

Social Maturity Among Secondary School Students in Relation to Self-Regulation and Self-Efficacy: A Correlational Study

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Abstract:

Education today is facing a challenge in a changing, dynamic world. Education is not only one of the foundation stones of a national life, but also one of the greatest instruments of social change. Education, therefore, is a crucial factor in the development of a country. As a matter of fact, the prosperity, mental development and behavior of people are determined by their education. Obviously, education at its best is a dynamic process involving individuals and groups reflecting upon their lives and the society in which they live. This means education is a living process, which must be refined by the understanding of those involved and by the changing demands of the present. Education in the developing countries is facing numerous challenges viz. high drop-out rates, low skill and knowledge levels among students, low level of engagement in schools suggest that the current paradigm of education needs to be changed. For the development of basic skills and knowledge, instruction should be changed. The new generation is curiously interested in schooling because they realize that anyone with more education tends to earn more than others.

Keywords: Social Maturity, Self-Regulation

CHAPTER 1

INTRODUCTION

Education today is facing a challenge in a changing, dynamic world. Education is not only one of the foundation stones of a national life, but also one of the greatest instruments of social change. Education, therefore, is a crucial factor in the development of a country. As a matter of fact, the prosperity, mental development and behavior of people are determined by their education. Obviously, education at its best is a dynamic process involving individuals and groups reflecting upon their lives and the society in which they live. This means education is a living process, which must be refined by the understanding of those involved and by the changing demands of the present. Education in the developing countries is facing numerous challenges viz. high drop-out rates, low skill and knowledge levels among students, low level of engagement in schools suggest that the current paradigm of education needs to be changed. For the development of basic skills and knowledge, instruction should be changed. The new generation is curiously interested in schooling because they realize that anyone with more education tends to earn more than others. The Indian education commission (1966) has rightly remarked that the destiny of a

nation is shaped in her classroom. So, Education is the standard measure indicating the quality of the people and the development of the country. It is a great tool to guarantee success in life.

Education is one of the important aspects of human lives. The birth of education and human race go side by side. Education is an essential human virtue. Man is able to perform his duties well only due to the impacts of education. Education is the mean and human being is its end product. In the absence of education, man is just like a slave, reasoning savage. Thus education is extremely important part of our society. Education prepares the man for society. We cannot conceive man only in terms of his biological make up. Education focuses on the social considerations of man. Only education can leads the man to his extreme position in society. Human beings have different aspects of their lives. Education brings reconciliation among different aspects of human life. Education is the base of smooth human life. Education can make a man a human being in the true sense by transforming him from primarily an animal being into a human being. Thus education is an essential component of all human societies. Education in true sense is best friend of human beings. Education is never ending process of human lives.

The individual is an important part of the society. It is through the process of socialization an individual learn to live in the society. Social maturity is the level of social awareness that an individual achieve relative to a particular society. He learns to live according to the expectations of a society. A socially mature individual is the one who is co-operative with other, possess qualities like patience, tolerance, kindness, respect for others, self-confidence, respect for different society members, make friends etc. These features develop an individual into a socially mature person. Raj (1996) Social maturity is a level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. It is a measure of the event competency of an individual with relation to social relations, behavioural appropriateness, social drawback finding and judgment.

CONCEPT OF SOCIAL MATURITY

Socialization and individual both needs development. Growth and development both are related and dependent to the maturity. While talking about development it brings maturity in function and structure at an early stage while in other cases it comes a little late. Both inner and outer force of an individual brings out maturation and learning which depends upon development of individual. Generally 3 types of maturity: Social, physical and physiological. If we have to define a socially mature person then he must be well aware of his role in interest of group willingness, capable of keeping pace in social life, play with fairness, treat others equally, known as conformist etc. Adolescent social maturity is dealt sensibly by behaving socially and culturally to a situation skilled from childhood. In case adolescent is incapable in order to act as suitably in society he might be immature in social status. Little child even immature might be accepted but not so in case of mature person. Socially and family relationship of immature person might not be acceptable. But a socially matured person is found in harmony with society and in personal relations. Hence it becomes mandatory to large extent that adolescent needs to be mature socially. It brings social maturity with numerous aspects in socially capabilities as communication, self-direction, occupational activities, self-sufficiency and also social participation. Growth rate of every child is different. Many times children show landmark performances. School age (6-12 years) carry brand new and exciting challenges and also appraisal to them. A sense of competency is developed among school age students and treated as preschoolers. A fast cognitive and socially enhancement is experienced which is slow but steady. Thinking is more matured as compare to early childhood when

egocentrism is noticed. Such kind of maturity develops ability to problem solving and also helpful in taking independent decisions. Good adjustment is channelized by learning and experiencing and play important role in development. Depending upon their abilities child will develop sense of self respect. Child learns to innovative things and it is influenced by self concept. Social development of children is very important for society development and hence care should be taken in optimal development of children. In order to act responsibly and in appropriate manner understanding social norms and rules is very important and necessary and also few indicators required for maturity at social level are healthy interaction socially, skills for self caring, and understanding and appreciating feeling of others. Newer theories and strategies resulted because of research and interest in this field. It includes practicing and promoting development in school system. Socially mature and immature person is differentiated on merely one simple base that mature person is well aware of the results of his deeds and readily accepted it too. Generally immature person is that who holds other person responsible for his deeds. Mature person also needs comfort and attention from society when they are not feeling good. The lower side of demanding comfort is that we have to share our intimate situation and also looking forward for the comfort from their side if they feel so. Generally despite of resorting to loneliness, abandoned, and other ill behavior we are honest and open hearted. Nature of society is well understood by understanding the term social maturity. Social maturity helps society to act as mature adults. If it is not followed we will end up with very difficult time for our self and other people. High social skills are attained by with good maturity level but two things are totally different. Generally sociopath verify polished social skills but it is not found evident that sociopath is cable of representing real social world and hence sociopath is essentially considered as immature socially.

Children while growing adult are considered as socially immature and are not welcomed in that manner. It is a matter of very big difficulty and needs struggle to adopt good methods and proper decisions to help out children to be converted into good mature.

As a result of interaction of various social factors (Vendal, 1981) sociologists and social psychologists are treated as great success.

Various approaches have been found to recognize and understanding in attaining scholastic and academic accomplishments.

Personality (Vendal, 1994) is dependent on non-cognitive and cognitive aspect. Social maturity is one of the factors which is non-cognitive and also affect academic success. Social maturity can be taken in two different aspects firstly in respect with the behavior according to the age of individual and secondly activities that are related to the prospect and standard of an individual. So social environment helps adolescents to manipulate the social situation and extend steady patterns of social performance and this allows complete awareness with the help of social maturity. Raj. M (1996) explains that an individual has achieved relation to specific norm linked to a particular age group and it is given by social maturity as stage of social skills and wakefulness. An individual with regard to behavior suitability, interpersonal relationship, social problem solving, and judgment is calculated with relation to growth capability. Social liability which may also be considered as sub-trait of maturity on social ground may be stated as observance to social rules and role exceptions, by Wentzel (1991) which is influential in the achievement of skills and academic knowledge. Two offerings are made on social accountability towards learning :

(1) Peer allotment of materials and exchanging aid with coursework is achieved by behaving sensibly in assisting knowledge by promoting positive communications between teachers and peers.

(2) Learning process can be increased if the student's goals are to be amenable and accountable and can be hold back e.g. Students completing their assignment within time to meet up with requirements. Connection between social and academic presentation has been established in numerous observed studies in West Europe and North America (e.g. Wentzel and Asher 1995, Green, Forehand, Beck and Vosk, 1980: Bowman, Havighurst, Mathews, Liddle and Pierce, 1962). Generally speaking those students who used to show prosocial behavior are those who produce very good results in academic area (e.g. Wentzel and Asher, 1995, Masten et al., 1995; Green et al., 1980). Children found troublesome and violent are generally not good in studies and possess poor academic record (e.g. Masten et al., 1995, Dishion, 1990) It is observed that social removal and reserve are also linked with academic restrain among North American children (e.g. Wentzel, 1991, Green et al., 1980) students who are shy and not socially extroverted tends to perform little low as comparison to the students who are not socially deprived. (Asher and Wentzel, 1995). Social maturity of particular is linked with social reserve, social performance and social removal kind of state. Such are the result of social maturity. Family status, school life and individuality of children are exaggerated if children are found to be socially immature. A theory was proposed by Kegan which explains the social maturity of people gradually over years of life. According to Kegan's entirely unique and inspired contribution a theory was proposed which borrows few god points from theories of earlier theorists especially from the Jean Piaget. Jean explains how capability of thinking among children is developed from a period between births to its childhood. It was theorize that children go via expected routine in which their mind is developed in a manner which shows involvedness and positive reception capability to precisely recognize of truth. Four different stages were proposed by Piaget through which thinking capability progress must go through. These developments were marked as 0-2 years (Sensorimotor), 2-5 years (Pre-Operational), 6-10 years (Concrete-Operations), 11 to beyond (Formal-Operations). These stages are always occur in this specific order and a lot of portion is connected to sensorimotor and also named the same as the small child of this age is mostly engaged in different task as how to develop and control the hearing, vision, touch and others sensory, and also try to get knowledge about how to make body movement such as crawling, focusing eyes for vision, organizing things with hands etc. By reaching up to the age of two years they learn efficiently about how to see the things put before them, picking up the objects and also in walking around without any assistance. Now the babies try to understand that they are different from the objects placed around them and in the mean time their motor and sensory system develops significantly. The baby used to think that the whole world is them. A lot advancement has been observed at this stage among babies as now they start getting this thing that they are different from the things around them but now they do not understand how to correlate or make interaction with them. These children now starting conceiving that objects are having incredible, idealistic and incorrect terminology among each other. "Intellectual techniques" can be used despite of term "operations" as used by Piaget. Usually operation is the term focusing on representation of something in mind and then it is used to answer the question that comes to mind and finally seeing the resultant in the mind.

STAGES OF SOCIAL MATURITY

As recommended by Kegan when the babies are developed into adults they become progressively more purposeful and judge appreciations of the world socially in which they persist. All this progress in followed by 5 different stages of regular development as told:

1. Interpersonal 2. Imperial 3. Incorporative 4. Institutional 5. Imperial

In the starting stage babies are not aware of their self in real and hence they seems to be more subject oriented rather than having any admire for being object oriented.

Initially babies are not capable of understanding the things completely as whole and the complete viewpoint of taking things is their very own self and barely developed viewpoint. As now they are familiar with their parent faces and are aware of their wishes or likes but it should not be misconnect with this thing that now they are going to value their parents as separate personality with their own demands. Such sort of acknowledgment even does not occur for many coming years. This phase is described by kegan as Incorporative. Child does not show sense of self recognition at this stage. As a child is not able to see him separately from others and hence there is no sense of self. At this stage child is not able to differentiate his experiences from others and hence he never thinks of question “Who I am”? By this time baby is entrenched are its own senses and does not know anything about the surroundings. Babies develop a picture of their reflexes and they are using these senses and reflexes on large scale during this stage.

They develop sense of self from the information that all other things in this planet are not self such as senses and their reflexes.

Kegan pointed the next or second period of social admiration of progress as Impulsive. It says that child is now well aware of how a reflex is going to be channelized in impulses. At this stage of life one is capable of pronouncing hungry or sleepiness but not able to recognize these things. Here the baby is independent of taking actions to complete his requirements yet he is not able to understand the existence of other creatures. Here the parent just becomes another reflex in order to satisfy impulse from viewpoint of impulsive mind. Growth continues as the subjective knowledge and it becomes objectification. Very next bound of kegan is known as Imperial self. Now the little child emerges out as “little ruler”. The self factually is not more not less is just the requirement in case of previous impulsive self. No one is present there who is having these needs and it is only the requirement that survives. With the mount in the consciousness of child now more concentrate is on requirement that he actually wish to have.

Now child is more in senses how to influence things in order to get needs to be fulfilled. As now the impulsive child also become scheming but the path adopted other manner shown is ignorant and animal like. Imperial little child is not concerned about the requirement of other people. He is more concentrated of his own needs and never uncertain when it comes to expressing those needs. Now the interpersonal tenure of a child also comes into existence when he comes to know that there are other people also in this world who are having their separate needs or requirement and these needs also need attention along with his own needs. Process of growing perspectives inhibits the positive reception of uniqueness of other people too. Now here the child start expanding his perspective according to other people who he consider are equally important. Now here occurs jump when child accepts the idea other people do have their own requirements just like child has its own.

As of now interpersonal child start realizing that other people do have their requirements as he possess. This stage of life help in arousing sense of guilt and shame and this becomes the time when ethics are born. Before this such very important aspects of adult life were not in existence to child.

Now the interpersonal child is aware of fact that he is suppose to take proper care of other needs in the same manner as he is concerned for his own needs. No set rule explains the child as whose needs are more important its own needs or the needs of other people. Here three categories of child arise according to their own way of deciding the priorities, few of them value their own requirements, few of them

understand other priorities should also to be noticed, while few are not able to make a clear decision and swings like a pendulum. Now the child start thinking of this fact that which particular needs require special attention under certain conditions as his sense of self started developing and now it become aware that rules should be set for the priority. Here child learns to possess commitment to his ideas, set his values and principles and this is for the first time when a child trespasses its fear and doubts. Kegan now suggest that this is the time when assurance to values and understanding develops to a period when for the very first time a child realizes some institutional mind saying that ‘he is honest’, ‘he will be fair’, ‘he will fight for what is right’. Child positive reception that how to be a good family and society member is developed by few golden regulations as ‘do good have well’. Basic accomplishment of self institutional is supported by moral and ethical fundamentals of this society. Also the adults (child) who know this fact i.e. need for law and other genuine codes generally work for everybody welfare and it is bought by social maturity. In case of less socially mature people they would never understand the importance and value and would never understand that it should not be avoided when not in use.

