indicating a moderate to strong positive relationship. This value suggests that inmates of orphanages with a higher level of social maturity tend to have better academic achievement, while those with lower social maturity show poorer academic performance.

The Fisher's t-value of 11.46 confirmed the significance of this correlation, further supported by a narrow confidence interval of (0.58, 0.70) and a low standard error of 0.0399. The shared variance of 42.25% indicates that a substantial proportion of the variance in academic achievement can be explained by social maturity. With a sample size of 210 and a significance level of 0.01, these results provide strong evidence for a meaningful and reliable relationship between the two variables.

Conclusion

The analysis of the present study reveals that the social maturity of orphanage inmates is not dependent on their gender, but their academic achievement is influenced by gender. The findings from the F-value and post-hoc analysis indicate that the academic achievement of orphanage inmates is influenced by their level of social maturity. Furthermore, the correlational analysis, with a correlation coefficient of 0.65 and Fisher's t-value of 11.46, demonstrates a positive relationship between social maturity and academic achievement. This suggests that social maturity plays a significant role in the academic success of orphanage inmates. Specifically, those with higher social maturity tend to perform better academically, while those with lower social maturity show poorer academic achievement

Chapter - V

SUMMARY OF PROCEDURES, CONCLUSION AND SUGGESTIONS

- o *Study in Retrospective*
- o *Major Findings*
- o *Tenability of Hypotheses*
- o *Educational Implications*
- o *Suggestions for Further Research*

SUMMARY OF PROCEDURES, CONCLUSION AND SUGGESTIONS

Data analysis and interpretation are crucial components of a research report, involving a systematic process to uncover underlying connections and patterns. Analysis involves organizing data to extract meaningful insights and reveal underlying truths relevant to the study. This process breaks down complex factors into smaller components, reconfigures them, and interprets the results to uncover hidden relationships and meanings. The interpretation of data depends on the statistical methods employed during analysis. The data are meticulously analyzed and interpreted to ensure accuracy and clarity.

This chapter provides an overview of the research methodology used in the study, presents the major findings, evaluates the validity of the hypotheses, discusses the educational implications and offers recommendations for further research. It serves to summarize the key insights and suggests potential avenues for future exploration in this field.

Study in Retrospect

The title of the problem, variables, objectives, hypothesis and methodology of the present study are briefly listed below.

Restatement of the Problem

The problem of this study was entitled as "**Social Maturity and Academic Achievement of Inmates of Orphanages in Malappuram District**"

Variable of the Study

The study includes two criterion variables

- Social Maturity
- Academic Achievement

The total sample was divided into sub samples based

- Gender
- Level of Social maturity

Objectives of the Study

Objectives of the present study are

1. To find out the level of social maturity of inmates of orphanages in Malappuram district.

2. To find out whether there exists any significant difference in the social maturity of inmates of orphanages in Malappuram district based on gender.

3. To find out academic achievement of inmates of orphanages in malappuram district.

4. To find out whether there exists any significant difference in academic achievement of inmates of orphanages in Malappuram district based on gender and level of social maturity.

5. To find out whether there exists any significant relationship between social maturity and academic achievement of inmates of orphanages in Malappuram district.

Hypotheses of the Study

Hypotheses tested for the present study are ,

1. There exists a significant difference in social maturity of inmates of orphanages in Malappuram district based on gender

2. There exists a significant difference in academic achievement of inmates of orphanages in Malappuram district based on gender and level of social maturity.

3. There exists a significant relation between social maturity and academic achievement of inmates of orphanages in Malappuram district.

Methodology

Methodology is the vital part of a study. The methodology used for the present study is briefly explained here.

The study is quantitative in nature. The study was conducted through descriptive survey method.

Sample Selected

The population of the study includes all the inmates of orphanages in the Malappuram district. Data was collected from a randomly selected sample of 210 inmates who are studying in secondary classes and residing in orphanages within the district.

Tool Used

Social Maturity Scale with three dimensions (personal adequacy, Interpersonal adequacy and social adequacy) was used to test the social maturity of inmates of orphanages (Constructed by Shahla & Nowfal, 2023).

Statistical Techniques Used

The following statistical techniques were used to analyse the data

1. Descriptive statistical analysis
2. Test of significant differences between mean score
3. Correlation
4. ANOVA

Major Findings

Major findings of the study are given below

*   Analysis of the present study reveals that level of social maturity among inmates of orphanages in Malappuram district is moderate.

