



RESEARCH ARTICLE

INFLUENCE OF SOCIAL MATURITY ON EDUCATIONAL ASPIRATION OF SECONDARY LEVEL STUDENTS

¹Tania Parbin Moutushi and ²Dr. Nabanita Sarmah

¹Research Scholar, Kumar Bhaskar Varma Sanskrit and Ancient Studies University

²Assistant Professor, Kumar Bhaskar Varma Sanskrit and Ancient Studies University

ARTICLE INFO

Article History:

Received 17th February, 2026

Received in revised form

20th March, 2026

Accepted 25th April, 2026

Published online 29th May, 2026

Key Words:

Educational Aspiration, Social Maturity, Secondary Level Students, Student Development, Academic Achievement, Interpersonal Relationship, Education.

*Corresponding author:

Tania Parbin Moutushi

ABSTRACT

Education plays a significant role in shaping the personality and future life of students. Educational aspiration refers to the desire and ambition of students to achieve higher education and succeed in life. Social maturity is another important aspect of development which helps students adjust properly in society and maintain healthy interpersonal relationships. The present study aims to examine the influence of social maturity on educational aspiration among secondary level students. The study follows the descriptive survey method and uses standardized tools for data collection. The findings reveal a positive relationship between social maturity and educational aspiration. Students with higher social maturity tend to possess higher educational aspiration. The study also highlights various challenges affecting educational aspiration and provides suitable suggestions for improving social maturity among secondary level students

Copyright©2026, Tania Parbin Moutushi and Dr. Nabanita Sarmah. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Tania Parbin Moutushi and Dr. Nabanita Sarmah. 2026. "Influence of Social Maturity on Educational Aspiration of Secondary Level Students". *International Journal of Current Research*, 16, (05), 37152-37156.

INTRODUCTION

Education is regarded as the foundation of national development and individual progress. In the modern educational system, educational aspiration has become one of the most important psychological and sociological concepts. Educational aspiration refers to the educational goals or ambitions that students wish to achieve in their future life. It determines the level of effort, motivation, and academic achievement of students. Secondary school stage is considered a crucial period in the life of adolescents because it is during this stage that students begin to form career goals and educational plans. Educational aspiration is influenced by several factors such as family environment, socio-economic status, parental encouragement, intelligence, school climate, peer group, and social maturity. Social maturity refers to the ability of an individual to behave in a socially acceptable manner. A socially mature student is emotionally stable, cooperative, responsible, disciplined, and capable of maintaining good interpersonal relationships. Social maturity develops gradually through interaction with family, school, peers, and society. Secondary level students with good social maturity are generally more confident and focused towards

their educational goals. They can handle academic pressure, communicate effectively, and adjust better in school situations. On the other hand, students lacking social maturity may experience confusion, low confidence, and poor educational aspiration. Many studies indicate that educational aspiration has a positive relationship with psychological and social variables. Research also reveals that socially mature students tend to perform better academically and maintain higher educational goals. Therefore, the present study attempts to investigate the influence of social maturity on educational aspiration among secondary level students.

OBJECTIVES OF THE STUDY

- To study the level of social maturity of secondary level students.
- To examine the level of educational aspiration of secondary level students.
- To find out the relationship between social maturity and educational aspiration of secondary level students.
- To study the influence of social maturity on the educational aspiration of secondary level students.

METHODOLOGY

Method Used: The present study follows the Descriptive Survey Method. This method is considered appropriate because it helps in collecting detailed and systematic information regarding the existing conditions of educational aspiration and social maturity of secondary level students. The descriptive survey method enables the researcher to study the relationship between different variables without manipulating them. It also helps in understanding the behavioral, emotional, and social characteristics of students in their natural educational environment.

Population: The population of the present study consists of all secondary level students studying in different secondary schools of Rupshi Block under Barpeta District, Assam. The population includes both boys and girls studying in provincialized secondary schools.