Lots of people wander that social maturity finishes at this institutional stage whereas it is not so. According to kegan most of the adult reaches up to this conservative adult maturity stage and after this stage progress is not made. Now the child turned out to be an adult and start wondering that there are numerous ways to be honest, fair and brave in this world. Earlier it was known that there is only one right and possible way through which one would be able to acknowledge the social event i.e in agreement of his own system of judging values, whereas newly interpersonal mindset states that it is not mandatory that one should analyze by its own way of thinking but one should also consider other prospective also. Now we consider an example in which we would try to find out how an institutional mindset and Inter-individual mindset sees to a problem related to a person who behaved as draft dodger so that he would escape military duty. Broadly speaking there are two ways which would be taken under consideration by an institutionally minded person. This action would be considered an act of crime and treated as punishable offense if it would be handled by mainstream institutional minded whereas same act would be taken as action of braveness with lots of courage if it is look after by counter-cultural mindset. Broadly speaking institutional minded person would not welcome both of the decisions, instead he would like to stay abide with anyone of the decision and not both. If one would be considered right to him/her another one would be subjected to crime in his/her view.

On the other hand a person having Inter-Individual mindset would take both of the decisions positively and would see the problem faced by dodger from both points of view. But the one who is dealing with conventional institutional mindset will not agree with such double minded state. Such kind of double mindedness is welcomed if we are following series of maturity states and we would rather observe that subjective view of one state becomes the objective view of other and also a socially mature person would also observe this thing in the same way.

NEED AND IMPORTANCE OF SOCIAL MATURITY

While making new friends and keeping friendship with them social maturity proves to be an individual capability. People are needed to be dealt diplomatically and with thoughtfulness come by keeping good social relations and by doing so an individual attain social skills. An individual need to be aware of the others notice, kind of their personal worthiness and grateful to their targets. So we require social maturity due to following:

- **An individual to be social:** All humans from their infant stage have been dependent on different person as they comes out of their severe individualism especially family members such as mother, father, brother, sister and finally it is influenced by the peer group members coming in contact while one goes out on social level. Thus in this process of growing up we become socially balanced and learn how to interact balanced and becomes socially mature.
- **Saying no to selfishness:** Maturity helps a lot in declining selfishness when a person matures on social level. He deploys his thinking, thoughts and keen interests on other people than putting them on it. Social maturity is attained essentially harmonizing the inner and growing up of outer activity.
- **To build up confidence:** Confidence is said to be build up when an individual feels secured emotionally, accept itself as a whole, and set itself free from selfishness and inferiority complex.
- **To build up social emotion:** It consist of proper response to other closeness, making of good character, understanding in correct manner, showing trust and being democratic.
- **Efficiency:** It includes taking deep interest in work, using proper aid for solving problems, and compatibility with work.
- **To build up social ethics:** It consists of independent mindful, moral conviction honesty, and humanity based ethics.
- **Living to the fullest:** socially mature person used to share ideas, participate in discussion, love to share feeling with others, easily get mixed with world and wish to live their life to the total.

Social and personal life of an individual is affected greatly by social maturity. Obviously the most important factor of getting success in life is being socially mature. As compare with socially immature person who don't know how to use his energy effectively and with efficiency whereas on other hand socially mature person channelize his resources and energy in accordance with environment in proper fashion. Now a day's education is in concern with all round knowledge, balanced and tuneful development of individual personality which includes physical, emotional, and social, and scholar development. Above discussed points are very important for developing ones personality as wholesome. Social surroundings helps a lot in shaping a personality as it never exist in exile or vacuum. Education process has provided modification to the mankind. Expansion and enlargement of society is more or less dependent on it. Fragrance of an educated person is distributed in the whole surrounding. A person becomes responsible and attains maturity when educated. Both adjusting to environment and adjusting environment according becomes easier to mature person. Capability of individual is well and reasonably executed by maturity and in this manner both physical and mental capability of individual are executed to the fullest. Mature person participate resourcefully and maturity tells how to adjust and participate artistically in this world. Whole latent of an individual help him to conclude the functional willingness. If we talk about today's citizen then he require to be knowledgeable in social, political, economic, scientific and artistic grounds. If he founds to be an active member and also quite cooperative in his socially peers he would be considered mature socially. An immature person will be considered who is less inactive, inappropriate in adjusting with sociality, failure on physical and mental level. Adolescence is intermediate stage of child and adult. Over this period an individual undergo various emotional, social, and physiological confronts. Child reaches to secondary education system on completion of elementary education with onset of the adolescence. Adolescence generally ranges from pre-teens to the stage of eighteen years whereas WHO (world health organization) consider this age from 10 to 20 years. According to N.C.E.R.T. lots of changes are made in an individual from childhood to adulthood on grounds of physiological, social and physical aspects. When adolescent reaches it is noticed by various

emotions such as emotional and attitude changes, swings of the mood. Adolescents treat their friends and peers more respectfully even than their family members and seem more influenced by them. While put under pressure sometime adolescents inculcate in wrong deeds which are not accepted socially. Irrespective to all other factors family influences more than anyone else to an adolescent as it is the foremost and major portion of one's life starting years. It is noticed that successors and achievers' in the society come mostly from the family which are integrated, well adjusted and where healthy relationships exist among family members. As a matter of great disappointment adolescents are confused to choose good or bad for them in search of different identity in sociality. While adolescence is reached it is processed through many stages such as physical, psychological, and maturation on social level. Various statements were given about adolescence saying it is the onset of taking charge of freedom from the parents to itself, getting sexual experience for the first time, taking care of someone instead of being cared and lot more. It seems to be a crucial phase of development which results in the comfort of both society and individual and implementing good health to serve society. The term adolescent is usually related to conducting tests and indulging in habit of taking risks. Adolescents wish to make experiments of whatever they think they could possibly do, they build up self-respect up to a large extent, and strive for independence from the parents. Piaget credited such a stage for progress with a remarkable increase in the abilities related to cognitive level. At such a stage of adolescence egocentric thinking is reduced giving rise to thinking in conceptual form. Here one thing is very important to note down that adolescence onsets the cognitive growth which in turn influences the psychological breaking of rapid development in thoughts and also the thinking developed at this stage plays a very compulsory role in making of character and personality aspects of an individual. Now at this stage many teenagers become unruly and acquire harmful behavior which describes its depression stage and also it tells about the effort of adolescence to manage pain on an emotional level.

Generally this very important transition stage occurs when an individual moves from in between period of childhood and adulthood. Now it laid the basis of socialization spent during course of childhood and adolescence is nurtured on the buildup of these fundamentals and these factors help him precisely that will allow individual to find place in adult territory. Now the society wishes adolescent to behave as much mature person and expect adolescent to make good and healthy relations with both sexes of its age, should show responsible behavior towards the society, capable of developing some academic skills, community proficiency should be conceived, and now it become more competent and moves towards more independent mindset and capable of getting independence on emotional grounds from parents and other adults of the society. While talking about social maturity it shows generally two type of references, first it is related to the behavior and potential of adult, second it sets a parameter of behavior and expect adult to get itself fit into that parameters in terms of behavior while it is under examination. In this way social maturity permits more through observation of the surroundings of society which is quite helpful for an adolescent to manipulate social state of affairs and then it shows some strong pattern of behavior on social grounds. A person who is not fast in permitting these patterns in life he would be considered hindrance in the development of society. Hence it becomes mandatory for an adolescent to show mature behavior and then only there is acceptance from society.

Progression of suitable attitudes for interpersonal and personal and adequacy on social basis all these things come under social maturity and is required to execute with efficiency in the society. Hurlock (1997) says every single individual try its level best to get fitted into the existing pattern of behavior which is approved by the society as complete. Generally speaking we human beings are very much

social animal. There is no possibility of survival or exist of man without be in set up in accordance with society. Progress of the society depends upon the work done by him and for the same he comes into existence. With the growth in age social maturity also enhances. Numerous other factors are continuously working beside an individual to make him socially mature. Sharing, caring and being a part of group is learned by individual and in turn it inculcate values and respect for the society in them. Budding of such traits in individual are not supported in now a day's set of courses sufficiently and with proper manner. These days it is more focused on knowledge. Due to this deficiency now a day's child is not well aware of its behavior towards parents and other society members such as neighbors, relatives etc.

Mindset of learners is responsible for getting true knowledge if it is willing with power with no ends. These days maturity on behavior level has been sidelined by focusing precisely on academic positions. It is great requirement that present education system should also focus on value oriented along with education oriented. Emotions of being loved, cared, valued, belongingness and many others brings an important role in sustaining health and well being which is further inculcated by social maturity. Today time is very strong in terms of technical evolution. As the technology of today is changing on vast scale and so the environment of surrounding. Now a days as there is great competition and expectations all around the world so it exposes the adolescent of today world to various hidden information that prepare them for tough competition ahead while putting them under pressure and in the eyes of their friends and family. With the ever changing environment lots of adolescent fails to makeup with this dynamic revolution and sometimes even surrender to the pressure buildup by the surrounding environment. And this failure results in indulging in criminal activities by the adolescents in great number such as rape, drugs and other offensive crimes. Talking about the extremist conditions sometimes adolescent even make a way towards terrorist unions and are used as defense weapon by them. They only do so if they are found to be socially immature. While childhood is completed now the adults are expected to come up with society efficiently and behave as mature person on social grounds and should be mature enough to face the society while getting help from their parents and teachers as they used to do when they were child. Now as we know social maturity is mandatory in bringing the best civilian among a normal person so it is need of great importance to emphasize on this factor termed as social maturity. Talk about physical, social, emotional term it is found that difference due to gender makes different impact on the development of adolescents in all together different manner.

EDUCATION AND SOCIAL MATURITY

It is matter of great concern for a teacher to get clear about social possessions and liabilities if he wishes to guide his student in facing the problems of social life. Teacher's task is to set a bridge and understand the sharing of adolescent with his peers and also his connection with school. A teacher must go into the deep of the rejection problem faced by any adolescent from same or different sex. He is supposed to initiate and take care of following points;

1. Past and the setting of adolescent must be known to him
2. Socially evaluation of adolescent must be done
3. All the needs and requirement of adolescent should be met with proper planning.
4. Adolescent need to be taught psychology by any means.

The foremost thing which is going to help adolescent in attaining maturity at social level is to make a track record of his past and his settings. Proper care must be taken in getting data information whether a

boy or a girl has been a part of social gathering, team member or not. Factors that might produce hindrance in his/her maturity at social stage might be their pre maturing or late and also their economical conditions may produce difference.

If an adolescent fails to adjust on social basis then a teacher must figure out the possibilities why he is not able to do so. A proper planning need to apply in uplifting his socio status and meeting up all the demands to do so. Some problems might be having their roots at school levels it is required to promote good social environment at school level itself enough for the development of adolescent at school level. Major problems take initiative out of school along with their peers, group members, family, and in between their relations with same opposite sexes.

In such cases if we need to nurture social values or implement such things in their behavior then adolescent needs cooperation from both sides i.e. from parents and the society. Contact programs between adolescent and all other sectors of society seminars and regular and consistent discussions, participation in school activities by both sexes and also attending functions on social level help greatly in achieving maturity by the adolescents.

The matter of great concern in a classroom is development of social maturity rather than cramming the lessons taught by a teacher in same room. This can be possible only if student get freedom for healthy discussion, in classroom and the environment of classroom is quite relaxing in which he/she can express them easily, friendly so that no hesitation in asking or saying something, and socially too in a class.

When different interactive programs such as games, debates, dramas, took place in school then adolescent find space to express them freely, their thinking for themselves and society, their demands and this would result in development of maturity among adolescents.

FACTORS AFFECTING SOCIAL MATURITY AT A GLANCE

Social setup is the prime requirement for the existence of mankind as man has always been a social animal and without social setup there would be a question mark on his existence. All the sectors of society such as family, friend group, society expect from the adolescent that he must behave in proper and organized manner with society and become good in interaction with different sectors of society. Here comes another view point of social maturity in which determines the adolescent in behaving in proper manner, getting proper knowledge of particular place of a particular culture and then finally using that acquired knowledge effectively will be termed as maturity on social level. With this one becomes capable of ability to stand by and also alter the stress while attaining broadmindedness and the pleasure of keeping a clear and satisfied philosophy regarding life in order to complete and satisfy the demands that arises on psychological basis. Maturity on social level brings faith agreement, nonviolent-coexistence, active assistance and on the contrary, i.e. on other hand brings disagreement, fright climate, initiation of series of conflicts and situations that are difficult to handle. Skills on social level need to be sharpened on a very extraordinary level in order to meet up the requirement of maturity on social level. When there was an analyzing on different education colleges results found were quite different and it was found that teacher's students belonging to urban areas are more mature on social scale as compare to teacher student coming from rural areas.

Surprisingly economic status also become ruling factor, the strong socio economic background students seems more mature as compared to lower ones. Manifested apprehension and poignant maturity relationship of class 10 students was also studied. Now a significant study clears out that maturity on social and emotional grounds help in showing remarkable result in terms of academic success and also

on a particular subject level. It was concluded that as the level of grade enhances and so the social maturity does.

There conclusion suggests that readiness habit of class has nothing to do with maturity on social level. When a survey was conducted in capability of readiness and maturity on social level among normal, over intelligent and poor students of a particular class then a remarkable difference was found among these two concepts of these three levels of maturity and readiness.

When there was conducted a survey in which teachers without training and trained teachers were taken into consideration than it was found that training helps in advancing the teachers in all the possible directions except personal competence. When investigation was carried out by taking aspects of intelligence, creativity etc then it was concluded that there is a very clear and positive relation in between maturity and aptitude. A study was conducted on the difference based of family and peer separately and it was found that problematic nature of adolescent and maturity level was found totally different among family and the peer group. It was noticed that adolescent showing different or problem based nature than it was bought only due to the differences found in family. Also it was detected that on socio maturity on psycho basis friend differences is responsible in making differences and also it put remarkable difference on their gender and age group. On account of summary we can say that social maturity is found accountable in case an adolescent possess literate parents, mother taking care of all the social works and father possessing good managing skills contribute in social development in a positive manner. When a test was conducted on placement of educative accomplishment on academic grounds and positively preparing students with low mental alertness than nothing much noteworthy was found on the behavior socially and on attainment variables. Now a survey was conducted which proposes the entry subtitle of the students and a comparison was made among the students who made early entry and those who managed the late. It was found that the late entry students failed to match with the interest of their friends and is not able to make good friends.