*   Social maturity of inmates of orphanages has not been influenced by their gender- Male /Female.

- Academic achievement of inmates of orphanages has been found to be poor.

- Academic achievement of inmates of orphanages has been influenced by their gender – Male/Female.

- Academic achievement of inmates of orphanages has been influenced by their level of social maturity

- Inmates of orphanages with high social maturity possess high achievement in academics.

- Inmates of orphanages with low social maturity possess poor achievement in academics.

- There exists a significant relationship between social maturity and academic achievement of inmates orphanages.

Tenability of Hypotheses

Based on the analysis and major findings of the present study, Tenability of the hypotheses was examined.

Hypothesis (1)

- As per the *t* value obtained from test of significance between mean scores of social maturity of inmates of orphanages. There does not exist a significant difference in the social maturity of inmates of orphanages in Malappuram district based on gender. **Hence first Hypothesis is Rejected and Null hypothesis is accepted**.

Hypothesis (2)

- From the test of significance between means scores of academic achievement of male and female inmates of orphanages, *t* value obtained indicates that There exist a significant difference in academic achievement of inmates of orphanages in Malappuram district based on gender. **Hence the first part of second hypothesis is accepted.**

- From the analysis of variance and post hoc analysis of the data. It is very clear that, Academic achievement of inmates of orphanages in Malappuram district is

influenced by their social maturity level. **So the second part of the hypothesis 2** (There exists a significant difference in the academic achievement of inmates of orphanages in Malappuram district based on their social maturity level) **can be accepted. Hence the second hypothesis is accepted.**

Hypothesis (3)

- From the calculated F value (13.847) and post hoc analysis of the data ,it is clear that social maturity and Academic Achievement of inmates of orphanages are related. **Hence third hypothesis is accepted** as there exists a significant relation between social maturity and academic achievement of inmates of orphanages in Malappuram district.

Educational Implications

Early Identification and Assessment of Student Behavior to Develop Social Maturity

The findings of this study suggest that early identification and assessment of social maturity among orphanage inmates is crucial in fostering their overall development. Both orphanages and schools should adopt proactive strategies to identify students' behavioral patterns and potentials for improvement at the earliest stage. This can enable educators and caregivers to design and implement targeted interventions and support systems to enhance students' social maturity. By identifying students' social strengths and weaknesses early, personalized plans can be developed to address specific behavioral needs. These strategies can include:

- **Personalized Plans**: Tailoring intervention plans to address each student's unique behavioral needs, ensuring that their social maturity is nurtured effectively.

- **Proper Guidance**: Providing structured support to help students develop key social skills such as communication, empathy, and maturity.

- **Supportive Environment**: Creating an atmosphere that encourages positive behaviors and emotional well-being.

- **Development of Healthy Relationships**: Fostering interactions between students, caregivers, and educators to build a nurturing and supportive network.

- **Progress Monitoring and Adjustments**: Regularly assessing students' progress and adjusting intervention strategies as needed to maintain continuous development.

These proactive approaches, supported by a structured framework, can significantly contribute to students' social maturity, which is crucial for their academic success, personal growth, and future career prospects.

Ensuring Attendance and Punctuality to Develop a Sense of Responsibility

The study emphasizes the critical role that attendance and punctuality play in fostering a sense of responsibility among orphanage inmates. Ensuring regular attendance and punctuality in both orphanages and schools can serve as a foundational strategy to develop essential life skills. These practices can have several positive impacts on students' behavior and social development, including:

- **Accountability**: Regular attendance and punctuality encourage inmates to take responsibility for their actions and commitments, reinforcing a sense of accountability.

- **Routine Development**: Consistent school attendance establishes a daily routine, helping inmates develop a sense of security and control over their lives.

- **Time Management**: Punctuality teaches inmates how to manage time effectively, meet deadlines, and balance various responsibilities.

- **Respect for Authority**: Regular attendance and punctuality foster respect for authority figures, promoting positive interactions with teachers and caregivers.

- **Self-Discipline**: A consistent routine helps inmates develop self-discipline, cultivating habits of punctuality and responsibility.

- **Goal-Oriented Mindset**: Maintaining regular attendance helps inmates set goals and understand the importance of hard work in achieving success.

- **Social Skills**: Interactions with peers and educators in a structured environment enhance students' social and interpersonal competencies.