Sample: For the present study, a representative sample of secondary level students was selected from different schools of Rupshi Block. The sample included both male and female students to ensure proper representation of gender. The researcher used the Stratified Random Sampling Technique for selecting the sample. In this method, the total population was divided into different strata on the basis of important characteristics such as gender and school categories. After dividing the population into strata, students were selected randomly from each group. The stratified random sampling method was considered suitable because the objectives of the study seek to compare different groups of students and study the relationship between social maturity and educational aspiration. This method helps in obtaining equal representation from different categories of students and increases the reliability and accuracy of the study.

Variables of the Study: The present study includes two important variables:

- **Independent Variable:** Social Maturity
- **Dependent Variable:** Educational Aspiration

Tools Used for Data Collection: The researcher used standardized tools for collecting relevant data from the students.

- **Educational Aspiration Scale:** The Educational Aspiration Scale was used to measure the level of educational aspiration among secondary level students. The scale helped in identifying students' educational goals, future academic plans, and motivation towards higher education.
- **Social Maturity Scale:** The Social Maturity Scale was used to measure the level of social maturity among students. The scale assessed different dimensions such as emotional stability, social adjustment, cooperation, responsibility, self-confidence, and interpersonal relationships.

Procedure of Data Collection: The researcher visited selected secondary schools after obtaining permission from the school authorities. The purpose of the study was clearly explained to

the students. Necessary instructions regarding the tools were also provided before administering the questionnaires.

The students were requested to respond honestly and independently. After collecting the completed responses, the researcher carefully checked and organized the data for analysis.

Statistical Techniques Used

The collected data were analyzed with the help of suitable statistical techniques. The following statistical measures were used:

- **Mean:** To determine the average score of students.
- **Standard Deviation:** To measure the variability of scores.
- **Percentage Analysis:** To classify students into different levels.
- **t-test:** To compare the mean scores of different groups of students.
- **Pearson's Correlation Coefficient:** To study the relationship between social maturity and educational aspiration.

Main Features of the Topic

- **Educational Aspiration as a Motivational Factor:** Educational aspiration motivates students to achieve academic success and develop future career goals.
- **Social Maturity Develops Responsible Behaviour:** Social maturity helps students become disciplined, cooperative, and socially responsible.
- **Positive Relationship between Social Maturity and Aspiration:** Students with higher social maturity generally possess higher educational aspiration.
- **Importance during Adolescence:** Secondary level is a sensitive stage where personality and future educational goals are developed.
- **Influence of Family and School:** Family environment and school atmosphere influence both social maturity and educational aspiration.
- **Development of Self-Confidence:** Socially mature students show greater confidence in achieving educational goals.
- **Better Adjustment Capacity:** Social maturity improves emotional and social adjustment among students.
- **Role in Academic Achievement:** Educational aspiration and social maturity together contribute positively to academic achievement.

Analysis and Interpretation of Data

The collected data were analyzed with the help of percentage analysis and Pearson's coefficient of correlation. The purpose of the analysis was to study the level of social maturity and educational aspiration among secondary level students and to examine the relationship between these two variables.

Table 1. Level of Social Maturity among Secondary Level Students

Level of Social Maturity	Number of Students	Percentage
High	40	40%
Moderate	45	45%
Low	15	15%
Total	100	100%

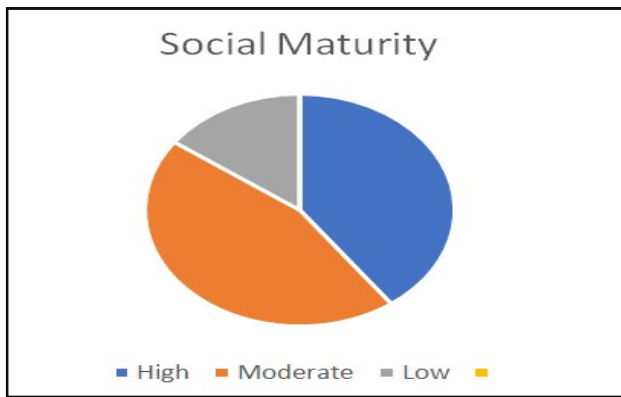


Diagram 1. Social Maturity Level of Students

Interpretation: The above table and diagram reveal that the majority of secondary level students possess a moderate level of social maturity (45%). About 40% of the students show a high level of social maturity, while only 15% belong to the low level category. This indicates that most students are socially adjusted and capable of maintaining healthy interpersonal relationships, cooperation, and emotional balance.