On the basis of nervousness, sex and adjusting purpose no particular difference was found or observed among three major dimensions of maturity on social level i.e. competence personally, sufficiency on interpersonal level and efficiency of male and female students or adolescents. While talking about the branch of studies chosen whether it is science stream or the department of humanities it never shows remarkable difference on the maturity on social grounds. An important survey reveals that adolescents who were taken care at their home are socially less mature than those who were provided with collective care in society. Now days the negativity is on the top position in society. People are flooded with emotions of anger, hate, dishonesty, unmoral, not loyal, and such negativity is continuously degrading the society. At such stage, school become mandatory and a very important factor to inculcate morality, self confidence, feelings for others, and most importantly humanity. It is now the collective effort of both teacher and family to introduce the adolescent to sociality and getting in concern for society. Now it has become compulsory to bring positive changes in present curriculum in order to bring feeling of social maturity in today's adolescent. Apart from this another essential aspect required for adolescent's development is moral judgment.

SELF-EFFICACY

Self-efficacy is defined as a self-evaluation of one's competence to successfully execute a course of action necessary to reach desired outcomes (Bandura,

1977, 1982, 1986). Bandura, (1993) found that students need more than ability and skills in order to perform successfully. Sense of efficacy is also needed to regulate their learning. Bandura (1986) and Tanner & Jones (2003) defined self-efficacy construct as people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance. It is not concerned with the skill one possesses but with the judgment of what one can do with whatever skill one possesses.

Madenick (1982) defined that personal efficacy refers to a belief or expectation that one can successfully bring about change, people with expectation are more likely to take risks, set more difficult goals, Persist longer at chosen activities and be more involved in what they are doing. According to Chopra (2005) self- efficacy is the set of beliefs that one can perform adequately in a particular situation. Madeline (1996) defined self-efficacy as the degree to which the student thinks he or she has the capacity to cope with the learning challenge. Baron & Byren (1997) defined self-efficacy as self-evaluation of one's individual competency or ability to perform. Eysenck (2000) defined self-efficacy as an individual's assessment of his/her ability to cope with given situation. According to Zengin & Payares (2000) self- efficacy is one's belief about his/her ability to successfully perform specified tasks in specific situations. Nowak and kremer (2003) considered that self-efficacy refers to one's self-belief in his/her capability to attain a specific goal. According to Ormsad (2006) self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and attain goals.

According to Albert Bandura's social cognitive theory, self efficacy is the perception or judgment of one's ability to perform a certain action successfully. He stated that studies have shown that perceived self efficacy is a significant determinant of performance that operates partially independent of underlying skills. The scope of this theory was amplified to include self efficacy theory. Self efficacy is now considered the principal mechanism of behavior change, in that all successful interventions are assumed to operate by strengthening a person's self-perceived efficacy to cope with difficulties. Bandura (1977) defined self efficacy as the belief that one can successfully perform certain behaviors, such as graphing data. As such self efficacy is a belief in one's abilities to accomplish a task, not a measure of those abilities. In educational concerns, there are three different levels at which perceived self efficacy operates as an important contributor to academic development. Students' beliefs in their efficacy to regulate their own learning and to master academic activities determine their aspirations and level of motivation. Students' belief about their academic capabilities are referred to as self-efficacy for learning which includes the evaluation of learning context requires and how capable one is in utilizing knowledge and skills to bring about new learning (Schunk, 1989). Students who are confident in their academic capabilities monitor their work time more effectively, are more efficient problem solver and show more persistence than do equally able peers with low self-efficacy. They also work harder, evaluate their progress more frequently and engage in more self-regulatory strategies that promote success in school.

It is multidimensional construct that varies according to the domain of demands (Zimmerman, 2000) and therefore it must be evaluated at a level that is specific to the outcome domain (Bandura, 1986; Pajares, 1996). Pajares (1995, 2000) argued that self efficacy affects behavior by regulating an individual's choice, the extent of his/her expended effort, and his/her emotional responses. In the classroom, students with higher self efficacy are more likely to persevere in difficult situations (Lent et. al., 1984; Pajares, 2000), see complexity as a challenge (Pajares, 2000), be engaged (Pajares, 2000), see failure as indication that more effort is needed (Bandura, 1986; Collins, 1984; Pajares, 2000), choose specific strategies to enhance learning (Zimmerman and Bandura, 1994), attribute success to ability

(Pajares, 1995). Students with lower self efficacy are less likely to do the above and more likely to equate failure to bad luck and poor ability (Pajares, 1995, 2000), presume that a problem is more complex than it is. Not only does self-efficacy mediate behavior, but it also affects outcomes. Students with higher self-efficacy in a particular subject perform better and are more likely to be interested in a career in that field (Lopez and Lent, 1992; Pajares, 1997).

Types of self-efficacy

There are different ways to develop self-efficacy. Bandura (1986, 1997) described four sources of self-efficacy that are formed by students. These four sources are mastery experience, social persuasion, physiological states, and vicarious experience.

1. **Mastery experience:** Mastery experience refers to the learners previous success and prior exposure to the content. Students are able to participate in tasks and feel confident to conduct a research project or a science experience with little or no direction from the instructor.
2. **Vicarious experience:** It is the source of self efficacy in which learner does not play an active role in the learning experience but gaining self-efficacy or confidence in a given task through observation of a role model attaining success at a task (Bandura, 1986). This source of self-efficacy is a weaker source than that of the mastery experience because students in this source are unsure to perform an academic task independently.
3. **Physiological states:** The feelings whether or not they have the ability to succeed or fail at an academic task affects the academic self-efficacy beliefs of the students. A person considered to be in a good mood will be more confident about their academic abilities than stressful person. This source of self- efficacy is the most unstable because a persons' mood or feelings are never a stable thing.
4. **Social persuasion or verbal persuasion:** This source of self-efficacy information comes from the social persuasions that individual receive from others. Students often depend on parents, teachers, and peers to provide evaluative feedback, judgments, and appraisal about their academic performance. There are both positive and negative verbal persuasions. Positive persuasions can work to encourage and empower the student to succeed for better.

Level of generality in self-efficacy:

Researchers have conceptualized generalized self-efficacy as the confidence in one's own coping skills that is manifested in a wide range of challenging situations and which has a broad and stable nature (Schwarzer et. al. 1999). Thus in academic settings, one should measure academic self efficacy rather than generalized self-efficacy, where academic self efficacy refers to student's confidence in their ability to carry out such academic tasks as preparing exams and writing term papers. A large meta-analysis of studies of self efficacy in academic environments concluded that the most specific academic self efficacy indices had the strongest effect on academic outcomes, while the more generalized measures were less closely associated (Multon, Brown, and Lent, 1991). General self-efficacy measures were not found to be predictive of any college outcomes (Ferrari and Parker, 1992; Lindley and Borgen, 2002) while academic self-efficacy has been consistently shown to predict grades and persistence in college.

Some authors found that self-efficacy as general capacity seems to be a better predictor of performance than specific self-efficacy. Other studies show that the two types of self-efficacy (generalized and

specific) are positively related, and may act in a complementary way (Jex & Bliese, 1999; Watt & Martin, 1995). Tipton and Worthington (1984) opined that the performance of an individual is affected by both specific self-efficacy and general self-efficacy. In defined familiar situation, the specific self-efficacy accounts for more of the variance whereas in ambiguous and less familiar situation general self-efficacy accounts for more of the variance.

Importance of self-efficacy:

Self-efficacy indicates how strongly students believe they have the skills to do well. High self-efficacy in one area may not coincide with high self efficacy in another area. Self-efficacy is specific to the task being attempted. Self-efficacy is judgment of confidence. It is made and used in reference to some type of goal. Bandura (1994) observed that learning environment and teaching method can improve self-efficacy in the classroom. Similar findings were reported by Fencil and Scheel (2005). Cooperative learning structures, in which students work together and help one another also tend to promote more positive self-evaluations of capabilities and higher academic attainments than do individualistic or competitive ones (Bandura, 1994). If we wish to develop high educational achievement among our students, it is essential to build stronger self-efficacy as early as possible. Self-efficacy beliefs play an important role in determining adolescent's transitions in development period. Bandura (1997) found that physical, social and environments transitions of adolescence bring a loss of personal control which leads to reduction in the confidence needed for many challenging tasks.

Role of educators to build high self-efficacy among students

It is the duty of teacher to create an environment which is conducive to increase students confidence in the classroom. Educators must be aware of the source of self-efficacy. In order to increase a student's self-efficacy beliefs, they should surround themselves with positive and encouraging role models, because many students do not have the proper role models to teach or encourage high self-efficacy traits. Educators must set up expectations for their students according to the level and comfort of the students and push them to meet those expectations. After successful completion by students, educator can gradually increase the level of expectations held. For teachers, forms of social provision can include the response of their student (Mullhaland & Wallace, 2001) and the sense of collective efficacy within the entire faculty (Goddard & Goddard, 2001). Beliefs at self worth and confidence must be derived within the student and based on their knowledge and success at a task, instead at rewards and positive reinforcement because many extrinsic rewards will undermine the effects of self-efficacy.

Self-efficacy is situation and task specific and is not conceptualized as global personality characteristics. Unlike dispositional characteristics, self-efficacy beliefs are situation specific (Wang & Richards, 1988). An individual may have high self- efficacy at solving math problems but low self-efficacy at giving public speeches (Pajares, 1996). Self-efficacy beliefs can influence people in several important ways. The beliefs can affect the environment that people choose, because most people prefer environment in which they feel competent to avoid those in which they feel inadequate. Self-efficacy can also affect how individuals face failure and handle adversity. Academic self-efficacy refers to subjective convictions that one can successfully carry out given academic tasks at designated levels (Schunk, 1991). Task value is defined as an incentive to engage in academic activity, which represents a composite construct encompassing perceived importance, usefulness, and interest (Wigfield and Eccles, 1992). Perceptions of self-efficacy and task value often are correlated positively and both have been

proved effective predictors of a variety of academic outcomes (Multon, Brown and Lent, 1991). Self-efficacy beliefs also are affected by attributions that students make for their success and failure. Attributions of success to stable factors such as high ability have the greatest impact on increase in subsequent self-efficacy (Schunk, 1984; Schunk and Gunn, 1986).

People with high assurance in their capabilities approach difficult tasks as challenges rather than as threats to be avoided. They set challenging goals and maintain strong commitment with themselves. They sustain their efforts and quickly secure their sense of efficacy after failures or set bases. They attribute failure to insufficient efforts or deficient knowledge and skills which can be acquired by effort and hard work. They approach difficult situation with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression. In contrast to people who doubt their capabilities slacken their efforts and give up quickly in the face of difficulties. They have low aspirations and weak commitment to the goals they choose to pursue. They are slow to recouse their sense of efficacy following failure or setbacks. They fall easy victim to stress and depression.

Schwarzer et. al. (1999) found that self-efficacy can make a difference to people's ways of thinking feeling and acting. A low sense of self-efficacy is associated with depression, anxiety and helplessness. In contrast a strong sense of belief in oneself facilitates cognitive and executive processes in multiple context, inflecting, for example, decision making and academic achievement (Bandura, 1995; Schwarber et. al., 1999).

Bandura (1995, 1997) found that self-efficacious people perform well on specific tasks, cope better with anxiety, depression and helplessness, set higher goals, and recover more quickly from failure. Somatic and emotional states such as anxiety, stress, arousal and mood states also provide information about efficacy beliefs. Individuals have the capabilities to alter their own thinking and feeling, enhance self-efficacy belief, powerfully influence the physiological states themselves. Bandura (1997) has observed, people live in psychic environments that are primarily of their own making.

SELF-REGULATION

Self-regulation, originally from psychology was first defined by Bandura (1988). Self-regulation is ultimate goal in learning. It is the conscious use of strategies for encoding-activity, organization, and elaboration without direction from others. Self-regulation refers to the analysis of causes of behavior. In other words, the behavior is self-determined and self initiated or it arises as a result of interpersonal/intrapersonal forces that include an element of pressure. One of the complete analysis of the characteristics of the self regulated learners has been proposed by Zimmerman (1994). He believed that self regulated learners use cognitive and meta-cognitive strategies and are intrinsically motivated. Cognitive strategies are defined as the behaviors and thought in which students are engaged in while studying. Meta-cognitive strategies are defined as individuals' knowledge about their own cognitive process such as planning and monitoring to control their own progress towards their educational goals. Also they are intrinsically motivated, focused upon the task at hand and thoughtfully control emotional difficulties (Zimmerman, 1994, 2002). Meta-cognitive processes involve learner's ability to plan, schedule and evaluate their learning progress. Motivational processes indicate that learners are self-motivated and willing to take responsibility for their successes or failures. Behavior refers to the characteristics of the strategies that students utilize to optimize learning (Zimmerman & Martinez-Pons, 1986, 1988). Bulter and Winne (1995) proposed that self-regulation is a learning styles

for students, comprising of strong abilities like setting goals for developing knowledge and choosing balancing strategies against unwanted situations by determining goals. Bockaerts (1997) defined self regulation as the process whereby students activate and sustain cognitions, behaviors and effect which are systematically oriented toward attainment of their goals. He proposed that self regulated learning has a six component model:

1. Content domain,
2. Cognitive strategies,
3. Cognitive regulatory strategies,
4. Meta-cognitive knowledge and motivational belief,
5. Motivational strategy use,
6. Motivational regulatory strategies.

