



Self-concept and social maturity of secondary school students

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Abstract

Adolescence is considered as a stage of storm and stress due to their developmental characteristics and therefore, it requires the efforts of parents and other stakeholders to provide the necessary experiences and supportive environment to prepare them for adulthood and to equip them for tackling life's challenges. The present study was conducted to study the Self Concept and Social Maturity of secondary school students. According to the findings of the study, there were no significant differences in the Self Concept and Social Maturity of secondary students with respect to gender and locality; however, significant difference was found between private and government school students' Social Maturity though no difference was found in their Self Concept. The study suggests all stakeholders to provide more opportunities for school students' participation in co-curricular and extracurricular activities for developing their social skills especially for government school students.

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Introduction

Adolescence is the period of rapid growth and development with profound impact on the development of the self-concept, personality, emotional and social values in the adolescents. According to Erik Erikson, adolescence is a time of searching for one's identity, where the adolescents tackle the questions of, 'Who am I?', "What am I going to do with my life?" and "What do I really believe in? And difficulty in answering such questions may lead to role confusion (Morgan *et al.*, 1986) ^[9]. This search for identity, self-concept- their attitudes, feelings, perceptions about one's self needs to be appropriately developed in the adolescents to equip them to face the demands and challenges of the dynamic complex society. Adolescence is also a stage where Social/Peer relationship assumes more importance with increased conflict in their relationship with family members. These developmental changes, uncertainties and conflicts make adolescence a time of real vulnerability. Parents and teachers need to guide them in appropriate directions during this crucial stage of development. If adolescents are unable to develop their self-concept and social relationships with their peers, family and society appropriately, it is bound to have negative impacts on their self and their life and even their future.

The adolescents of this present age have especially been more exposed to the use of technological tools and access to internet services, due to the emphasis on online learning during the pandemic, and the effect of which could be evident in their addiction to mobile devices with less time spent with friends and families. This may consequently influence their academic, personal, emotional, mental and social life. Therefore, this study was undertaken to know their self-concept and social maturity which will contribute to the understanding of the adolescents and thereby, the dissemination of the findings to the schools and the society which will help them to take appropriate measures in developing the self-concept and social skills among the adolescents.

Literature Review

Various studies had been conducted on the self-concept and social maturity of the adolescents with varying results. Studies conducted on social maturity of students found positive relationship between social maturity of adolescents and parental

involvement (Brar 2021) ^[1]; positive impact of social maturity on academic achievement (Bordhan, 2015; Puar & Thukral, 2012; Sam & Totuka, 2021; Talluri & Suneela, 2017) ^[2, 12, 14, 15]. Examined the effect of social maturity and self-concept on academic achievement of secondary school students (Mushtag & Rani, 2016) ^[10]. Whereas, studies conducted by Lawrence and Jesudoss (2011) ^[6] found no correlation between social maturity and academic achievement. The findings of Monika *et al.* (2022) showed male students had higher self-concept as compared to female students and female possessed more social skills as compared to female. The findings of Bunker (2021) revealed significant difference in Self-concept among urban and rural area Higher Secondary Schools Students; but no significant difference in the Self-concept of Higher Secondary Schools male and female students. Studies revealed significant difference between male and female in their social adjustment but no significant difference was found between male and female in their self-concept at secondary level; further, no significant correlation was found between social adjustment and self-concept of secondary school students (Mathew, 2020). Pahsyntiew and Rymbai (2020) revealed that majority of the higher secondary students had average self-concept and higher self-concept among male and urban higher secondary as compared to female and rural higher secondary students. Joseph and Anandaraj (2017) found moderate level of self-concept and social maturity of higher secondary school students. The study revealed Government school students had higher self-concept and social maturity than Private and Aided school student. Positive relationship was also found between the self-concept and social maturity of higher secondary school students. Sam and Totuka (2021) ^[14] found higher social maturity among girls than boys; however, no significant difference was found with respect to their age level. The study also revealed positive impact of social maturity on academic achievement. Brar (2021) ^[1] indicated no significant difference in the Social maturity of adolescents with respect to gender; however, significant difference was found with respect to locale. The study also revealed positive relationship between social maturity of adolescents and parental involvement. Purohit (2020) ^[13] revealed girl students to have higher level of social maturity than girls; however no significant difference was found with respect to their stream of study. Nadaf and Patil (2019) ^[16] revealed urban students had higher Social Maturity than rural students. With regard to gender, girls were reported to have significantly higher social maturity as compared to boys and 10th standard students in urban area were found to have higher social maturity compared to other grades. Mushtag and Rani (2016) ^[10] found positive relationship between social maturity and self-concept on academic achievement of secondary school students. The findings of the study also revealed that female students had higher Social Maturity and Self-Concept and therefore, higher academic performance level than male students.