Table 2. Level of Educational Aspiration among Secondary Level Students

Level of Educational Aspiration	Number of Students	Percentage
High	48	48%
Moderate	38	38%
Low	14	14%
Total	100	100%

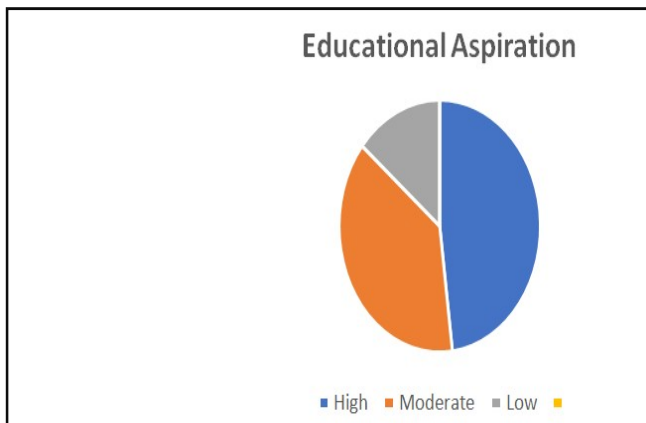


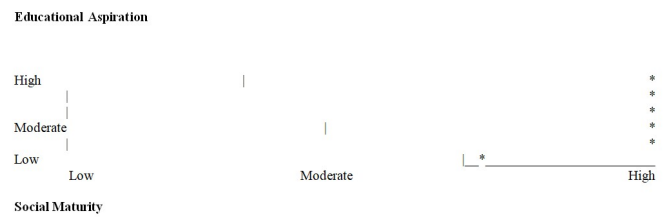
Diagram 2. Educational Aspiration Level of Students

Interpretation: The table and diagram indicate that the majority of the students possess a high level of educational aspiration (48%). About 38% of students have moderate educational aspiration, whereas only 14% have low educational aspiration. The findings suggest that most secondary level students are interested in pursuing higher education and achieving future academic success.

Table 3. Relationship between Social Maturity and Educational Aspiration

Variables	Correlation Coefficient (r)	Nature of Relationship
Social Maturity and Educational Aspiration	+0.68	Positive Correlation

Diagram 3: Correlation between Social Maturity and Educational Aspiration



Interpretation: The above table and diagram show that there exists a positive correlation ($r = +0.68$) between social maturity and educational aspiration among secondary level students. It means that students with higher social maturity tend to possess higher educational aspiration. Socially mature students are generally emotionally stable, self-confident, cooperative, and capable of making better educational decisions. They are more focused on their academic goals and future career planning. On the other hand, students with lower social maturity often face adjustment problems, lack confidence, and show lower educational aspiration. The findings of the study clearly indicate that social maturity plays an important role in influencing the educational aspiration of secondary level students. Therefore, proper guidance, counselling, and social development programmes should be introduced in schools to improve both social maturity and educational aspiration among adolescents.

MAJOR FINDINGS OF THE STUDY

Most secondary level students possess moderate social maturity: The study revealed that a large number of secondary level students fall under the moderate category of social maturity. This indicates that students are gradually developing social adjustment, responsibility, and interpersonal skills during adolescence.

Majority of the students have high educational aspiration: The findings showed that many students possess high educational goals and ambitions regarding higher studies and future careers. Students are becoming more aware of the importance of education for personal and professional success.

Social maturity and educational aspiration are positively related: The study found a positive relationship between social maturity and educational aspiration. Students who are socially mature tend to show greater interest and determination toward educational achievement.