Self-regulation is the capacity of person for altering his own behaviors. Self- regulation describes a process of taking control of and evaluating one's own learning and behavior. It increases the flexibility and adaptability of human behavior, enabling people to adjust their actions to a remarkably broad range of social and situational demands. Benefits are provided to individual, society and indeed good self-control seems to contribute to a great many desirable outcomes, including task performance, school and work success, popularity, mental health and adjustment and good interpersonal relationships (Baumeister, Heatherton, and Tice, 1994). Regulation means change, especially change to bring behavior (or other states) into line with some standard such as an ideal or goal. These behaviors are changed in accordance to some standards, ideals or goals either stemming from internal or societal expectations (Baumeister and Vohs, 2007). Everyday self-regulation involves the pursuit of many different goals, standards and ideals (Zimmerman, 2000).

Self-regulation increases the degree that, make human behavior flexible and adaptable. This flexibility allows people to adjust to societal and situational demands that they encounter on a daily basis. Specifically, self-regulation places one's social conscience over selfish impulses, allowing people to do what is right and not what they want to do (Baumeister and Bushman, 2008). Self regulation is the child's capacities to plan, guide, and monitor his or her behavior from within and flexibly according to changing circumstances.

Karoly (1993) defined self-regulation as those processes, internal and/or transactional, that enable an individual to guide his/her goal-directed activities over time and across changing circumstances. In addition to this, the self-regulatory process prevents impulses that could be costly to the individual in the long-run, even when there are short-term benefits (Baumeister and Vohs, 2007). Regulation implies modulation of thought, affect, behavior or attention via deliberate or automated use of specific mechanisms and supportive meta-skills. Changing one's behavior so as to follow rules, match ideals or pursue goals is thus a very useful form of self-regulation. It is the process by which people attempt to constrain unwanted urges in order to gain control of the incipient response. To change a response does not necessarily mean to override it although self-restraint is a common form of self regulation (Polivy, 1998).

Self-regulation is an integrated learning process, which consist of the development of a set of constructive behaviors that affect one's learning. These processes are planned and adapted to support the pursuit of personal goals in changing learning environments. Self-regulation represents the transformation of basic, biologically determined processes into higher psychological functional processes such as volitional attention, memory and problem solving (Vygotsky, 1981). In the

transformation, the child becomes less bound to and controlled by the concrete, immediate environmental stimuli but demonstrates the increasing role of self-formulated plans and goals in the regulation of behavior. The processes of self-regulation are initiated when routine activity is impeded or when goal-directedness is otherwise made salient (e.g., the appearance of a challenge, the failure of habitual action patterns, etc). The presence and quality of these actions depends on one's beliefs and motives. It is an important basis for the popular conception of free will and for socially desirable behavior.

Self-regulated learning is an important factor to influence academic achievements of students. Students with high self-regulation work effectively (Paul, Pintrich and De Groot, 2000; Kolesnikova, 2012). Academic self-regulation, also known as self-regulated learning (SRL), has been defined as an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behavior guided and constrained by their goals and the contextual features of the environment (Pintrich, 2000). Self-regulated learners are generally characterized as active participants who efficiently control their own learning experiences in many different ways, including establishing a productive work environment and using resources effectively; organizing and rehearsing information to be learned; maintaining positive emotions during academic tasks; and holding positive motivational beliefs about their capabilities, the value of learning, and the factors that influence learning (Schunk and Zimmerman, 1998). Self-regulation is not an all-or-nothing phenomenon. Instead, students are self-regulating to the extent that they are cognitively, motivationally and behaviorally involved in their own learning activities (Zimmerman, 2000).

CHAPTER 2

REVIEW OF RELATED LITERATURE

INTRODUCTION

The review of related literature is as important as any other component of research process. It involves the systematic identification, location and analysis of documents containing information related to the research problem. The major purpose of reviewing the literature is to determine the study already been done that relates to one's problem. Another important function of review is how it helps in planning the present work or the resources, and specific procedures and meaning instruments that have been opted for this work. Being familiar with previous research also facilitates interpretation of the results of the study. Finally, these reviews give information which can either support or challenge the conclusions of the investigator's research and therefore provide clues to later research.

STUDIES RELATED TO SELF EFFICACY

Kotluk and Kocakaya (2017) investigated the effect of digital story-telling on the academic achievement, attitude towards physics and self efficacy perception of secondary school students. The study comprised of an experimental and a comparison group which were formed by equal number of students. 64 students in two physics classes taught by the same teacher for six-weeks and pre-test and post-test experimental design were used. Digital story-telling was additionally applied in experimental group. Non-parametric tests have been used in the data analysis. Findings indicated that digital story-telling participants performed significantly better than comparison group participants in terms of physics achievement. While in comparison group students' self-efficacy perceptions and attitudes toward physics decreased, in experimental group there was not any difference.

Won, Lee and Bong (2017) examined the degree to which Korean middle school students perceived their teachers to be credible, made a difference in the effectiveness of teacher's persuasion as a source of students' academic self-efficacy. In the contexts of both general school learning and a specific subject of Korean language and literature, social persuasions by teachers were a significant predictor of student self-efficacy. Students' academic self-efficacy, in turn was a significant predictor of student's expected final examination scores. Although perceived teacher credibility did not predict student self-efficacy directly, it interacted significantly with teacher persuasion in the prediction of student self-efficacy, as determined by the latent interaction analysis. Finally, results predicted that students reported stronger academic self-efficacy as they perceived the teachers who delivered the social persuasion to be more credible.

Hamilton, Warner and Schwarzer (2017) investigated physical activity, including some form of vigorous activity as a key component of a healthy lifestyle in young people. Self-efficacy and social support have been identified as key determinants of physical activity; however, the mechanism that reflects the interplay of these two factors is not well understood. The purpose of the study was to test social cognitive theory's notion that self-efficacy relates to intention that translates into behavior and to investigate whether friend support and self-efficacy synergize, interfere or compensate for one another to predict vigorous physical activity in adolescents, a population at risk of rapid decreases in physical activity. A survey at two points in time was conducted in 226 students aged 12 to 16 years. Results revealed that self-efficacy emerged as the dominant predictor of intention, followed by friend support and an interaction between support and self-efficacy. In adolescents with high self-efficacy, intention was independent of support. In those with low self-efficacy, receiving friend support partly compensated for lack of self-efficacy. The effect of self-efficacy on vigorous physical activity was mediated by intention. In conclusions, adolescent vigorous physical activity was indirectly predicted by self-efficacy via intention, and this mediation was further moderated by levels of friend support, indicating that friend support can partly buffer lack of self-efficacy.

Tasdemir (2016) studied vocational school students' self-efficacy beliefs in mathematics and their achievement levels. Data collection tool used in the study was self-efficacy perception of mathematics scale developed by Umay (2001). The sample was composed of 178 students, attending different programs of Tatvan Vocational School of Bitlis Eren University in the academic year of 2014 to 2015. ANOVA and t-test were used for testing the research hypotheses. The results found that there is no significant difference between students' genders and their self-efficacy beliefs; however there are statistically significant differences among their self-efficacy beliefs by their school of graduation, the school programs they attend and their achievement levels.

Yuan, Weiser and Fischer (2016) investigated that parent-child relationships play an important role in successful academic outcomes. The present study demonstrated how parent-child relationship quality relates to young adults' academic achievement and self-efficacy among European-Americans and Asian-Americans. The survey sample comprised of 258 undergraduate students (85 male, 173 female). Overall, both parent-child relationships and self-efficacy were significantly associated with the offspring's academic performance and self-efficacy mediated the relationship between parent-child relationships and school outcomes. Ethnicity moderated these relationships, among European-American students' quality of parent-child relationships was not associated with self-efficacy level whereas for Asian-Americans, parent-child relationships were associated with self-efficacy. These findings suggest that European-American college students' self-efficacy levels are less dependent

on parent-child relationship quality, but for Asian Americans college students it may be important for educators to facilitate communication and family support so that students may continue to use family as a resource for self-efficacy levels.

Lin (2016) investigated two central purposes in this study: First, it examined not only the roles of gender and persistence in undergraduate computing major's learning self-efficacy, computer self-efficacy, and programming self-efficacy but also Bandura's hypothesized sources of self-efficacy; second, it examined the influence of sources of efficacy on the three aforementioned self-efficacy beliefs as a whole and as functions of gender and persistence levels. The results revealed that persistence levels had a significant effect on all the self-efficacy beliefs and sources of efficacy except computer self-efficacy and physiological state. However, these students' self-efficacy beliefs and sources of efficacy did not vary by gender. Additionally, the sources of efficacy differently influenced the three self-efficacy beliefs not only as a whole but also as functions of gender and persistence levels.

Perry and Steck (2015) concluded that teachers are increasingly integrating mobile digital technology into the classroom. The study was to assess the effect of incorporating i-pads in a secondary level geometry course on academic achievement, student engagement, self-efficacy and meta-cognitive self-regulation. Results demonstrated that students in the i-pad-using classroom experienced lower levels of geometry proficiency scores, higher levels of off-task behaviors and similar levels of self-efficacy and meta-cognitive self-regulation compared to the non i-Pad group.

Reddan (2015) examined the field project A, an elective course in the bachelor of exercise science program at Griffith University which includes elements of both career development learning and work-integrated learning. The purpose of the study was to determine the effects of the learning activities and assessment items developed for the course on students' self-efficacy in making positive career decisions. The career decision self-efficacy scale and a questionnaire were administered prior to and on completion of the course. Results of the study demonstrated significant differences in relation to students' confidence in self-appraisal, occupational information, goal selection, planning and problem-solving. Students perceived the course increased their awareness of personal strengths and weaknesses related to employability and their knowledge of specific occupations.

Bilge, Tuzgol and Cetin (2014) studied high school students' levels of burnout and school engagement with respect to academic success, study habits, and self-efficacy beliefs. The data were collected from 633 students during the 2011-2012 attending six high schools located in Ankara, Turkey. The methods included the personal information form comprising items about students' demographic characteristics, the Maslach Burnout Inventory student form, the Utrecht School Engagement scale, the Study Habits Inventory, and the scale for self-efficacy expectations among adolescents. Multivariate analysis of variance was used to analyze the data. The results indicated that students with low self-efficacy beliefs had higher burnout levels. Additionally, students with inadequate study skills and those with low self-efficacy beliefs were at higher risk of losing their beliefs. Another finding was that students with high academic success also had high self-efficacy. Unexpectedly, students with inadequate study skills and low self-efficacy beliefs were found to have high self-efficacy. Students with adequate study skills and high self-efficacy beliefs also had high school engagement levels.

Van Dinther, Dochy, Segers and Braeken (2014) examined insight into the interplay between student perceptions of competence-based assessment and student self-efficacy and how this influences student learning outcomes. Results of the study indicated that student perceptions of the form authenticity aspect and the quality feedback aspect of assessment do predict student self-efficacy, confirming the role of

mastery experiences and social persuasions in enhancing student self-efficacy as stated by social cognitive theory. Findings do not confirm mastery experiences as being a stronger source of self-efficacy information than social persuasions. Results indicated the predictive role of students' self-efficacy on their competence \outcomes. Mediation analysis results indicated that students' perceptions of assessment have an indirect effect on students' competence evaluation outcomes through students' self- efficacy.

Kim (2014) studied the relationship of family background on students' academic self-efficacy and the impact of students' self-efficacy on their career and life success expectations. National dataset of the educational longitudinal study of 2002, funded by the U.S. department of education was used for the study. Results revealed that family background predicted academic self-efficacy positively and students' career and life success expectations negatively. However, with the mediating influence of academic self-efficacy, family background positively influenced students' career and life success expectations.

Griggs, Rimm-Kaufman, Merritt and Patton (2013) investigated self-efficacy forecasts student persistence and achievement in challenging subjects. The study focused on the contribution of students' gender and math and science anxiety as well as school's use of social and emotional learning practices to students' math and science self-efficacy. 1561 Fifth graders completed questionnaires regarding their feelings about math and science. Approximately half of the students attended schools implementing the responsive classroom approach. Results indicated no difference in math and science self-efficacy between boys and girls. Students who self-reported higher math and science anxiety also reported less self-efficacy toward these subjects. However, the negative association between students' anxiety and self-efficacy was attenuated in schools using more responsive classroom approach practices compared with those using fewer responsive classroom approach practices. Responsive classroom approach practices were associated with higher science self-efficacy. Results also found anxiety as contributing to poor self-efficacy in math and science and suggest that responsive classroom approach practices create classroom conditions in which students' anxiety is less strongly associated with negative beliefs about their ability to be successful in math and science.

Monachino (2012) investigated the impact of the Advancement via Individual Determination (AVID) program on students' self-efficacy and academic achievement outcome measures at the middle and high school level. AVID is a college readiness system designed to prepare at-risk students in the fourth through 12th grade for college. The focus of the study was to determine if there was a difference in students' self-efficacy based on the number of years in the AVID program and if there was a difference in AVID students' academic achievement outcome measures between seventh and eighth grade in reading and math. 239 participants included 11th grade AVID students in one suburban school district within northeast Ohio. These students reported perceptions of their self-efficacy on the voice survey (QISA, 2010). Student achievement data were obtained from the 2010-2011 Ohio department of education local report card. The data were analyzed using multivariate analysis of variance (MANOVA). Findings suggested that there were statistically significant differences in students' self-efficacy based on the number of years in the AVID program and statistically significant differences in academic achievement outcome measures between seventh and eighth grade for AVID students in reading and math. The results revealed that AVID students' self-efficacy and academic achievement outcomes did not increase as they progressed through the program. The data showed that perhaps the AVID program may not be the answer to the problem that was posed in this study and that the AVID

program alone may not be the reason for the findings of the study. The results may be attributed to other variables beyond the AVID program, such as high quality instruction from teachers, mentoring from tutors, support from guidance counselors, or encouragement from family members.

Arslan, (2012) studied the extent to which the sources of 6th to 8th grade students' self-efficacy beliefs predict their self-efficacy beliefs for learning and performance. This co-relational study was conducted on a total of 1049 students during the fall term of the educational year 2010-2011. The scale of determining the sources of self-efficacy and the scale of self-efficacy for learning and performance was used to collect data. The data were analyzed on the basis of the arithmetic mean, standard deviation, Pearson product-moment, correlation coefficient and stepwise regression. The results revealed that students' self-efficacy beliefs were developed mostly by verbal persuasion and performance accomplishments. They also noted that psychological states and vicarious experiences develop their self-efficacy beliefs at a lower level. It is the factor 'performance accomplishments' that is correlated with the students' self-efficacy beliefs and predicts them in the strongest way. Apart from performance accomplishments, the factors 'vicarious experiences' and 'verbal persuasion' predict the students' self-efficacy beliefs for learning and performance.

