



A Study On The Academic Achievement Of Devadasis Children In Relation To Social Maturity, Metacognitive Awareness, Adjustment And Mind Style

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ABSTRACT

The present study investigates the academic achievement of Devadasis children in relation to four important psychological and socio-educational variables: social maturity, metacognitive awareness, adjustment, and mind style. A sample of 500 Devadasis children studying in Residential Schools from the Bagalkot, Belagavi, and Vijayapura districts was selected using a cluster sampling technique. The findings of the study revealed that: i) academic achievement has a positive correlation with social maturity, metacognitive awareness, adjustment, and mind style among Devadasis children in the total sample; and ii) academic achievement shows a similar positive correlation with these variables among both male and female Devadasis children. Further, the results indicated that these correlations were statistically significant for both male and female Devadasis children. The study concludes that fostering social maturity, strengthening metacognitive strategies, improving adjustment skills, and understanding individual mind styles can contribute meaningfully to enhancing the academic achievement of Devadasis children.

Keywords: Devadasis Children; Academic Achievement; Social Maturity; Metacognitive Awareness; Adjustment and Mind Style.

Introduction

Education plays a pivotal role in shaping the intellectual, social, and emotional development of children, enabling them to progress toward meaningful and productive lives. Academic achievement, as a key indicator of educational success, reflects not only the cognitive abilities of learners but also the influence of various psychological, social, and environmental factors. For children belonging to marginalized and vulnerable communities, such as Devadasis children, academic development becomes even more crucial, as education serves as a primary route toward empowerment, social mobility, and a dignified future. Devadasis children often face multiple socio-economic challenges, including poverty, social stigma, limited parental support, and unstable home environments. These conditions may directly or indirectly affect their educational performance. Understanding the psychological attributes that influence their academic achievement is essential for designing appropriate educational interventions and support mechanisms. Among these attributes, social maturity, metacognitive awareness, adjustment, and mind style have emerged as important determinants of students' learning processes and academic outcomes. Social maturity helps students interact effectively with peers, teachers, and the learning environment, thereby enhancing their academic engagement. Metacognitive awareness, which involves the ability to plan, monitor, and evaluate one's own learning, supports effective study habits and academic problem-solving. Adjustment in emotional, social, and educational domains enables learners to cope with school-related demands, reducing stress and improving performance. Mind style, which refers to an individual's characteristic way of processing information, also plays a significant role in shaping learning behaviors and academic success.

Given the unique background of Devadasis children and the lack of empirical studies addressing these psychological variables in relation to their academic performance, the present study seeks to fill a critical gap. By examining the correlation between academic achievement and the four selected psychological factors, this research aims to provide insights that can help educators, policymakers, and child welfare organizations design targeted strategies to support the holistic development of Devadasis children. The study therefore focuses on investigating how social maturity, metacognitive awareness, adjustment, and mind style relate to academic achievement among Devadasis children studying in Residential Schools across the districts of Bagalkot, Belagavi, and Vijayapura. The findings are expected to contribute valuable knowledge to the field of educational psychology and to inform interventions that can enhance the academic and personal development of children from marginalized communities.

Objectives

The objectives of the study are as follows:

1. To study whether there is significant correlation between academic achievement with social maturity, metacognitive awareness, adjustment and mind style of devadasis children.
2. To study whether there is significant correlation between academic achievement with social maturity, metacognitive awareness, adjustment and mind style of devadasis male children.
3. To study whether there is significant correlation between academic achievement with social maturity, metacognitive awareness, adjustment and mind style of devadasis female children.

Hypotheses

In pursuance of the above-stated objectives, the following hypotheses were formulated:

1. There is no significant correlation between academic achievement with social maturity, metacognitive awareness, adjustment and mind style of devadasis children.
2. There is no significant correlation between academic achievement with social maturity, metacognitive awareness, adjustment and mind style of devadasis male children.
3. There is no significant correlation between academic achievement with social maturity, metacognitive awareness, adjustment and mind style of devadasis female children.

Research Design

Method

The study is involved a descriptive survey method for investigation.

Sample

Using purposive and cluster sampling techniques, 500 Devadasis children studying in Residential School setups located in the districts of Bagalkot, Belagavi, and Vijayapura formed the sample for the study.

Tools

The following tools were used to collect the essential data:

- *Social Maturity Scale (SMS)* – Developed by the investigator
- *Metacognitive Awareness Inventory (MAI)* – Developed by the investigator
- *Adjustment Inventory for School Students (AISS)* – Developed by the investigator
- *Mind Style Questionnaire (MSQ)* – Developed by the investigator
- *Academic Achievement (AA)* – was assessed using the total marks obtained by the students in all subjects.

Procedure

Data related to social maturity, metacognitive awareness, adjustment, mind style, and academic achievement in all subjects were collected by administering the above tools to 500 Devadasis children studying in Residential Schools.