- **Emotional Regulation**: For inmates who may have experienced trauma, the regularity of school attendance can aid in emotional management and coping strategies.

Ensuring consistent attendance and punctuality ultimately supports the holistic development of students, preparing them for both academic success and social integration.

Implementing Advanced Group Activities to Develop Social Skills

The study also highlights the importance of group activities in developing the social maturity of orphanage inmates. Advanced group activities can serve as powerful tools for promoting teamwork, communication, conflict resolution, and emotional regulation. By engaging students in collaborative exercises, both orphanages and schools can help them acquire essential social skills that contribute to their personal and academic growth. These activities can:

- **Promote Teamwork**: Group tasks that require collaboration, mutual support, and problem-solving help students develop teamwork skills.

- **Enhance Communication Skills**: Through group discussions and role-playing, inmates can improve both verbal and non-verbal communication, as well as active listening and empathy.

- **Teach Conflict Resolution**: Group activities provide a platform to teach students how to manage disagreements, negotiate, and resolve conflicts constructively.

- **Build Trust and Rapport**: Interacting in group settings helps students develop trust and rapport with peers, fostering healthy relationships.

- **Promote Adaptability**: Working in diverse teams enhances students' ability to adapt and collaborate in varying situations.

- **Foster Leadership Qualities**: Group projects and leadership roles in activities allow students to develop leadership skills and gain confidence in decision-making.

- **Enhance Problem-Solving Skills**: Activities that challenge students to think critically and creatively help them develop problem-solving abilities.

- **Develop Emotional Skills**: Group interactions promote emotional intelligence, helping students better understand and manage their emotions.

Examples of such activities include collaborative group projects, role-playing scenarios, debates, community service initiatives, and creative performances. These activities foster both academic and personal growth by enhancing social maturity.

Providing Modern and Appealing Facilities to Foster Positive Learning Environments

The study reveals that creating a positive learning environment in orphanages is integral to developing social maturity and academic engagement. Orphanages and schools must provide modern, attractive facilities that encourage academic performance, emotional well-being, and the development of social skills. These facilities should be designed to:

- **Enhance Academic Engagement**: A stimulating and well-equipped environment supports active learning and encourages students to engage with their academic work.

- **Promote Emotional Support and Psychological Well-Being**: Safe, welcoming spaces help students feel emotionally supported and secure, enabling them to focus on their personal and academic growth.

- **Encourage Social Skills Development**: Environments that promote interaction, cooperation, and communication among peers help inmates develop essential social skills.

- **Foster Creativity and Exploration**: Providing spaces for curiosity-driven exploration, such as creative arts and science labs, supports the development of creativity and critical thinking.

- **Facilitate Successful Societal Integration**: A positive environment supports students' emotional and social growth, which is key for their successful reintegration into society.

By investing in modern, appealing, and supportive facilities, orphanages can provide an environment that nurtures both the academic and personal growth of their inmates.

Supporting Orphanages and Teachers with Resources and Positive Work Environments

The study findings emphasize the need to equip orphanages and teachers with the necessary resources and support to enhance the social maturity of inmates. It is essential to provide orphanages with:

- **Adequate Funding and Resources**: Ensuring orphanages have the infrastructure, educational materials, and services like counseling to support the development of social maturity.

- **Access to Quality Education and Healthcare**: Orphanages should provide inmates with access to quality educational programs and healthcare services to address their academic and emotional needs.

- **Stable and Nurturing Environment**: A secure, stable environment where children feel cared for and supported is critical for their emotional and social development.

- **Community Involvement and Mentorship Programs**: Encouraging community involvement and mentorship can provide additional support to orphanage inmates and further promote social growth.

Similarly, teachers should be supported by:

- **Training in Social-Emotional Development**: Providing teachers with professional development opportunities in social-emotional learning (SEL) equips them to foster social maturity in their students.

- **Resources for Curriculum Development**: Teachers need access to resources that allow them to develop a curriculum that incorporates social skills, emotional intelligence, and academic achievement.

- **Collaboration and Teamwork**: Encouraging teachers to work collaboratively enhances their effectiveness in promoting social maturity across the school environment.

- **Recognition of Teacher Efforts**: Acknowledging the efforts of teachers through awards or recognition can motivate them to continue fostering the development of social maturity in their students.

Providing these supports will enable orphanages and teachers to create a nurturing and positive environment that enhances the social maturity and academic success of students.