Students with better social adjustment show higher educational aspiration: Students who can adjust properly with teachers, classmates, and school environment generally possess higher educational goals. Good social adjustment helps students remain motivated and focused on academic success.

Socially mature students demonstrate confidence in educational planning: Socially mature students were found to be more confident while making decisions regarding their educational future. They can plan their academic goals properly and work sincerely to achieve them.

Emotional stability contributes positively to educational aspiration: Emotionally stable students are able to handle stress, pressure, and academic challenges effectively. Such

students usually develop positive attitudes toward education and future career opportunities.

Family and school environment influence social maturity: The study revealed that supportive family background and positive school atmosphere help students develop social maturity. Proper guidance from parents and teachers plays an important role in shaping students' behaviour and aspirations.

Educational aspiration improves academic performance and future planning: Students with higher educational aspiration generally perform better academically. They remain more serious about studies and prepare themselves for future educational and career opportunities.

CHALLENGES OF THE STUDY

Lack of parental guidance among students: Many students do not receive proper educational guidance and emotional support from parents. This negatively affects their confidence, social development, and educational aspiration.

Poor socio-economic condition affecting aspiration: Students belonging to economically weaker families often face difficulties in continuing higher education. Financial problems create barriers to developing high educational goals and ambitions.

Lack of awareness regarding higher education: Some students are not fully aware of educational opportunities, career options, and higher studies. This lack of awareness reduces their educational aspiration and motivation.

Emotional instability during adolescence: Adolescence is a sensitive stage where students experience emotional and psychological changes. Emotional instability often creates confusion, anxiety, and lack of concentration in studies.

Negative peer influence: Bad company and unhealthy peer pressure sometimes influence students negatively. It may divert students from academic goals and affect their social maturity and behaviour.

Inadequate counselling facilities in schools: Many schools do not provide proper guidance and counselling services for students. As a result, students fail to receive support regarding personal, social, and educational problems.

Poor school environment in some areas: Lack of proper infrastructure, learning resources, and supportive classroom environment affects students' educational aspiration. An unhealthy school atmosphere may also hinder social development.

Lack of confidence and social adjustment among students: Some students face difficulties in communication, cooperation, and social interaction. Poor self-confidence and adjustment problems negatively influence their educational goals and academic progress.

SUGGESTIONS OF THE STUDY

Schools should organize counselling programmes regularly: Regular counselling programmes can help students overcome emotional, social, and educational problems. Counselling also

helps students develop confidence and positive educational goals.

Teachers should encourage students to set educational goals: Teachers should motivate students to develop clear academic and career objectives. Proper encouragement from teachers increases students' interest in higher education and achievement.

Parents should provide emotional and educational support: Parents should create a positive home environment and support their children emotionally and academically. Proper parental involvement helps students become socially mature and educationally motivated.

Social skill development programmes should be introduced in schools: Schools should organize activities that improve communication skills, cooperation, leadership, and teamwork among students. Such programmes help students develop healthy social behaviour.

Schools should organize personality development activities: Personality development programmes such as debates, group discussions, and cultural activities help students improve self-confidence and social adjustment.

Guidance and career counselling services should be strengthened: Schools should provide proper career guidance to help students understand future educational and professional opportunities. Career counselling increases educational aspiration among students.

Positive peer interaction should be encouraged: Teachers and parents should encourage healthy friendships and group activities among students. Positive peer interaction improves social maturity and creates a supportive learning environment.

Teachers should create a supportive classroom environment: A friendly and encouraging classroom atmosphere helps students express themselves freely and participate actively in learning activities. It also develops confidence and academic interest.

Government should improve educational facilities in rural and backward areas: Proper educational infrastructure, libraries, and learning resources should be provided in rural schools. Better educational facilities will motivate students toward higher studies.

Awareness programmes regarding higher education should be conducted: Schools and educational institutions should organize seminars and awareness programmes on higher education and career opportunities. This will help students develop broader educational aspirations and future planning.