Statistical Techniques

Correlation analysis – Karl Pearson's correlation coefficient

Analysis and Interpretation

The data were analyzed using Karl Pearson's correlation coefficient method, which was applied to identify the correlation between social maturity, metacognitive awareness, adjustment, mind style, and academic achievement of Devadasis children. The results of the analysis are presented in the following tables.

Hypothesis: There is no significant correlation between academic achievement with Social Maturity, Metacognitive Awareness, Adjustment and Mind Style of Devadasis Children

To achieve this, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

Table-1: Results of Correlation Coefficient between Academic Achievement with Social Maturity, Metacognitive Awareness, Adjustment and Mind Style of Devadasis Children

Variables	Correlation coefficient between academic achievement with		
	r-value	t-value	p-value
Social Maturity	0.6011	16.7840	0.0001*
Metacognitive Awareness	0.5157	13.4317	0.0001*
Adjustment	0.1535	3.4660	0.0006*
Mind Style	0.5455	14.5256	0.0001*

From the results of the above table, it can be seen that,

A significant and positive correlation was observed between academic achievement and social maturity of Devadasis children in the total sample ($r = 0.6011$, $p < 0.05$); between academic achievement and metacognitive awareness ($r = 0.5157$, $p < 0.05$); between academic achievement and adjustment ($r = 0.1535$, $p < 0.05$); and between academic achievement and mind style ($r = 0.5455$, $p < 0.05$).

The r-values indicate that academic achievement has a positive correlation with social maturity, metacognitive awareness, adjustment, and mind style among Devadasis children in the total sample. This means that an increase in one variable is generally associated with an increase in the other. Conversely, if an r-value were negative, it would imply that an increase in one variable corresponds to a decrease in the other.

Hypothesis: There is no significant correlation between Academic Achievement with Social Maturity, Metacognitive Awareness, Adjustment and Mind Style of Devadasis Male Children

To achieve this, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

Table-2: Results of Correlation Coefficient between Academic Achievement with Social Maturity, Metacognitive Awareness, Adjustment and Mind Style of Devadasis Male Children

Variables	Correlation Coefficient Between Academic Achievement of Devadasis Male Children		
	r-value	t-value	p-value
Social Maturity	0.5626	10.7154	0.0001*
Metacognitive Awareness	0.5049	9.2124	0.0001*
Adjustment	0.0373	0.5884	0.5568
Mind Style	0.4859	8.7552	0.0001*

From the results of the above table, it can be seen that,

A significant and positive correlation was observed between academic achievement and social maturity among Devadasis male children ($r = 0.5626$, $p < 0.05$), and between academic achievement and metacognitive awareness ($r = 0.5049$, $p < 0.05$). A non-significant but positive correlation was found between academic achievement and adjustment ($r = 0.0373$, $p > 0.05$). Additionally, a significant and positive correlation was observed between academic achievement and mind style ($r = 0.4859$, $p < 0.05$).

The r-values indicate that academic achievement has a positive correlation with social maturity, metacognitive awareness, and mind style among Devadasis male children, meaning these variables tend to increase or decrease together. However, academic achievement and adjustment appear to be independent of each other, as indicated by the non-significant correlation. In general, a positive r-value suggests that an increase in one variable is associated with an increase in the other, while a negative r-value would indicate that an increase in one variable corresponds to a decrease in the other.

Hypothesis: There is no significant correlation between academic achievement with Social Maturity, Metacognitive Awareness, Adjustment and Mind Style of Devadasis Female Children

To achieve this, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

Table-3: Results of Correlation Coefficient between Academic Achievement with Social Maturity, Metacognitive Awareness, Adjustment and Mind Style of Devadasis Female Children

Variables	Correlation Coefficient Between Academic Achievement of Devadasis Female Children		
	r-value	t-value	p-value
Social Maturity	0.6350	12.9445	0.0001*
Metacognitive Awareness	0.4861	8.7605	0.0001*
Adjustment	0.3081	5.0993	0.0001*
Mind Style	0.5932	11.6027	0.0001*

From the results of the above table, it can be seen that,

A significant and positive correlation was observed between academic achievement and social maturity among Devadasis female children ($r = 0.6350$, $p < 0.05$); academic achievement and metacognitive awareness ($r = 0.4861$, $p < 0.05$); academic achievement and adjustment ($r = 0.3081$, $p < 0.05$); and academic achievement and mind style ($r = 0.5932$, $p < 0.05$).

The r-values indicate that academic achievement has a positive correlation with social maturity, metacognitive awareness, adjustment, and mind style among Devadasis female children. This implies that any increase or decrease in social maturity, metacognitive awareness, adjustment, or mind style among these children is likely to result in a corresponding increase or decrease in their academic achievement.