Federici and Skaalvik (2012) examined principal self efficacy: relations with burnout, job satisfaction and motivation to quit. The results indicated that principal self-efficacy was positively related to job satisfaction and motivation to quit and negatively related to burnout. Burnout and job satisfaction were negatively related.

Van Dinther, Dochy and Segers (2011) investigated that researchers working in educational settings are increasingly paying attention to the role students' thoughts and beliefs play in the learning process. Self-efficacy, a key element of social cognitive theory, appears to be an important variable because it affects students' motivation and learning. The results revealed that educational programs have the possibility to enhance students' self-efficacy, and that educational programs based on social cognitive theory proved to be particularly successful on this score. Several factors appeared to influence students' self-efficacy and provided evidence of the potency of the main sources of self-efficacy.

Waleffn (2010) studied the relationship between teacher implemented mastery orientation goals, students' judgment of their ability to perform the task of reading (self-efficacy for reading), and reading achievement. The aim of the study was to determine social cognitive theory which indicates that achievement in reading may be impacted by self-efficacy. Achievement goal theory reveals a connection between mastery orientation goals and high levels of confidence and self-efficacy. Some fourth, fifth and sixth grade students in a rural Pennsylvania school district are not achieving at a proficient level and have low self-efficacy in reading. This study questioned if teacher facilitation of mastery orientation goals for reading had any influence on reading achievement or self-efficacy for reading, and if there was any relationship between the two. This one group pre-test, post-test pre-experimental mixed methods study used the concurrent transformative approach to data collection and analysis. The treatment was 9 weeks of teacher implementation of mastery orientation reading goals. Pre and post treatment data from the reader self-perception scale and the 4 sight reading test were analyzed using repeated measures, t-tests to calculate mean differences in self-efficacy, achievement and relationships between self-efficacy and achievement. The study concluded that teacher implementation of mastery orientation goals had a statistically significant influence upon student self-efficacy for reading and reading achievement. Results also indicated a positive correlation between student self-efficacy for reading and reading achievement.

Chan and Lam (2010) examined the effects of four types of teachers' evaluative feedback on Chinese student's self-efficacy in English vocabulary acquisition. In Study 1, a random sample of grade 8 students (N=79) learned prefixes and received either formative or summative feedback after failure in test. The results suggested that students who received summative feedback showed a larger decrease in their self-efficacy than those who received formative feedback. In study 2, a random sample of grade 7 students (N=77) went through similar procedures as in study 1 except that students received either self-referenced or norm-referenced feedback. The results indicated that self-referenced feedback was more beneficial to students' self-efficacy than norm-referenced feedback.

Dincer (2008) determined the relationship between self-efficacy and academic motivation of the teacher candidates. The method of the study was a relational survey method and the participant were seniors at the faculty of education in Adnan Menderes and Pamubkale University, Turkey. There were 251 prospective teachers from two universities. In the study, the teacher sense of efficacy scale and academic Motivational scale developed were used to collect the data. Prospective teachers' self-efficacy and academic motivation levels were observed according to university, gender, course time and grade point average. Results of the study indicated that prospective teachers' levels of sense of efficacy and academic motivation are moderately correlated and there was low but positive relation deserved between total academic motivation scores and grade point average.

Fencl and Scheel (2005) identified teaching approaches that affect student self-efficacy in physics. An additional goal of the study is to probe the relationship among teaching approaches, course climate and student confidence. A three part student survey instrument was developed to gather information about the course, physics self-efficacy and demographics. Demographic information included math background, ACT score, GPA, race/ethnicity, age, sex and major. Question and answer, collaborative learning, conceptual problems, electronic applications and inquiry labs were found to make significant and unique contributions to self-efficacy and classroom climate.

Mimi (2004) examined academic self-efficacy, task value, ability and effort attributions and mastery, performance approach and performance avoidance achievement goal orientation in reference to English, Korean, mathematics and general school learning. Results indicated that students from motivational beliefs that are subject matter specific and that some beliefs generalize more than others across multiple academic domains. Academic self-efficacy beliefs were correlated moderately, whereas performance approach and performance avoidance achievement goal orientations demonstrated strong correlation across different context.

Uraiwan and Ahuja (2003) studied language learning through language laboratory in relation to self-efficacy and learning approaches of technical college students in Thailand. The results of the study indicated that language learning through language laboratory may be used to enhance the performance of the students in the subject of English as compared to the conventional method of teaching. The effect of English self-efficacy on English performance indicated that high English self efficacy group is better than the low English self-efficacy group in rhythm. Learning approaches do not seem to differentially affect the attainments through language learning in language laboratory.

Jay (2002) investigated enhancing self efficacy and learning performance and found that self efficacy beliefs were significantly related to exam scores and significantly affected by the efficacy enhancing communication.

Poyrajli (2001) investigated the extent to which gender, English proficiency, assertiveness, academic experiences, self-efficacy predict psychosocial adjustment among graduate international students. A data

of 122 graduate international students was collected for the research. Results found that three variables uniquely contributed to the variance in students' general adjustment level: English proficiency, assertiveness and self-efficacy. Assertiveness and self efficacy were uniquely associated with students' adjustment. Students with higher assertiveness and higher self efficacy reported fewer adjustment problems.

Vibha and Ahuja (2001) investigated effect of mastery learning strategies on achievement and self-efficacy in English in relation to entry behavior. Eclectic mastery learning strategy (EMLS) was found to have maximum effect size on achievement gain scores, second being Bloom's mastery learning strategy.

STUDIES RELATED TO SELF REGULATION

Adiguzel and Orhan (2017) investigated the personal variables that have an impact on meta-cognitive and self-regulation skill and determining the relationship between these skills and the academic achievement in the English lesson. The aim of the study was to see if there is a relationship between preparatory class students' meta-cognitive and self-regulation skills and their academic achievements in learning a language and to determine whether students' levels of meta-cognitive and self-regulation skills differ by certain variables. Descriptive survey method was used in this study and data were collected by two scales. Students' grades in the first mid-term exam were used to determine their academic achievements. It was examined that the students had high levels of self-regulation and meta-cognitive skills. Whereas students' self-regulation skills differed in favor of the female students, it was found that these skills did not differ by age, students' faculties, type of education and type of graduation high school. A positive, significant relationship was revealed between students' self-regulation skills and academic achievements in the English lesson. While there was a relationship between students' self-regulation skills and academic achievements in the English lesson, no significant relationship was found between their meta-cognitive skills and academic achievements. It was concluded that students' levels of meta-cognitive skills differed in favor of the female students but not by students' faculties, type of education, ages and type of graduation high school.

Inan, Yukselturk, Kurucay and Flores (2017) examined whether student's self-regulation skills impact their success and satisfaction in an online learning environment. Data of one hundred and fifty-five students were collected by taking an online introductory programming course offered as a part of certification curriculum in a public university in Turkey. The online self-regulation and learning questionnaire was used to gather learners' skills in four main sub-components of self-regulation namely planning, help seeking, time management and self-evaluation. The results suggested that self-regulation, specifically planning as an important factor for explaining student success and satisfaction in an online course.

Delen and Liew (2016) examined distance education in the 21st century often relies on educational technology as the primary delivery of teaching to learners. In distance education, the source of the information and the learner do not share the same physical setting; therefore, the information is delivered by a variety of methods. The new emerging tools that are used in online learning have changed the view of pedagogical perspective in distance education. Although, online learning shares some elements with traditional classroom environments, the shared elements often take very different forms and each type of learning environment has distinct limitations and affordances. Because current practices often compare or assess the effectiveness of online learning by comparing it with traditional instruction methods.

Educators and researchers often find it important to consider the methods and strategies that are used in classroom settings when designing online learning environments. Online environments should provide opportunities for students to master necessary tasks by using appropriate strategies such as self-regulation. Self-regulation is one of the predictors of student performance in both traditional and modern learning environments. In an online platform, when students use strategies that are related to self-regulation, they can regulate their personal functioning and benefit from the online learning environment by changing their behaviors accordingly. Thus, it is important to explore and embed new interactive functions to the online learning environments and lead learners to use self-regulatory behaviors in those learning environments. This article discusses the importance of self-regulation in online environments, and provides recommendations for best practices in the design and implementation of interactive online learning environments with the self-regulated learning approach.

Meusen-Beekman, Joosten-ten Brinke and Boshuizen (2015) studied that fostering self-regulated learning (SRL) has become increasingly important at various educational levels. Most studies on SRL have been conducted in higher education. This study aims toward understanding self-regulation processes of students in primary and secondary education. The study explored the development of young student's self-regulation from a theoretical perspective. In addition, effective characteristics for an intervention to develop young students' self-regulation were examined, as well as the possibilities of implementing formative assessments in primary education to develop self-regulation. The results found that SRL can be supported in both primary and secondary education. However, at both school levels, differences were found regarding the theoretical background of the training and the type of instructed strategy. Studies so far suggest avenues toward formative assessment, which seems to be a unifying theory of instruction that improves the learning process by developing self-regulation among students.

Dunn, Rakes and Rakes (2014) examined the influence of academic self-regulation, critical thinking and age on online graduate students' academic help-seeking. Academic help-seeking is an invaluable learning strategy that has not yet received much attention in the distance education research literature. The asynchronous nature of distance education and many online courses presents an inherent roadblock to help-seeking. The purpose of this study was to explore the effect of academic self-regulation, critical thinking and age on online graduate students' help-seeking. Results found that these variables significantly influence help-seeking and that as self-regulation and critical thinking increased so did help-seeking. However, as age increased, help-seeking decreased.

Becker, McClelland, Loprinzi and Trost (2014) examined physical activity, self-regulation and early academic achievement in preschool children. The study investigated whether active play during recess was associated with self-regulation and academic achievement in a pre kindergarten sample. A total of 51 children in classes containing approximately half Head Start children were assessed on self-regulation, active play and early academic achievement. Path analyses indicated that higher active play was associated with better self-regulation, which in turn was associated with higher scores on early reading and math assessments. Results indicated to the benefits of active play for promoting self-regulation and offer insight into possible.

Villavicencio and Bernardo (2013) examined whether positive academic emotions moderate the relationship between self-regulation and academic achievement. Study has shown how academic emotions are related to achievement and to cognitive/motivational variables that promote achievement. Mediated models have been proposed to account for the relationships among academic emotions,

cognitive/motivational variables and achievement, and research has supported such mediated models, particularly with negative emotions. The study tested the hypotheses: (1) self-regulation and the positive academic emotions of enjoyment and pride are positive predictors of achievement; and (2) enjoyment and pride both moderate the relationship between self-regulation and achievement. Sample collected were 1,345 students enrolled in various trigonometry classes in one university. The student's final grades in the course were regressed to self-regulation, positive emotions and the interaction terms to test the moderation effects. Results indicated that enjoyment and pride were both positive predictors of grades. More importantly, both moderated the relationship between self-regulation and grades. For students who report higher levels of both positive emotions, self-regulation was positively associated with grades. However, for those who report lower levels of pride, self-regulation was not related to grades and for those who reported lower levels of enjoyment, self-regulation was negatively related to grades.

Laura, Eero, Tiina and Vermunt (2013) investigated the developmental trajectory of perceived self-regulation, personal interest and general achievement throughout high school: A longitudinal study. The aims of the study were (1) To evaluate changes in the mean level of perceived self-regulation throughout high school and (2) To evaluate the nature of the developmental relations between achievement, perceived self-regulation and personal interest. The participants comprised of 245 systematically sampled high school students from a mid-sized Finnish city. T-tests for paired samples were employed to assess changes in the level of personal interest and perceived self-regulation. Analysis of the developmental relations was carried out within a structural equations modeling framework. The main result was that perceived self-regulation at the beginning of high school, predicted not only scholastic achievement at the end of high school over and above prior achievement but also subsequent personal interest. Additionally, following an international trend, the level of perceived self-regulation decreased from the first to third year of study. The study has important theoretical and practical implications. First, the results suggested that perceived self-regulation and personal interest were only partially explained by achievement. Second, it appeared that perceived self-regulation drives personal interest, not the other way around.

Ning and Downing (2012) examined the influence of student learning experience on academic performance: the mediator and moderator effects of self-regulation and motivation. The study examined the mediator and moderator roles of self-regulation and motivation constructs in the relationship between learning experience and academic success. Self-reported measures of learning experience, self-regulation and motivation were obtained from 384 undergraduate students from a university in Hong Kong. Structural equation modeling indicated that self-regulation and motivation fully mediated the learning experience and academic performance. In addition, hierarchical regression analysis also showed that both self-regulation and motivation had small moderating effects on the link between learning experience and academic performance. The association between learning experience and cumulative GPA was stronger for students with lower levels of self-regulation and motivation.

Sedova and Goryacheva (2012) investigated self-regulation of junior school children. The sample comprising of 30 students (12 boys and 18 girls) was divided into two groups, students with good and poor school progress. The school results were compared with the results of neuropsychological tests and the level of learning motivation. The family upbringing style was studied as well. In the course of neuropsychological research, the difference in the level of maturing of frontal lobes of brain has been found out. According to this fact, the level of self-regulation of each student was evaluated and every

participant was marked as having high, medium or low level. The results revealed that some defects of self-regulation of psychic states can be compensated. More serious defects prevent from maturing conscious self-regulation of activity even in the case of safe intellect. The style of family upbringing has influence on the maturing of the conscious self-regulation. High level of self-regulation corresponds to the adequate style of family upbringing, meaning that there is a balanced system of rights and duties for a child and his/her need for self-sufficiency is not ignored. On the contrary, low level of self-regulation usually combines with conniving hyper-protection and unsteady style.