Promoting Gender Equality in Orphanages and Schools

The study underscores the importance of promoting gender equality within orphanages and schools to ensure equal opportunities for both male and female students. Gender equality fosters an inclusive and respectful environment where all students can reach their full potential. By focusing on gender equality, orphanages can:

- **Eliminate Discrimination and Marginalization**: Gender-sensitive policies can help eliminate any biases that may hinder the development of inmates based on their gender.

- **Empower All Students**: Equal opportunities for both males and females allow all students to excel academically and socially.

- **Create an Equitable and Inclusive Society**: Promoting gender equality nurtures a culture of respect, empathy, and understanding, benefiting both individuals and the wider community.

Ensuring gender equality in orphanages and schools is crucial for fostering a fair and inclusive learning environment that supports the social and academic development of all students.

Flexibility in Curriculum to Enhance Social Skills, Maturity, and Academic Achievement

The study suggests that the curriculum in orphanages should be flexible and adaptable to address the diverse needs of students, including those with varying levels of social maturity. A flexible curriculum can:

- **Incorporate Updated Content**: The curriculum should include modern topics that address current issues, such as technology, sustainability, and global citizenship.

- **Promote Social Skills Development**: By incorporating group activities and social interactions, the curriculum can foster social maturity and emotional intelligence.

- **Enhance Critical Thinking and Maturity**: Emphasizing problem-solving, decision-making, and emotional intelligence in the curriculum can help students develop maturity.

- **Foster Academic Achievement**: Innovative teaching methods, such as skill-based learning, can help inmates reach their academic potential.

- **Support Inclusive Learning**: Creating an inclusive learning environment ensures that every student, regardless of their background, feels valued and supported.

- **Support Character Development**: The curriculum should foster values like empathy, kindness, and respect, which are essential for personal growth and societal integration.

A flexible and responsive curriculum that incorporates these elements will help orphanage inmates achieve their full academic and social potential

Suggestions for Further Studies

☐ The similar study can be conducted among primary level Inmates of Orphanages in Malappuram and other districts.

☐ The variable social maturity can be studied by correlating with other relevant variables like emotional maturity.

☐ Social maturity of inmates of orphanages can be correlated with other school going students residing with their family.

☐ Social maturity of inmates of orphanages can be studied by correlating with the organisational climate of orphanages.

☐ A study can be conducted on the effect of mentorship by teachers and authorities on the academic achievement and social maturity of inmates of orphanages.

☐ Role of extracurricular activities in social maturity of inmates of orphanages can be examined .

☐ Effect of counselling for inmates of orphanages can be conducted as experimental study

☐ Socio-economic factors can be correlated with social maturity and academic achievement of inmates of orphanages

☐ Peer support programs and their effectiveness on development of inmates of orphanages can be examined.

☐ Life skills training and effectiveness on the social maturity of inmates of orphanages can be Investigated.

APPENDICES

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വ്യക്തിപരമായ വിവരങ്ങൾ

പേര്   :

ആൺകുട്ടി/പെൺകുട്ടി   :

താമസിക്കുന്ന ഓർഫനേജ്   :

പഠിക്കുന്ന വിദ്യാലയം   :

പഠിക്കുന്ന ക്ലാസ്സ്   :   :

നിർദ്ദേശങ്ങൾ

താഴെപ്പറയുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചശേഷം അവ നിങ്ങ ളുടെ ജീവിതവുമായി എത്രമാത്രം ബന്ധപ്പെട്ടിരിക്കുന്നു എന്ന് തീരുമാനിക്കുക. ഓരോ പ്രസ്താവനയുടെ നേരെയും പൂർണമായും യോജിക്കുന്നു, യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിയോജിക്കുന്നു, പൂർണ്ണമായും വിയോജിക്കുന്നു എന്ന അഞ്ചു പ്രതികരണങ്ങൾ തന്നിരി ക്കുന്നു. നിങ്ങളുടെ പ്രതികരണത്തിന് നേരെ ടിക്ക് (✓) മാർക്ക് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്തുവാൻ പ്രത്യേകം ശ്രദ്ധിക്കുക.