Objectives of the Study

1. To study the level of Self Concept of secondary school

students.

2. To study the level of Social Maturity of secondary school students.
3. To study the Self Concept of secondary school students based on gender, locality and management.
4. To study the Social Maturity of secondary school students based on gender, locality and management.
5. To study the relationship between Self Concept and Social Maturity of secondary school students.

Hypotheses of the Study

- H₀₁:** There is no significant difference between male and female secondary school students' Self Concept.
- H₀₂:** There is no significant difference between rural and urban secondary school students' Self Concept.
- H₀₃:** There is no significant difference between private and government secondary school students' Self Concept.
- H₀₄:** There is no significant difference between male and female secondary school students' Social Maturity.
- H₀₅:** There is no significant difference between rural and urban secondary school students' Social Maturity
- H₀₆:** There is no significant difference between private and government secondary school students' Social Maturity.
- H₀₇:** There is no significant relationship between Self Concept and Social Maturity of secondary school students.

Delimitation of the Study

The study was confined to students studying in Grade 9 and 10 in the secondary schools of Mokokchung district. The schools taken for the study were affiliated to Nagaland Board of School Education (NBSE), Nagaland only.

Methods and Procedure

Research Design

Descriptive survey method was adopted for the study.

Population and Sample

The population consisted of all the secondary school students enrolled in Grade 9 and 10 during the academic year 2023-2024 in the high schools of Mokokchung district, Nagaland. The sample consisted of 200 secondary students selected through simple random sampling.

Tools and techniques

The tool employed to collect the data was Self Concept Questionnaire (SCQ-S) developed by Raj Kumar Saraswat (2008) and Social Maturity Scale (SMS-RN) developed by Nalini Rao (2018). The analysis of the data was done with the help of appropriate statistical technique such as Percentage, Mean and Standard Deviation and t-test

Results and Interpretations

In the present study, analysis of data was done by employing percentage analysis, mean, t-test, S.D. and Pearson's Correlation.

Objective 1: To study the level of Self Concept of secondary school students

Table 1: Secondary school students' Self Concept level

SCQ-S Raw Score Range	Frequency	Percentage	Levels of SCQ-S	Mean
193 to 240	8	4	High Self-Concept	164.92
145 to 192	183	91.5	Above Average Self-concept	
97 to 144	9	4.5	Average Self-Concept	

Table 1 shows the Self-Concept scores of secondary school students. It can be observed that out of 200 respondents, only 8 respondents scored in the high range, majority of the 183 respondents scored in the above average range, and only 9 respondents scored in the average level. Based on the mean in table 1, we may infer that secondary school students in Mokochung district have Self-Concept score of 164.92,

which is within the range of 145-192. Therefore, it can be concluded that the Self-Concept of secondary school students is above average.