Mueller, Phelps, Bowers, Agans, Urban, and Lerner (2011) discussed youth development program participation and intentional self-regulation skills: contextual and individual bases of pathways to positive youth development. The relationship between adolescents' self-regulation skills (selection, optimization, and compensation) and their participation in youth development (YD) programs across Grades 8 and 9 in predicting Grade 10 PYD and Contribution was examined. Results revealed that while self-regulation skills alone predicted PYD, self regulation and YD program participation both predicted contribution. In addition, Grade 8 YD participation positively predicted grade 9 self-regulation, which in turn, predicted grade 10 PYD and contribution. Study discussed how the alignment of youth strengths and resources within the environment may promote positive youth development.

Nader and Nathalie (2011) compared self-regulation and performance in problem-solving using physical materials or computers in children with intellectual disability. The study investigated self-regulation in 29 children with intellectual disability and 30 typically developing children, who solved tasks using physical materials or computers. Their cognitive, linguistic levels were assessed in order to match the children of both groups. In the presence of their mothers and fathers, the children were asked to perform eight tasks presented, using two types of medium (physical materials and computer). Performance and task completion time were recorded. Seven self-regulated strategies were analyzed: identification of objective, planning, self-attention, self-motivation, joint attention, behavior regulation and self-evaluation. Children in the two groups did not differ in their self-regulation and in each group; their chronological age had no significant effect on their self-regulation. However, whatever the medium used, their mental age had a significant effect on their overall self-regulation and on six self-regulated strategies: identification of objective, planning, self-attention, self-motivation, behavior regulation and self-evaluation. A positive link between overall self-regulation and language abilities was only obtained in the group of typical developers.

Darshanand and Zimmerman (2011) investigated the important role of homework for developing self-regulation skills. The study examined the relationship between homework and self-regulation from the elementary grades to college. It revealed that quality measures of homework such as managing distractions, self-efficacy and perceived responsibility for learning, setting goals, self-reflection, managing time and setting a place for homework completion are more effective than only measuring the amount of time spent on homework. During homework completion, students engage in self-regulation by motivating themselves, inhibiting distractions, using strategies to complete homework, managing time, setting goals, self reflecting on their performance and delaying gratification. As a result, self-regulation and homework were related and the findings show that from elementary grades to college, skilled learners engaged in the above self-regulatory behaviors during homework activities develop self-regulatory behaviors gradually over time with repeated practice. Evidence from experimental studies showed that students can be trained to develop self-regulation skills during homework activities.

Connor, Panitza, Phillips, Travis, Glasney and Morrison (2010) studied first grader's literacy and self-regulation gains: the effect of individualizing student instruction. The study examined the effect of individualizing student instruction (445 students, 46 classrooms) on first grader's self-regulation gains compared to a business as usual control group. Self-regulation, conceptualized as a constellation of executive skills was positively associated with academic development. The study suggested no main effect of individualizing student instruction on self-regulation gains. However, for students with weaker initial self-regulation, individualizing student instruction was associated with greater self-regulation gains compared to peers in control classrooms. The individualizing student instruction effect on self-regulation was greater when the intervention was more fully implemented.

Capa, Sungur and Uzuniriyaki (2009) investigated teacher self-regulation: examining a multidimensional construct. The purpose of the study was to develop and validate an instrument to assess the multidimensional nature of teacher self-regulation. A nine-factor structure was proposed: goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, self-instruction, emotional control, self-evaluation, self-reaction and help-seeking. Through a series of confirmatory factor analyses with different samples, this nine-factor structure was supported. Reliability estimates were also satisfactory. Further validation evidence was provided through canonical correlation analysis between teacher self-regulation and teacher's sense of efficacy. Results found that the teacher self-regulation scale can be utilized as a valid and reliable instrument to assess teacher's self-regulatory strategies.

Skogster (2008) examined learning property management self-regulation in distance learning. The study focused on self-regulation within distance learning. It was based on qualitative approach. The point of view was on higher education in Finland. Results indicated that self-regulation was a complex issue in all learning processes but especially in distance learning. Supervision has a strong influence on self-regulation within distance learning. However, some kind of social contacts were needed with other students.

Anthony (2007) discussed self regulated learning in online education: a review of empirical literature. The purpose of the study was to provide educational researchers and practitioners with an understanding of extant research on academic self-regulation and its influence on student success in online environments. The review was a short discussion of the recent emergence of online learning as available alternative to traditional classroom instruction, as well as a critique of the empirical literature within the field of online distance education. Students with high self-regulation were found to achieved more and succeed in online learning situations as compared to low self-regulation students.

STUDIES RELATED TO SOCIAL MATURITY

Sekar (2016) investigated on the college student's social maturity, problem solving ability and independent in relation to their academic achievement in Cuddalore district of Tamil Nadu where they revealed that the college students exhibited high level of social maturity. Significant difference was found between the male and female students and the male students tend to have better social maturity than female while no significant difference was found between the government and private college students in their social maturity.

Alam (2016) conducted a research to investigate social adjustment and social maturity as predictors of academic achievement among adolescents. The study revealed that there was significant relationship between social adjustment, social maturity and academic achievement. It was also found that there is

significant difference between boys and girls in respect of their social adjustment and social maturity; however they do not differ significantly on academic achievement.

Whereas Mushtag and Rani (2016) aimed at finding out the effect of Social Maturity, self Concept and adjustment on Academic achievement of secondary school students. The results revealed that there is a positive relationship between self-academic achievement of secondary school students. It was observed that better social maturity possesses higher academic achievement and higher self concept possess better academic achievement.

Gupta,R,P (2014) examined social maturity among male and female M.Ed students. It was observed that all M.Ed students were socially aware whether they belong to science and humanity groups. It was also reported that there was no significant difference in the social maturity level among female arts and science students and no significant difference was found in the social maturity level among male arts and science students as well as among male and female arts students. It was observed that there is no significant difference in the social maturity among male and female students.

Pandey (2014) to reinforce the notion, a study was conducted on the interrelation between home as well as school environment and vocational maturity of senior secondary school students of government and private schools of Delhi. The study found that there is positive correlation among home as well as school environment and vocational maturity of senior secondary school students. The vocational maturity of private school students was found more than the students studying in government schools. The study established that better home and schools environment is helpful in development vocational maturity of individuals. However, no significant difference was found between vocational maturity levels of male and female students involved in the study.

Lal (2014) conducted a study to find out the career maturity in relation to other variables on the senior secondary school students from Rohtak District. The study revealed that more of the female adolescents fall in the category of high level vocational maturity. More of the male adolescents fall in category of average level of vocational maturity. More of the male adolescents fall in category of low level vocational maturity. Further analysis shows that more of the male adolescents have high vocational understanding, decisiveness in vocational choice, high vocational aspirations. More of the students believe in altruism i.e. Principle of helping the other people. Students are less influenced by money job choice. More of the students showed independence in job choice than girls.

Kumar,S (2014) studied on the career maturity in relation to family environment study habits and academic achievement among senior secondary students in Rohtak district. The study reported that positive relationship exists between career maturity with family environment, study habits and academic achievement. The study also found that male and female students have different approach for career maturity and the female students showed more maturity than male students regarding their career.

Nagra and Kaur (2013) aimed to identify the Social maturity of Teacher Educators in relation to locality and subject stream. Results of the study revealed that the teacher educators have high level of social maturity while no significant differences was observed in social maturity of teacher educators in relation to locality and subject streams.

Study was undertaken to assess and compare the Social Maturity of Adolescents in relation to their Gender and Locality by Choudhary and Madhury (2013).The result revealed significant gender difference on the basis of social maturity and also reported that adolescent students belonging to rural area possess higher social maturity than those belonging to urban area.

Bhandari and Lingzay (2013) on the other hand examine the vocational maturity of senior secondary school students in relation to their family environment. The major findings of the study revealed significant difference in vocational maturity of female students studying in government and private schools. Further, it indicated that vocational maturity level of students with high family environment was significantly higher than the students with low family environment.

Sapanpreet (2013) also investigated on the Career maturity in relation to interests, academic achievement and socio economic status of secondary school students of Chandigarh. The findings showed that the total Career Maturity, academic achievement and socio economic status of adolescents was found to be low. There was a positive significant relationship of career maturity and academic achievement and socio economic status. There was a significant difference in career maturity of high & low achiever secondary school students on comparing career maturity across different levels of academic achievement. Further analysis also showed that there exist no significant gender difference in the career maturity of secondary school students.

Shah and Sharma (2012) also aimed at studying the relationship between Social Maturity, School Adjustment and levels of Academic achievement among residential school girl students. The results indicated a significant relationship between social maturity and school adjustment. Also significant difference existed between the school adjustments of the three groups., i.e. low, high and average levels of academic achievement.

Srilatha (2012) conducted a study on Emotional maturity, Social maturity and Morale Judgement of the student teachers of Guntur district. It enabled us to identify the level of emotional maturity, social maturity and morale judgement of the student teachers and point out the crucial role of moral values, those to be stabled and constructively progressed. It was observed that academic achievement has a long bearing on the school teacher's emotional maturity, social maturity and morale judgement.

While Sudhir, S (2012) worked on Alienation career maturity and study habits of adolescents in relation to academic achievement, locus of control and socio economic status. His findings showed that Effect of Academic Achievement, locus of control, socio economic status on Career Maturity Score was found to be positive.

Diengdoh (2010) on the other hand investigated on the effect of intelligence, social maturity and emotional competence on the academic achievement of higher secondary school students of East Khasi Hills, Meghalaya showed that there was positive correlation between intelligence and social maturity with academic achievement. Further analysis also revealed that there was significant relationship between academic achievement and intelligence of students even when the effect of social maturity and emotional competence was partialled out.

Singh and Thakrul (2010) on social maturity and academic Achievement of high school students of Punjab revealed that there is significant correlation between social maturity and academic achievement of high school students. Both the sexes from rural and urban high school students do not differ significantly in their social maturity scores.

Mona (2010) carried out a study on career maturity of adolescents in relation to intelligence, self concept, academic achievement and family environment. The study reported that the students exhibited average level of career maturity, intelligence, self concept and family environment. However academic achievement of the total sample was above average. Further it was also found that there was significance difference between adolescents studying in academic and vocational groups as well as adolescent boys and girls in respect of career maturity, intelligence, self concept and academic achievement.

CHAPTER 3

RATIONALE OF THE STUDY

Secondary school students are adolescents and still flexible, they have to adjust quickly to an alien, modern and challenging world. They often find the conditions in their school confusing and this can lead to their dissatisfaction. Social Development is one of the major developmental states in which adolescence pass through during transitional period from the childhood to adulthood. It means the attaining of maturity in social setting.. Social Maturity means knowing what to do and striving for it by following role model to reach the desired level of acceptable social behaviour. The students' perceptions account for learning outcomes, academic self-efficacy supports the link between self-efficacy and academic performance. Students belief about their academic capabilities are referred to as self-efficacy for learning which includes the evaluation of that the learning context requires and how capable one is in utilizing knowledge and skills to bring about new learning Educators must be aware of the source of self-efficacy in order to increase the students' self-efficacy beliefs.

Self-regulation may be a learning vogue for college kids, comprising of robust talents like setting goals for developing data and selecting reconciliation methods against unwanted things by decisive goals.

This current scenario of education system in India shows that development of social maturity is an important part of personality development, which can be beneficial for all young adults. For this purpose, a humble attempt was made by the investigator to explore the effects of self-regulation and self-efficacy of students with school on social maturity of students. The researcher is keen to understand how social maturity impacts the self-regulation and self-efficacy of students.

CHAPTER 4

RESEARCH METHODOLOGY

INTRODUCTION

The research design provides the details regarding what, where, when, how much and by what means enquiry is initiated. Every piece of research must be planned and designed carefully so that the researcher precedes a head without getting confused at the subsequent steps of research. The researcher must have an objective understanding of what is to be done, what data is needed, what data collecting tools are to be employed and how the data is to be statistically analyzed and interpreted. There are a number of approaches to the design of studies and research projects all of which may be equally valid. Research is a systematic attempt to obtain answers to meaningful questions about phenomenon or events through the application of scientific procedures. It an objective, impartial, empirical and logical analysis and recording of controlled observation that may led to the development of generalizations, principles or theories, resulting to some extent in prediction and control of events that may be consequences or causes of specific phenomenon. Research is a systematic and refined technique of thinking, employing specialized tools, instruments and procedures in order to obtain a more adequate solution of a problem than would be possible under ordinary mean. Thus, research always starts from question. There are three objectives of research factual, practical and theoretical, which gives rise to three types of research: historical, experimental and descriptive.

The design deals with selection of subjects, selection of data gathering devices, the procedure of making observations and the type of statistical analysis to be employed in interpreting data relationship”.

AIM OF THE STUDY

The aim of the study is to find out impact of social maturity on self-regulation and self-efficacy among secondary school students.

RESEARCH METHOD

Descriptive survey method was employed to carry out present study.

OBJECTIVES OF THE STUDY

The following objectives are formulated for the proposed study:

1. To study the difference in social maturity, self-regulation and self-efficacy of students at secondary level with regard to gender and type of school.
2. To study the relationship between social maturity and self-regulation of students at secondary level
3. To study the relationship between social maturity and self-efficacy of students at secondary level

HYPOTHESES OF THE STUDY

H1: There is no significance difference in social maturity, self-regulation and self-efficacy of students at secondary level with regard to gender.

H2: There is no significance difference in social maturity, self-regulation and self-efficacy of students at secondary level with regard to type of school.