Discussion and Conclusion

In the present study, the researcher aimed to analyze the relationship between academic achievement and four key psychological variables-social maturity, metacognitive awareness, adjustment, and mind style-among Devadasis children studying in Residential Schools. The findings revealed significant positive correlations between academic achievement and most of these variables, providing valuable insights into the educational development of this marginalized group.

The strong positive relationship between social maturity and academic achievement suggests that socially competent children tend to perform better in school. Social maturity enhances communication skills, cooperative learning, responsible behavior, and peer relationships-factors that create a supportive learning environment and promote academic engagement. Similarly, the significant relationship between metacognitive awareness and academic achievement underscores the importance of higher-order thinking

skills in the learning process. Children who can plan, monitor, and evaluate their learning tend to adopt effective study strategies, regulate their efforts, and persist through academic challenges. Although adjustment showed a comparatively weaker correlation with academic achievement, the positive association remains meaningful. Children who are better adjusted emotionally, socially, and academically experience reduced stress, adapt more effectively to school demands, and participate more confidently in learning activities. In contrast, adjustment difficulties often hinder academic progress, particularly for children facing socio-economic hardships and emotional instability, as is the case for many Devadasis children.

The significant positive relationship between mind style and academic achievement highlights the influence of individual cognitive preferences on learning outcomes. Children with adaptive or flexible mind styles are able to process information both creatively and analytically, which contributes to improved academic performance. Importantly, the results were consistent across both male and female Devadasis children, indicating that the psychological variables examined in the study influence academic achievement similarly across gender. This reinforces the universal importance of socio-psychological development for children in Residential School settings. Collectively, the findings demonstrate that academic success among Devadasis children is not determined solely by cognitive ability. Rather, it is closely linked to their social, emotional, and psychological development. Strengthening these aspects can therefore play a crucial role in improving their educational outcomes.

Educational Implications

The findings of the present study provide significant insights into the academic development of Devadasis children and highlight several educational implications that are valuable for teachers, administrators, policymakers, and child welfare organizations. Since academic achievement among Devadasis children is closely associated with their social maturity, metacognitive awareness, adjustment, and mind style, purposeful educational interventions can meaningfully enhance their overall learning outcomes.

- *Strengthening Social Maturity Through School-Based Activities:* Because social maturity showed a strong positive relationship with academic achievement, schools should implement structured programs such as group activities, peer mentoring, cooperative learning, leadership tasks, and social-skills training to help students interact confidently with peers and teachers. Creating an emotionally safe and inclusive environment in Residential Schools can further support the social development of Devadasis children.
- *Enhancing Metacognitive Awareness Through Classroom Practices:* Teachers should incorporate metacognitive strategies into daily instruction. Activities such as goal setting, self-monitoring checklists, reflective journals, think-aloud exercises, and guided problem-solving can promote students' awareness of

their learning processes. Training teachers to use metacognitive instructional techniques can help students become independent and strategic learners, ultimately improving academic performance.

- *Improving Adjustment Skills for Better School Adaptation:* Although adjustment showed varying levels of correlation, it remains an important factor influencing academic success. Schools should provide counseling services, life-skills education, emotional-regulation programs, and stress-management workshops. Such interventions help students adapt better to school demands, reduce anxiety, and maintain a healthy balance between academic and personal responsibilities.
- *Addressing Individual Differences Through Mind Style Awareness:* The study highlights the influence of mind style on academic achievement. Teachers should recognize that students process information differently some prefer analytical approaches, while others rely on holistic or creative thinking. Differentiated instruction, flexible learning materials, visual tools, hands-on activities, and learner-centered teaching can accommodate diverse mind styles and enhance learning effectiveness for Devadasis children.
- *Strengthening Residential School Support Systems:* Since the sample is drawn from Residential Schools, these institutions must ensure supportive learning environments. Providing academic assistance, individualized attention, academic mentoring, and structured study hours can help bridge learning gaps. Additionally, ensuring emotional safety and consistent teacher-student relationships can strengthen students' psychological well-being.
- *Training Teachers and Hostel Staff on Child Psychology:* Regular professional development programs focusing on the psychology of marginalized children, trauma-informed teaching, communication skills, and socio-emotional learning can equip teachers and caretakers to respond effectively to Devadasis children's needs. Sensitization programs can also reduce bias and promote empathetic handling of students.
- *Involving Community and Welfare Departments:* Educational and social welfare departments must collaborate to provide resources, scholarships, career guidance, and family support. Community engagement programs can reduce stigma and encourage continued schooling among Devadasis children. Partnerships with NGOs can further strengthen psychosocial and academic support systems.
- *Designing Targeted Educational Policies:* The results underscore the need for policy initiatives that address not only academic factors but also psychological and social dimensions. Policies promoting socio-emotional learning, personalized academic support, monitoring of Residential Schools, and protection of vulnerable children can ensure long-term educational progress.

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