EVALUATING THE EFFICACY OF PSYCHOLOGICAL TRAINING IN ENHANCING STUDENT SOCIAL MATURITY AND ACADEMIC QUALITY: AN EXPERIMENTAL STUDY

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Abstract: This empirical study evaluates the effectiveness of a specialized 9-module socio-psychological training program designed to enhance social maturity criteria and academic motivation among university students. Utilizing a pre-test/post-test experimental design with an Experimental group (n=150) and a Control group (n=200), total N=350, statistically significant improvements ($p < 0.05$) were observed in Personal Responsibility, Cooperation, Tolerance, Social Adaptability, Cognitive Motivation, and Achievement Motivation in the experimental group, alongside a significant reduction in academic amotivation.

Keywords: Social maturity, psychological training, personal responsibility, social adaptability, academic motivation, experimental design, Student's t-test.

Аннотация: В данном эмпирическом исследовании оценивается эффективность специализированной 9-модульной социально-психологической тренинговой программы, направленной на развитие критериев социальной зрелости и академической мотивации студентов высших учебных заведений. С использованием экспериментального дизайна «до и после» с экспериментальной группой (n=150) и контрольной группой (n=200), общая выборка составила N=350 человек. В экспериментальной группе были выявлены статистически значимые улучшения ($p < 0,05$) по показателям личной ответственности, сотрудничества, толерантности, социальной адаптивности, познавательной мотивации и мотивации достижения, а также значительное снижение академической амотивации.

Ключевые слова: социальная зрелость, психологический тренинг, личная ответственность, социальная адаптивность, академическая мотивация, экспериментальный дизайн, t-критерий Стьюдента.

Annotatsiya: Mazkur empirik tadqiqotda oliy ta’lim talabalari orasida ijtimoiy yetuklik mezonlari va akademik motivatsiyani rivojlantirishga mo‘ljallangan 9 modulli maxsus ijtimoiy-psixologik trening dasturining samaradorligi baholangan. Eksperimental dizayn asosida tajribadan oldingi va keyingi natijalar tahlil qilindi. Tadqiqotda eksperimental guruh (n=150) va nazorat guruhi (n=200), jami N=350 nafar ishtirokchi qatnashdi. Eksperimental guruhda shaxsiy mas’uliyat, hamkorlik, tolerantlik, ijtimoiy moslashuvchanlik, bilish motivatsiyasi va muvaffaqiyatga erishish motivatsiyasi ko‘rsatkichlari bo‘yicha statistik jihatdan ahamiyatli yaxshilanishlar ($p < 0,05$) aniqlandi. Shuningdek, akademik amotivatsiya darajasining sezilarli kamayishi kuzatildi.

Kalit so‘zlar: ijtimoiy yetuklik, psixologik trening, shaxsiy mas’uliyat, ijtimoiy moslashuvchanlik, akademik motivatsiya, eksperimental dizayn, Student t-mezoni.

1. INTRODUCTION

Improving the quality of higher education requires not only the development of students’ professional knowledge and competencies but also the formation of their personal and social characteristics. In the modern educational environment, a successful specialist is expected to demonstrate responsibility, effective communication skills, tolerance, adaptability, and the ability to independently solve social and professional problems.

Social maturity is considered one of the important psychological characteristics that determines students’ successful integration into academic and future professional environments. It represents an integrated personal formation that includes personal responsibility, cooperation skills, tolerance toward others, social adaptability, self-regulation, and readiness for constructive social interaction. The development of social maturity directly influences students’ academic achievements, motivation for learning, and professional self-determination. Students with a higher level of social maturity are more likely to demonstrate internal motivation, active participation in educational activities, effective interpersonal communication, and the ability to overcome difficulties during the learning process.

Theoretical approaches of A. Bandura emphasize the importance of social learning mechanisms in personality development, highlighting that human behavior is formed through interaction between personal characteristics, social environment, and individual experience [1]. According to A. Maslow’s humanistic approach, personal maturity is associated with self-actualization and the realization of one’s potential within socially meaningful activities [8]. Therefore, the development of social maturity among university students should be considered an important psychological condition for improving educational effectiveness. The purpose of this study is to evaluate the effectiveness of a specialized socio-psychological training program aimed at enhancing social maturity criteria and academic motivation among university students.

2. METHODS

The study was conducted among **350 students from three major universities of Uzbekistan** National University of Uzbekistan, Bukhara State University, Samarkand State University.