H3: There is no significant relationship between social maturity and self-regulation of students at secondary level

H4: There is no significant relationship between social maturity and self-efficacy of students at secondary level

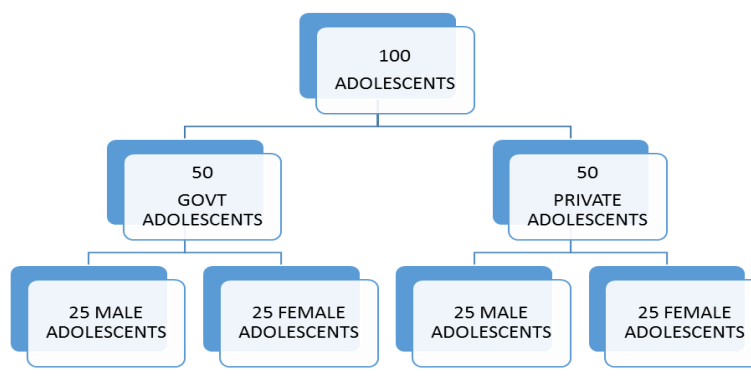
POPULATION

100 adolescent students of tenth class from government and private schools of Bahadurgarh was constitute the population of the study for the present investigation.

SAMPLING PROCEDURE

To conduct this study, the investigator was select a representative sample of total 100 adolescent students of tenth class from government and private schools of Bahadurgarh by using random sampling method.

SAMPLE LAYOUT



INCLUSION AND EXCLUSION CRITERIA

- Only Secondary School Students of tenth class from private schools of Delhi were included in the study.
- Only 100 adolescent of tenth class from private schools of Delhi were included in the study.

Inclusive criteria

- Only Secondary School Students of tenth class
- Govt. and Private schools students.
- Only 100 adolescent of tenth class from private schools
- Students of age group 14-16 years
- School of Delhi area was included in the study.

Exclusive criteria

- Physically challenged students excluded

TOOLS USED FOR DATA COLLECTION

1. SOCIO-DEMOGRAPHIC DETAILS

The socio-demographic profile of the respondents has its crucial importance in the social science investigation. It enables us to understand the diverse factors such as age, family structure, caste, their education attainment, economic status of the family etc. that affects the value system of the respondents. For the present study, the first part was demographic variables such age and sex and the second part deals with the social profile of the respondents which includes caste and religion etc. The third part deals with the household profile of the respondents in which family background of the respondents were discussed in the form of size and type of the family.

2. INFORMED CONSENT FORM

A consent form was formed to take permission as a part of the the present study

1. SOCIAL MATURITY SCALE BY DR.NALINI RAO

The Rao's Social Maturity Scale by Nalini Rao was developed with a view to achieving two practical goal. The first goal was to attain a theoretical backdrop which has the prospect of ensuring an operational concept of social maturity, with its social and individual relevance. The second was the more pragmatic goal of evolving a precise and dependable measure of social maturity applicable to the normal school child, thereby identifying this phenomena of social maturity more as a natural and inevitably essential outcome of child/youth growth and development rather than a mere pathological symptom. The scale contains 90 items to measure three dimensions of social maturity.

Reliability of the Scale

The final form of the ninety items, social maturity scale was administered twice on a sample of 180 students over an interval of four-five weeks. The scores of all sub-scales of the first administration were correlated with the scores of the second administration. The test-retest reliability coefficient of the scale with an interval of four to five weeks is 0.79.

Validity of the Scale

The most suitable external criterion for validating the social maturity scales was found to be the teacher ratings on the attributes of Social Maturity. It was hence hypothesized that the social maturity scores of student would correlate with the teacher perception of the student's social maturity. The validity of the nine sub scales range from 0.105 - 0.603

Scoring of the Scale

The Rao's Social Maturity Scale consists of both positive and negative items. Positive items are scored with 4 for Strongly Agree, 3 for Agree, 2 for Disagree and 1 for Strongly Disagree. Negative items are scored with 1 for Strongly Agree, 2 for Agree, 3 for Disagree and 4 for Strongly Disagree. The score of all the items are total to obtain scores for the nine sub-scales, the three dimensions as well as the total social maturity scale.

3. SELF REGULATION SCALE DEVELOPED BY RYAN AND CONNELL (1998)

Self regulation questionnaire developed by Ryan and Connell (1998) was used to measure self regulation of students. Four components of self regulation viz. Academic, Pro social, Religion and Friendship self regulation are covered in the test. 89 items constitute the test. Each item in the form of a statement and provides four alternative response option graded on a 4 point scale. No item in the self regulation questionnaire is negatively worded. A score of 4, 3, 2, 1 was given to very true, sort of true, not very true, not at all respectively. The total score obtained by a student on scale measure his/her self regulation.

Table 1
DIMENSION WISE ITEMS DISTRIBUTIONS OF SRQ

S.NO.	DIMENSION OF SRQ	TOTAL ITEMS
1	Academic self-regulation	32
2	Pro social self-regulation	25
3	Religion self-regulation	12
4	Friendship self-regulation	20

Reliability:

The reliability of the scale was estimated by the investigator. She used test-retest method to find out the reliability of SRQ. It was found to be 0.83.

Validity:

Face and content validity was ascertained of the scale by the author of the scale after taking experts comment into consideration.

4. SELF EFFICACY QUESTIONNAIRE DEVELOPED BY MURIS

Self-efficacy questionnaire developed by Muris (2001) was used to measure self-efficacy of students. Three components of self-efficacy viz. academic self-efficacy, emotional self-efficacy and social self-efficacy are covered in the test. 24 items constitute the test. Each item in the form of a statement and provides five alternative response option graded on a 5 point scale. The total reliability of the scale is 0.79 and validity is 0.88.

PROCEDURE FOR DATA COLLECTION

To ensure better response, co-operation, genuine interest and personal contact, the investigator went personally to each school. Principals of these schools were contacted and their help was sought for the administration of the tools and collection of data and dates were fixed for the collection of data. The investigator tried his best to build a report with all respondents. All the two set of tests were given to each student and the instructions were given to the students so that they can finish up their tests at right time and without facing any problem.

STATISTICAL ANALYSIS

In this proposed study, various statistical tool and techniques were used according to the requirement of the study. Mean scores, Standard Deviations and Percentages were computed. To find out the significance of difference between means of different groups under study t test was applied of the present study. To find the significance relationship between the variables , Pearson correlation was used.

CHAPTER 5

ANALYSIS AND INTERPRETATIONS

The analysis and interpretation of the data is of great significance. The data as such has no meaning, if it is not analyzed and interpreted properly. It may be fair to say that research consists in general of two large steps, the collection of data and the analysis of the data. Interpretation calls for a critical examination of the results of analysis in the light of all the limitations of that gathered data. However, valid, reliable and adequate data may be, it does not serve any worthwhile purpose unless it is intelligently analyzed, systematically classified, scientifically tabulated, carefully edited, and rationally concluded.

For every researcher, it is crucially important to know that not only precision in the collection of data or selection of tools can guarantee the accomplishment of objectives, but adequate knowledge in the application of statistical analysis is equally important. Data analysis is the act of transforming data with the aim of extracting useful information and facilitating conclusion. Data analysis is the process of systematically applying statistical and or logical techniques to describe and illustrate, condense, recap and evaluate data.

The organization, analysis and interpretation of data and formulation of conclusions and generalization are necessary steps to get a meaningful picture out of raw information collected. The analysis and interpretation of data involves the objective material in the possession of the researcher as well as objective reactions to derive inherent meanings from the data in their relation to the problem. Interpretation refers to the task of drawing inferences from the collected facts after an analytical and experimental study. In fact, it is a search for broader meaning of research findings. The task of interpretation has two major aspects viz. (1) the efforts to establish continuity in research through linking the results of a given study with another, (2) the establishment of some explanatory concepts in one sense.

Need of Interpretation

It is through interpretation that the researcher can well understand the abstract principle that works beneath his findings. Interpretation leads to the establishment of explanatory concepts that can serve as a guide for future research studies.

Research can better appreciate only through interpretation what are his findings and can make others to understand the real significance of his research findings.

The interpretation of the finding of exploratory research study often results into hypothesis for experimental research.

In the present endeavour, the investigator has made an attempt to analyze and interpret the data of the present study by using different statistical techniques.

SECTION A

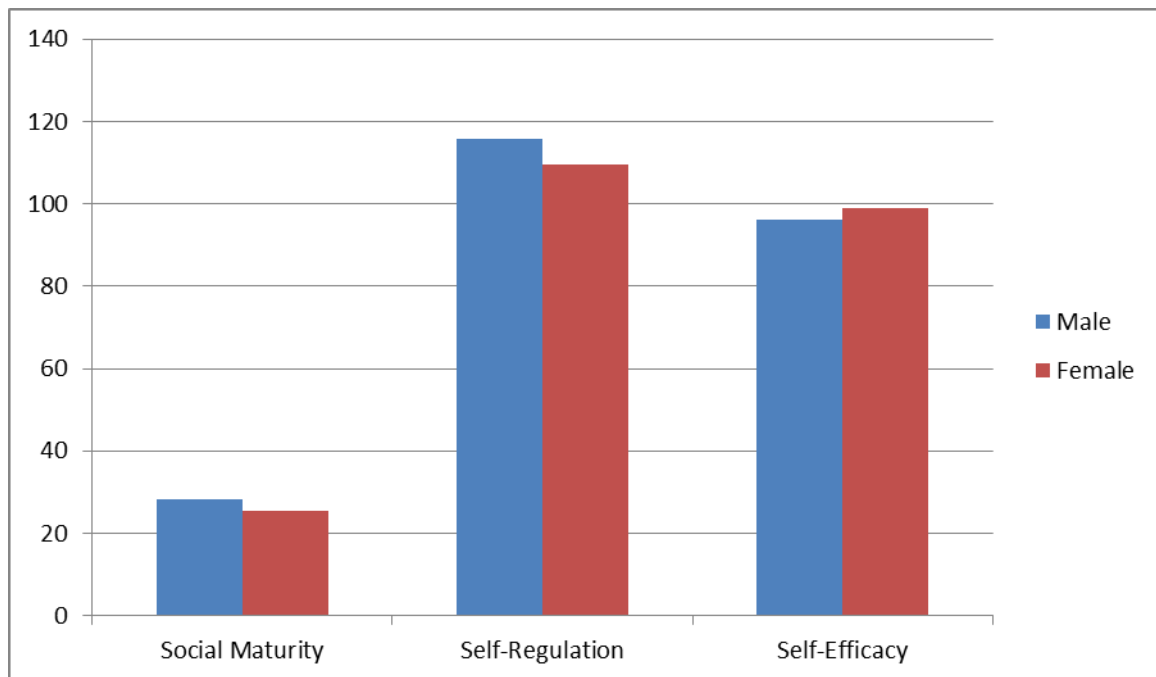
COMPARATIVE ANALYSIS OF SOCIAL MATURITY, SELF-REGULATION AND SELF-EFFICACY OF STUDENTS AT SECONDARY LEVEL WITH REGARD TO GENDER

Table: 1 Descriptive statistics and significant values of social maturity, self-regulation and self-efficacy of male and female students at secondary level

VARIABLES	GENDER	Mean	Std. Deviation	t	P
Social Maturity	Male	28.42	5.717	2.560	0.012
	Female	25.45	5.462		
Self-Regulation	Male	115.89	16.799	1.901**	0.060
	Female	109.57	15.359		
Self-Efficacy	Male	96.24	22.149	0.643	0.522
	Female	98.90	18.155		

* Significant at 5% level

** Significant at 1% level



Graph: 1 Mean difference of social maturity, self-regulation and self-efficacy of male and female students at secondary level

Table 1, indicated that there is significant difference ($t=2.560$, $p<0.05$) found between social maturity scores of male and female students at secondary level. So the hypothesis which stated “There is no significance difference in social maturity of students at secondary level with regard to gender” is rejected.

There is significant difference ($t= 1.901, p>0.01$) found between self-regulation scores of male and female students at secondary level. So, the hypothesis which stated “There is no significance difference in self-regulation of students at secondary level with regard to gender” is rejected.

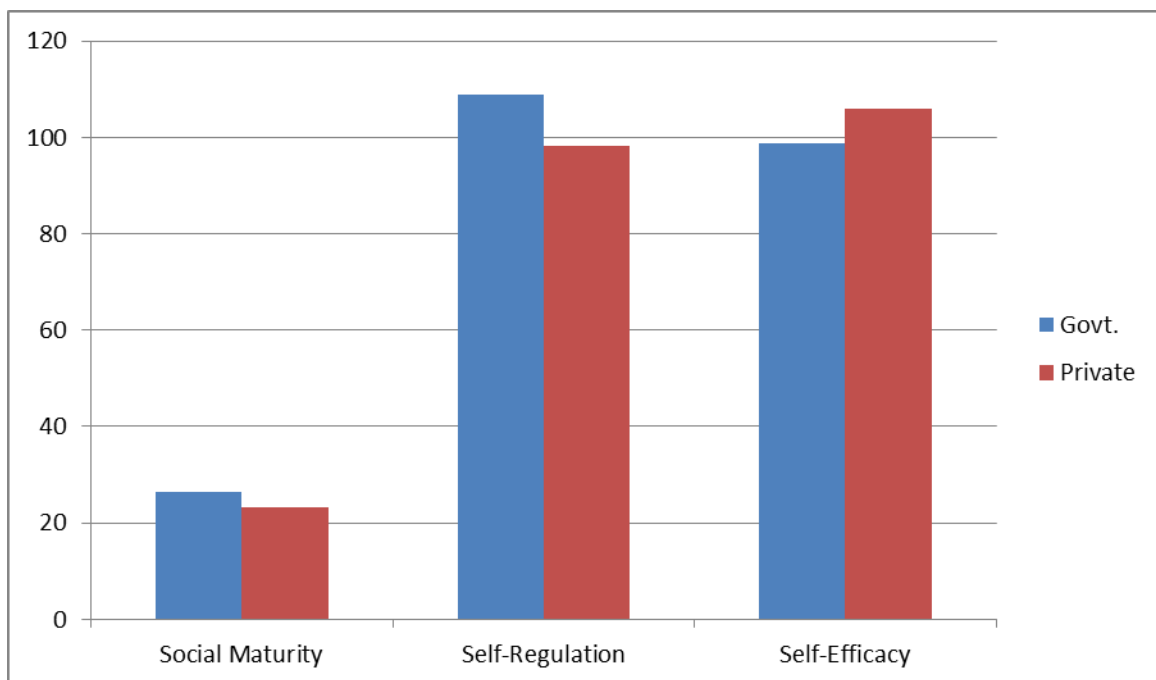
There is no significant difference ($t=0.643, p>0.05$) found between self-efficacy scores of male and female students at secondary level. So the hypothesis which stated “There is no significance difference in self-efficacy of students at secondary level with regard to gender” is accepted.