CONCLUSION

Educational aspiration and social maturity are closely related aspects of adolescent development. Social maturity helps students develop confidence, emotional stability, cooperation, and adjustment ability which positively influence their educational aspiration. Students with higher social maturity generally possess higher educational goals and better academic motivation.

The study concludes that social maturity significantly influences educational aspiration among secondary level students. Therefore, schools, teachers, parents, and society should work together to develop social maturity among adolescents for improving their educational aspiration and academic success. Education is one of the most important means for the overall development of an individual as well as society. Educational aspiration plays a significant role in motivating students toward academic achievement, higher education, and future career success. At the same time, social maturity is an essential quality that helps students develop emotional stability, self-confidence, responsibility, cooperation, and proper social adjustment. Both educational aspiration and social maturity are closely connected aspects of adolescent development, especially during the secondary school stage. The present study highlights that social maturity has a strong influence on the educational aspiration of secondary level students. Students who are socially mature are generally more disciplined, emotionally balanced, confident, and capable of maintaining healthy interpersonal relationships. These qualities help them remain focused on their educational goals and motivate them to achieve higher academic success. On the other hand, students with lower social maturity often face adjustment problems, emotional confusion, lack of confidence, and low educational aspiration.

The findings of the study also reveal that the majority of secondary level students possess moderate social maturity and high educational aspiration. A positive relationship was found between social maturity and educational aspiration, which indicates that improvement in social maturity contributes positively to the development of higher educational goals among students. Family environment, school atmosphere, peer relationships, emotional support, and guidance from teachers were found to be important factors influencing both social maturity and educational aspiration.

Adolescence is a sensitive and formative stage of life where students begin to shape their personality, values, ambitions, and future plans. Therefore, schools and families have a major responsibility in guiding students properly. Educational institutions should not only focus on academic achievement but also give importance to the social and emotional development of students. Activities such as counselling programmes, personality development programmes, social skill training, leadership activities, and career guidance services should be organized regularly in schools to promote healthy social maturity among adolescents.

The study further emphasizes that teachers play an important role in creating a supportive and motivating classroom environment. Positive teacher-student relationships help students develop confidence, discipline, and educational interest. Similarly, parents should provide emotional security, encouragement, and educational support to their children so that they can develop positive attitudes toward education and future planning.

In the present competitive world, students need not only academic knowledge but also social competence and emotional balance to succeed in life. Therefore, developing social maturity among secondary level students is essential for improving their educational aspiration, academic performance, personality development, and future career success. Finally, the study concludes that social maturity is an important determinant of educational aspiration among secondary level students. Proper cooperation among schools, teachers, parents, and society can help adolescents develop higher educational aspirations and become socially responsible, confident, and successful individuals in the future.

REFERENCES

- Bashir, Liyaqat, and Ramandeep Kaur. "A Study on Interrelation of Educational Aspiration with School Environment of Secondary School Students." *Educational Quest*, vol. 8, 2017, pp. 269–275. ResearchGate.
- Khatoon, Aisha, and Gunjan Dubey. "Family Environment as a Predictor of Educational Aspiration of Secondary Level Adolescents." *International Journal of Indian Psychology*, vol. 13, no. 4, 2025. International Journal of Indian Psychology
- Rothon, Catherine, et al. "Structural and Socio-Psychological Influences on Adolescents' Educational Aspirations and Subsequent Academic Achievement." *Social Psychology of Education*, vol. 14, 2011, pp. 209–231. Springer Nature
- Sarma, Mrigakshi. "Educational Aspiration among the Secondary School Students from Nagaon Town of Assam." *Elementary Education Online*, vol. 20, no. 6, 2021. Elementary Education Online
- Umamaheswari, S., and P. Karthikeyan. "Social Maturity among Higher Secondary Students in Relation to Their Academic Achievement." *Educational Administration: Theory and Practice*, vol. 30, no. 3, 2024. Educational Administration: Theory and Practice