Objective 2: To study the level of Social Maturity of secondary school students

Table 2: Secondary school students' Social Maturity level

Frequency	Percentage	SMS- RN Raw Score Range	Z-Score Range	Levels of Social Maturity	Mean
4	2.00%	265 to 294	+1.26 to + 2.00	High	231.78
75	37.5%	235 to 264	+0.51 to +1.25	Above Average	
121	60.5%	194 to 234	-0.50 to +0.50	Average	

Table 2 shows the Social Maturity scores of secondary school students. It can be observed that out of 200 respondents, only 4 respondents scored in the high range, 75 respondents scored in the above average range, and majority of the respondents (121) scored in the average level. The mean score (231.78) in table 2 implied that secondary school students have average level of Social maturity.

urban secondary students on Self-Concept is less than table value (1.96) for df=198 at 0.05 level of significance respectively. Thus, the null hypothesis, "There is no significant difference between rural and urban secondary school students' Self-Concept" is accepted.

Objective 3: To study the Self Concept of secondary school students based on gender, locality and management

H01: There is no significant difference between male and female secondary school students' Self-Concept

Table 3: Results of t-test on Self-Concept of secondary school students with respect to gender

Gender	N	Mean	S.D.	t value	df	S/NS
Male	100	165.28	14.92	0.350	198	NS*
Female	100	164.56	14.19			

*At 0.05 level of significance

Table 3 shows the calculated t value (0.350), for the significance of the difference between the means of male and female secondary school students on Self Concept which is less than table value (1.96) for df=198 at 0.05 level of significance. Thus, the null hypothesis, "there is no significant difference between male and female secondary school students' Self-Concept" is accepted.

H02: There is no significant difference between rural and urban secondary school students' Self-Concept

Table 4: Results of t-test on self-Concept of secondary school students with respect to locality

Locality	N	Mean	S.D.	t value	df	S/NS
Rural	65	166.00	16.17	0.688	198	NS*
Urban	135	164.40	13.70			

*At 0.05 level of significance

Table 4 shows the computed t value (0.688) for the significance of the difference between the means of rural and

H03: There is no significant difference between private and government secondary school students' Self-Concept

Table 5: Results of t-test on self-Concept of secondary school students with respect to management

Locality	N	Mean	S.D.	t value	df	S/NS
Private	108	164.21	13.76	0.738	198	NS*
Government	92	165.75	15.41			

*At 0.05 level of significance

Table 5 shows the computed t value (0.738) for the significance of the difference between the means of private and government secondary students on Self-Concept is less than table value (1.96) for df=198 at 0.05 level of significance. Thus, the null hypothesis, "there is no significant difference between private and government secondary school students' Self-Concept" is accepted.

Objective 4: To study the Social Maturity of secondary school students based on gender, locality and management

H04: There is no significant difference between male and female secondary school students' Social Maturity

Table 6: Results of t-test on Social Maturity of secondary school students with respect to gender

Gender	N	Mean	S.D.	t value	df	S/NS
Male	100	232.07	14.89	0.261	198	NS*
Female	100	231.49	16.47			

*At 0.05 level of significance

Table 6 shows the calculated t value (0.261), for the significance of the difference between the means of male and female secondary students teachers on Social Maturity is less than table value (1.96) for df=198 at 0.05 level of significance. Hence, the null hypothesis that there is no

significant difference in the level of Social Maturity among male and female secondary school students cannot be rejected.

H₀₅: There is no significant difference between rural and urban secondary school students' Social Maturity

Table 7: Results of t-test on Social Maturity of secondary school students with respect to management

Locality	N	Mean	S.D.	t value	df	S/NS
Rural	65	232.09	11.57	0.224	198	NS*
Urban	135	231.63	17.33			

*At 0.05 level of significance

Table 7 shows the calculated t value (0.224), for the significance of the difference between the means of rural and urban secondary students teachers on Social Maturity is less than table value (1.96) for df=198 at 0.05 level of significance. Hence, the null hypothesis that there is no significant difference in the level of Social Maturity between rural and urban secondary school students cannot be rejected.