Table: 2 Descriptive statistics and significant values of social maturity, self-regulation and self-efficacy of male and female students at secondary level

VARIABLES	GENDER	Mean	Std. Deviation	t	P
Social Maturity	Govt.	26.38	4.697	3.471 **	.001
	Private	23.34	3.971		
Self-Regulation	Govt.	108.89	11.617	4.965**	.000
	Private	98.19	9.721		
Self-Efficacy	Govt.	98.71	18.624	1.936	.056
	Private	105.94	18.259		

* Significant at 5% level

** Significant at 1% level



Graph 2 Mean difference of social maturity, self-regulation and self-efficacy of male and female students at secondary level

There is significant difference ($t=3.471, p<0.01$) found between social maturity scores of gov. and private school students at secondary level. So the hypothesis which stated “There is no significance difference in social maturity of students at secondary level with regard to type of school” is rejected.

There is significant difference ($t=4.965, p<0.01$) found between self-regulation scores of govt. and private school students at secondary level. So the hypothesis which stated “There is no significance difference in self-regulation of students at secondary level with regard to type of school” is rejected.

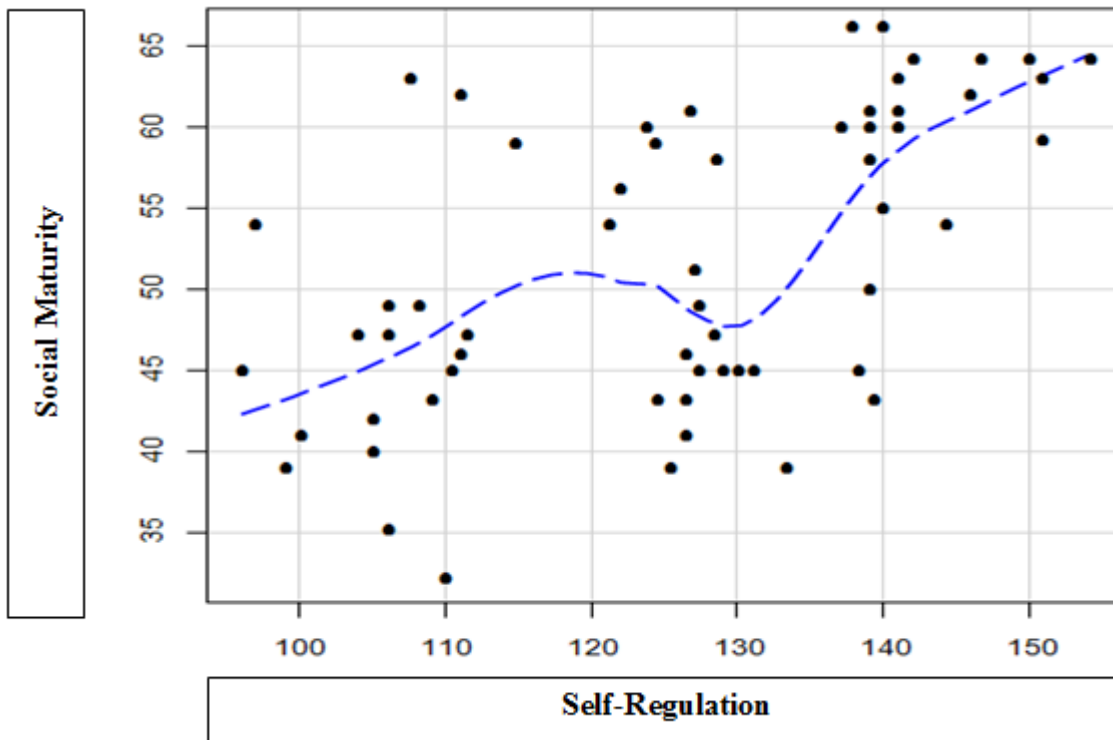
There is no significant difference ($t=1.936, p>0.05$) found between self-efficacy scores of govt. and private school students at secondary level. So the hypothesis stated “There is no significance difference in self-efficacy of students at secondary level with regard to type of school” is accepted.

SECTION B
CORRELATIONAL ANALYSIS

Table 3: Relationship between social maturity and self-regulation of students at secondary level

		Social Maturity	Self-Regulation
Social Maturity	Pearson Correlation	1	0.571**
	Sig. (2-tailed)		.162
	N	50	50
Self-Regulation	Pearson Correlation	0.571**	1
	Sig. (2-tailed)	.162	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).



Graph 3: Relationship between social maturity and self-regulation of students at secondary level

The above table reveals that there is a positive correlation between the social maturity and self-regulation of students at secondary level with r-value 0.571 ($p<0.01$) at 0.01 significant level, which is

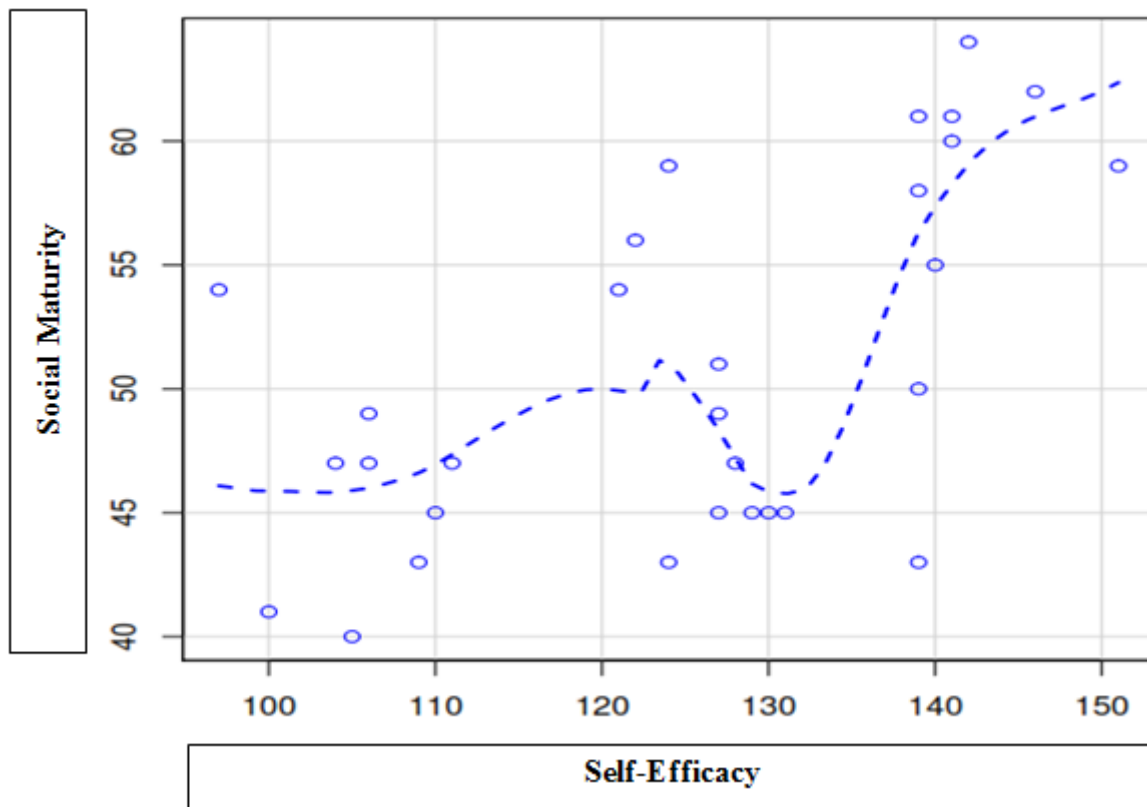
significant.

Thus from the confirmation of the results from the above table the hypotheses, which reads as, “There is no significant relationship between social maturity and self-regulation of students at secondary level”, stands rejected.

Table 4: Relationship between Social Maturity and self-efficacy of students at secondary level

		Social Maturity	Self-Efficacy
Social Maturity	Pearson Correlation	1	0.589**
	Sig. (2-tailed)		.345
	N	50	50
Self-Efficacy	Pearson Correlation	0.571**	1
	Sig. (2-tailed)	.345	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).



Graph 4: Relationship between social maturity and self-efficacy of students at secondary level

The above table reveals that there is a positive correlation between the social maturity and self-efficacy of students at secondary level with r-value 0.589 ($p < 0.01$) at 0.01 significant level, which is significant. Thus from the confirmation of the results from the above table the hypotheses, which reads as, “There is no significant relationship between social maturity and self-efficacy of students at secondary level” stands rejected.

CHAPTER 6

CONCLUSIONS

FINDINGS OF THE STUDY

- There is no significant difference ($t=2.560$, $p<0.05$) found between social maturity scores of male and female students at secondary level
- There is no significant difference ($t= 1.901$, $p>0.01$) found between self-regulation scores of male and female students at secondary level
- There is no significant difference ($t=0.643$, $p>0.05$) found between self-efficacy scores of male and female students at secondary level.
- There is no significant difference ($t=3.471$, $p<0.01$) found between social maturity scores of govt. and private school students at secondary level.
- There is no significant difference ($t=4.965$, $p<0.01$) found between self-regulation scores of govt. and private school students at secondary level.
- There is no significant difference ($t=1.936$, $p>0.05$) found between self-efficacy scores of govt. and private school students at secondary level.
- There is a positive correlation between the social maturity and self-regulation of students at secondary level with r-value 0.571 ($p<0.01$) at 0.01 significant level, which is significant.
- There is a positive correlation between the social maturity and self-efficacy of students at secondary level with r-value 0.589 ($p<0.01$) at 0.01 significant level, which is significant.

CONCLUSION OF THE STUDY

- There is no significance difference in social maturity of students at secondary level with regard to gender.
- There is significance difference in self-regulation of students at secondary level with regard to gender.
- There is no significance difference in self-efficacy of students at secondary level with regard to gender.
- There is no significance difference in social maturity of students at secondary level with regard to type of school.
- There is no significance difference in self-regulation of students at secondary level with regard to type of school
- There is no significance difference in self-efficacy of students at secondary level with regard to type of school
- There is significant relationship between social maturity and self-regulation of students at secondary level
- There is significant relationship between social maturity and self-efficacy of students at secondary level

CHAPTER 7

SUGGESTIONS & IMPLICATIONS OF THE STUDY

EDUCATIONAL IMPLICATIONS

On the basis of the present research findings following educational implications and suggestions have

been made.

1. Skills are important for personality development and beneficial for all young adults, Since the world population is evolving at very fast pace, faculty of the twenty first century may be asked to adopt a new role as designers of learning experience, processes and environments.
2. Today students learn by self experiences and faculty member just assist or help to learn. Faculty members focused on inspiring, motivating and managing an active learning environment to students instead of transmitting intellectual content.
3. By teaching creative thinking a teacher can challenge students to think in alternative ways through speculating, imaging, visualizing, investigating and synthesizing untried directions. The best way to encourage problem solving is to engage young people in simple problematic situation. Skills of decision making should be taught to the young learners from an early stage with the various activities in school. Teach students to set realistic and time sensitive goals which help them throughout their academics career. Goal setting features as a major component of personal development.
4. Self-Efficacy is also needed to regulate their learning. It demonstrated the independent contribution of self-efficacy on learning outcomes. Self-Efficacy has the degree to which the student thinks he or she has the capacity to cope with the learning challenge. The subjects having high efficacy attribute success to ability or effort and failure to lack of effort in some instances to external factors. Self- efficacy as an individual's assessment of his or her ability to cope with given situation. Self-Efficacy refers to one's self-belief in his/her capability to attain a specific goal. Students who are confident in their academic capabilities monitor their work time more effectively, are more efficient problem solver, and show more persistence than do equally able peers with low self-efficacy. They also work harder, evaluate their progress more frequently, and engage in more self-regulatory strategies that promote success in school. If we wish to develop high educational achievement among our students, it is essential to build stronger self efficacy as early as possible. High academic self-efficacy is shown to be a very strong predictor of academic achievement. Increased self-efficacy is accompanied by enhanced intrinsic motivation the ability to sustain levels of motivation achievement-oriented behaviors, persistence in the face of difficulties and better problem solving.
5. Self-regulation increases the degree that makes human behavior flexible and adaptable. This flexibility allows people to adjust to societal and situational demands that they encounter on a daily basis. It is an important basis for the popular conception of free will and for socially desirable behavior. This involves the teacher describing their thought process in solving a problem Self-regulated learning is an important factor to influence academic achievements of students. Students with high self-regulation work effectively. Self-regulated learning has been defined as, an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features of the environment. The central ideas underlying self-regulation are motivation and learning strategies that students utilize to achieve their learning goals.
6. The measurement of student satisfaction can be useful to secondary school students as well as institution of their teaching, to help them to pinpoint their strengths and identify areas for improvement. He must acquire and develop enough basic study skills for optimum achievement.

SUGGESTIONS FOR FUTURE RESEARCH

The following suggestions for further research that could be taken by the perspective researchers:

1. For further study, it is recommended that this research be modified at other levels of education to determine if the results of the study were influenced by other environmental factors.
2. The study may be replicated on a large sample of population for wider generalization.
3. Relative interaction effect of the objectives of the study may be studied at large scale, especially for learner of higher education, with the different subject areas, having different persistence levels.
4. The curriculum planners can make use of these results to modify current educational system not only at school level but can also incorporate idea based on the results of present investigation into improvements of education system at all levels. This will require intensive research.
5. The school teachers and principals may add activities in their school schedule which promote various skills among their students. Therefore research can be carried out to find such modalities.
6. Parents can also be involved in promoting skills through parent-teacher activities or providing healthy environment at home. Research on such aspects which promote self-regulation and self-efficacy among learners in self-designed strategies be carried out.

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