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3	ക്ലാസ്സ്റൂമിൽ നടക്കുന്നചർച്ചകളിൽ സജീവമായി പങ്കെടു ക്കാൻ സാധിക്കാറില്ല				

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4	എനിക്ക് ശുഭാപ്തി വിശ്വാസമുണ്ട്				
5	സുഹൃത്ബന്ധങ്ങൾ വിപുലമാക്കാൻ ശ്രമിക്കാറുണ്ട്				
6	പരാജയങ്ങളിൽ നിന്ന് പാഠം ഉൾകൊള്ളാൻ ശ്രമിക്കാറുണ്ട്				
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8	കൂട്ടുകാർക്ക് പ്രയാസങ്ങൾ ഉണ്ടാകുമ്പോൾ സഹായിക്കാറുണ്ട്				
9	ഒഴിവു സമയങ്ങളിൽ ഒറ്റപ്പെടൽ അനുഭവിക്കാറുണ്ട്				
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11	ചെയ്യേണ്ട കാര്യങ്ങൾ സമയ ബന്ധിതമായിചെയ്യാൻ സാധിക്കാറില്ല				
12	കൂട്ടുകാരുടെ പ്രശ്നങ്ങൾ കേൾക്കുമ്പോൾ സങ്കടം വരാറുണ്ട്				
13	സാമൂഹ്യ കടമകളെ കുറിച് എനിക്ക് പൂർണ്ണ ബോധ്യം ഉണ്ട്				
14	അധ്യാപകരുമായി നല്ല ബന്ധം ഉണ്ടാക്കാൻ കഴിയാറില്ല				
15	പ്രായമായവരോട് ബഹുമാനം പ്രകടിപ്പിക്കാറുണ്ട്				
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17	എന്റെ സന്തോഷ നിമിഷങ്ങൾ കൂട്ടുകാരുമായി പങ്കിടാറുണ്ട്				
18	ചെയ്യുന്ന കാര്യങ്ങൾ ശെരിയാണെന്ന് എനിക്ക് വിശ്വാസമുണ്ട്				
19	ഓർഫനേജിലെ ചില നിയമങ്ങൾ എനിക്ക് ബുദ്ധിമുട്ടുണ്ടാക്കാറുണ്ട്				
20	പരാജയങ്ങൾ എനിക്ക് മാനസിക ബുദ്ധിമുട്ട് ഉണ്ടാക്കാറുണ്ട്				
21	ഓർഫനേജിലെ പുറത്ത് എനിക്ക് സുഹൃത്ബന്ധങ്ങൾ ഇല്ല				

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു
22	സ്കൂളിൽ നല്ലരീതിയിൽഅറിയപ്പെടാൻ ശ്രമിക്കാറുണ്ട്				
23	സാഹചര്യങ്ങൾക്കനുസരിച്ച് പെരുമാറാൻ എനിക്ക് സാധിക്കാറുണ്ട്				
24	സ്കൂളിൽ നടക്കുന്ന പ്രശ്നങ്ങളെ പരിഹരിക്കുന്നതിൽ ഭാഗമാകാറുണ്ട്				
25	എന്റെ കഴിവുകളെ കുറിച്ച് കൃത്യമായ ബോധ്യമുണ്ട്				
26	മറ്റുള്ളവരിൽ നിന്ന് പ്രചോദനം ഉൾക്കൊള്ളാറുണ്ട്				
27	എന്റെ കൂടെ താമസിക്കുന്നവർ എന്റെ കൂട്ടുകാരാണ്				
28	ക്ലാസ്സിൽ ചർച്ചകൾ നടക്കുമ്പോൾ എന്റെ അഭിപ്രായങ്ങൾ പറയാറുണ്ട്				
29	സുഹൃത്തുക്കളുമായി സമയം ചിലവഴിക്കുമ്പോൾ സന്തോഷം ലഭിക്കാറുണ്ട്				
30	ഇഷ്ടപ്പെടാത്ത കാര്യങ്ങൾ കാണുമ്പോൾ ഞാൻ പ്രതികരിക്കാറുണ്ട്				
31	എന്റെ പ്രയാസ നിമിഷങ്ങൾ കൂട്ടുകാരുമായി പങ്കിടാറുണ്ട്				
32	മുതിർന്നവരുമായി സംസാരിക്കാൻ ആത്മവിശ്വാസക്കുറവുണ്ട്				
33	സുഹൃത്തുക്കളല്ലാത്തകുട്ടികളുമായി ഇടപഴകുമ്പോൾ ബുദ്ധിമുട്ടുകൾ അനുഭവപ്പെടാറുണ്ട്				
34	അധ്യാപകർ എന്റെ തെറ്റുകൾ പറഞ്ഞു തരുമ്പോൾ ഞാൻ തിരുത്താറുണ്ട്				
35	കൂട്ടുകാരുടെ അഭിപ്രായങ്ങൾ സ്വീകരിക്കാറുണ്ട്				
36	എല്ലാ മാതാവിശ്വാസങ്ങളെയും ബഹുമാനിക്കാറുണ്ട്				
37	എനിക്ക് അറിയാവുന്ന കാര്യങ്ങൾ മറ്റുള്ളവരുമായി ചർച്ച ചെയ്യാറുണ്ട്				
38	സമൂഹത്തിൽ നിന്ന് ഒറ്റപ്പെടൽ അനുഭവിക്കാറുണ്ട്				
39	അധ്യാപകർ ക്ലാസ്സിൽനിന്ന് ചോദ്യം ചോദിക്കുമ്പോൾ എനിക്ക് അറിയാവുന്നതും പറയാൻ സാധിക്കാറില്ല				