H₀₆: There is no significant difference between rural and urban secondary school students' Social Maturity

Table 8: Results of t-test on Social Maturity of secondary school students with respect to locality

Management	N	Mean	S.D.	t value	df	S/NS
Private	108	235.35	15.18	3.597	198	S*
Government	92	227.59	15.25			

*At 0.05 level of significance

Table 8 shows the calculated t value (3.597), for the significance of the difference between the means of private and government secondary students on Social Maturity is greater than table value (1.96) for df=198 at 0.05 level of significance. Hence, the null hypothesis that there is no significant difference between rural and urban secondary school students' Social Maturity is rejected. Therefore, "there is significant difference between private and government secondary school students' Social Maturity."

Objective 5: To study the relationship between Self Concept and Social Maturity of secondary school students

H₀₇: There is no significant relationship between Self Concept and Social Maturity of secondary school students

Table 9: Correlation between Self Concept and Social Maturity of secondary school students

Variables	'r' value	S/NS
Self-Concept	0.58	S*
Social Maturity		

*At 0.05 level of significance

From table 9, the correlation coefficient is 0.58 and the significant value indicates a moderate positive correlation between the Self Concept and Social Maturity of secondary school students at 0.05 level of significant. Therefore, the null hypothesis is rejected. It can be thus concluded that, "There is significant relationship between Self Concept and Social Maturity of secondary school students."

Discussion

The present study revealed majority of the secondary school students to have above average level of Self-Concept. The study also found no significant differences in their Self Concept with respect to gender, locality and management. This implied that majority of the secondary school students are aware about their understanding of self and their strengths and weaknesses.

Further, majority of the secondary school students were found to have average level of Social Maturity. This may be because they are now in a transition phase where they are learning to develop their social skills.

The study also found no significant difference in the Social Maturity of secondary school students with respect to gender and locality. This implied that gender and the locality of the school do not contribute to the differences in their Self Concept and Social Maturity. The reason may be due to individual differences and factors like heredity and the environment which play an important role in the personal and social development of the individuals.

The study also revealed significant difference in the Social Maturity of secondary school students with respect to management, where private secondary school students had higher level of Social Maturity with a mean difference of 7.76 than the government school students. This difference may be due to the fact that private schools provide more opportunities to the students in exploring and developing self-concept and social skills through various curricular and co-curricular activities. Private schools have better infrastructure, resources, facilities and environment as compared to government schools, which plays a role in catering to the needs of the students to explore, practice and develop their whole personality. The curriculum followed in private schools does not focus only on the content teaching and learning but on attainment of all round development of an individual through various co-curricular activities. Other probable reasons could be differences in the socio-economic status and home environment of the adolescents.

The study also revealed significant positive relationship between Self Concept and Social Maturity of the secondary school students. This implied that Self Concept of an individual may influence the development of their Social Maturity and vice versa, and therefore, emphasis must be given on enhancing the self-concept and social skills of the students.

Conclusion

The present study focused on studying the Self Concept and Social Maturity of the secondary school students. Results of the present study indicated above average Self Concept and average Social Maturity among the students. Though no significant differences were found between the Self Concept of secondary school students with respect to gender, locality and management; as well as between the Social Maturity with respect to gender and locality; yet significant difference was found on the basis of management with regard to Social Maturity. Studies showed that individual's interaction with the environment and their reflection on that interaction can help in developing self-concept (Huitt, 2009). Self-Concept and Social Maturity were found to be positively related, the study therefore suggest the stakeholders to provide more

opportunities and experiences to the students for their participation in co-curricular and extracurricular activities so that they can develop appropriate social skills and self concept required to become efficient social members of the society. Since most of the students studying in government schools seemed to come from low socio-economic status, as they are unable to afford their education in private schools, efforts should be made by all the stakeholders, school authorities, teachers, parents, guardians and communities to provide more opportunities and to encourage more pro-social participation of their students/adolescents in different social platforms. Further studies may also be conducted on Self Concept and Social Maturity with respect to the variables of socio-economic status, educational background of parents and residence with parents and guardians.

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