Participants were divided into two groups:

- **Experimental Group (n=150)** - students who participated in the socio-psychological training program;
- **Control Group (n=200)** - students who continued their education according to the traditional curriculum.

The experimental intervention consisted of **18 hours of socio-psychological training** designed to develop the main components of social maturity, including:

- personal responsibility;
- cooperation;
- tolerance;
- social adaptability;
- academic motivation;
- achievement orientation.

The training program was based on psychological principles of active learning, group interaction, reflection, and personal development. The program included practical exercises, group discussions, psychological tasks, and reflection techniques aimed at increasing students’ awareness of their personal resources and social behavior patterns. To evaluate the effectiveness of the intervention,

pre-test and post-test measurements were conducted. Statistical analysis was performed using paired and independent **Student's t-tests** to determine significant differences between groups.

The significance level was accepted at $\mathbf{p < 0.05}$, indicating statistically reliable changes in the studied indicators.

3. RESULTS

The comparative analysis of pre-test and post-test indicators demonstrated positive changes in the experimental group after participation in the socio-psychological training program.

The obtained empirical results are presented in Table 1.

Table 1.

Pre-test and Post-test Comparative Indicators between Experimental and Control Groups

Criteria & Scales	Group	Pre-test (M1)	Post-test (M2)	t-value (p)
Personal Responsibility	Experimental (n=150) Control (n=200)	5.6 5.9	8.7 6.2	-2.6 (p<0.05) -1.8 (p=0.17)
Cooperation	Experimental (n=150) Control (n=200)	5.7 6.2	7.9 6.7	-2.2 (p<0.05) -1.5 (p=0.13)
Tolerance	Experimental (n=150) Control (n=200)	5.4 5.9	8.6 6.3	-2.9 (p<0.05) -0.5 (p=0.14)
Social Adaptability	Experimental (n=150) Control (n=200)	6.1 6.7	8.3 7.3	-2.7 (p<0.05) -1.5 (p=0.12)
Cognitive Motivation	Experimental (n=150) Control (n=200)	12.6 13.0	14.7 13.4	-2.7 (p<0.05) -1.6 (p=0.11)
Achievement Motivation	Experimental (n=150) Control (n=200)	13.1 13.7	15.6 14.1	-2.8 (p<0.05) -1.5 (p=0.12)
Amotivation	Experimental (n=150) Control (n=200)	14.8 14.1	12.4 13.6	-2.9 (p<0.05) -1.6 (p=0.14)

The obtained results indicate that students who participated in the training demonstrated significant improvements across all major indicators of social maturity and academic motivation.

The largest positive changes were observed in:

- personal responsibility (5.6 → 8.7);
- tolerance (5.4 → 8.6);
- social adaptability (6.1 → 8.3);
- achievement motivation (13.1 → 15.6).

At the same time, academic amotivation decreased from **14.8 to 12.4**, demonstrating that psychological training contributed to increasing students' internal engagement in learning activities.

In contrast, students in the control group showed only minor changes that did not reach statistical significance.

4. DISCUSSION

The obtained results confirm the effectiveness of socio-psychological training as a method for developing students' social maturity and academic motivation.

The significant improvement in personal responsibility indicates that training activities helped students develop awareness of their own role in educational and social processes. Increased responsibility contributes to more conscious learning behavior, better self-regulation, and stronger motivation for achieving academic goals.

The growth of tolerance indicators demonstrates that group-based psychological exercises contributed to improving students' acceptance of different viewpoints, emotional understanding, and constructive communication skills. These qualities are essential components of social maturity and professional competence.

The increase in social adaptability reflects students' improved ability to interact with others, respond effectively to changing situations, and overcome difficulties within the educational environment.

The reduction of academic amotivation in the experimental group is particularly important. It indicates that the development of social maturity positively influences students' attitudes toward learning, increases their involvement in educational activities, and strengthens their internal motivation.

No statistically significant changes were identified in the control group, which confirms that the observed improvements were associated specifically with participation in the psychological training program.

5. CONCLUSION

The results of the study allow the following conclusions to be drawn:

1. A targeted socio-psychological training program effectively contributes to the development of key components of students' social maturity, including personal responsibility, cooperation, tolerance, and social adaptability.

2. The development of social maturity positively influences students' academic motivation by increasing cognitive motivation and achievement orientation.

3. Participation in psychological training significantly reduces academic amotivation and promotes more active involvement in the educational process.

4. Socio-psychological training can be considered an effective psychological technology for improving the quality of higher education and preparing socially competent future specialists.

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