ക്രമ നമ്പർ	പ്രസ്താവന	ഒട്ടും യോജിക്കുന്നില്ല	യോജിക്കുന്നു	ഉറപ്പില്ല	തീർത്തും യോജിക്കുന്നു
40	ഒറ്റക്കിരിക്കുമ്പോൾ മാനസികപ്രയാസംതോന്നാറുണ്ട്				
41	ഒഴിവു സമയം കൂട്ടുകാരുമായി ചിലവഴികാറുണ്ട്				
42	ഓർഫനേജിലേക്ക് പുതുതായി വരുന്ന കുട്ടികളോട് പെട്ടന്ന് കൂട്ടുകൂടാറില്ല				

FAROOK TRAINING COLLEGE

Research Centre in Education

SOCIAL MATURITY SCALE FOR INMATES OF ORPHANAGES IN MALAPPURAM DISTRICT

Dr. Nowfal C.   **Shahla M.**
Assistant Professor   M.Ed. Student

Personal Informations

Name   :

Boy or Girl   :

Residing Orphanage. :

School.   :

Class   :

Instructions

Read each statement carefully and decide how much it relates to your life. For each statement, mark your response with a tick (✓) for:

- Fully Agree
- Agree
- No Opinion
- Disagree
- Fully Disagree

Please carefully respond to all statements.

Sl No.	Statement	Fully Agree	Agree	No Opinion	Disagree	Fully Disagree
1	I am interested in participating in group activities.					
2	I am afraid to respond to social issues.					
3	I cannot actively participate in classroom discussions.					

Sl No.	Statement	Fully Agree	Agree	No Opinion	Disagree	Fully Disagree
4	I have confidence in my abilities.					
5	I try to expand my friendships.					
6	I try to learn from my failures.					
7	I feel hesitant to express my opinions in class.					
8	I help my friends when they are in trouble.					
9	I feel lonely during free time.					
10	I am interested in participating in social service activities.					
11	I cannot complete tasks on time.					
12	I feel sad when I hear about my friends' problems.					
13	I am fully aware of my social responsibilities.					
14	I cannot establish a good relationship with teachers.					
15	I show respect to elderly people.					
16	I find happiness in doing things myself.					
17	I share my happy moments with friends.					
18	I believe that what I do is right.					
19	Some rules in the orphanage confuse me.					
20	Failures depress me mentally.					
21	I don't have friends outside the orphanage.					
22	I try to be recognized in school.					
23	I adapt to situations.					
24	I participate in solving problems in school.					
25	I have a clear understanding of my abilities.					
26	I get inspiration from others.					
27	Those who live with me are my friends.					
28	I express my opinions during class discussions.					
29	I enjoy spending time with friends.					
30	I react when I see things I don't like.					

Sl No.	Statement	Fully Agree	Agree	No Opinion	Disagree	Fully Disagree
31	I share my difficulties with friends.					
32	I lack confidence when speaking with adults.					
33	I face difficulties when interacting with children who are not my friends.					
34	When teachers point out my mistakes, I correct them.					
35	I accept my friends' opinions.					
36	I respect all beliefs.					
37	7.1 discuss things I know with others.					
38	I feel isolated from society.					
39	When teachers ask questions in class, I know the answers but cannot say them.					
40	I feel mentally stressed when alone.					
41	I spend my free time with friends.					
42	I don't easily get along with new children who come to the orphanage.					