



RELATIONSHIP BETWEEN SELF-CONCEPT AND SOCIAL MATURITY OF HIGHER SECONDARY STUDENTS

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ABSTRACT

The main objective of this research article is to find out the relationship between self-concept and social maturity of higher secondary students. In order to study the problem, the survey method was used to collect the data. The population of the present investigation is all the higher secondary students studying in Sivagiri, Kadayanallur and Sankarankovil Taluks. From the population, 300 students were randomly selected as the sample for the study. The finding reveals that the level of self-concept and social maturity of higher secondary students are found to be moderate with respect to type of school and the government school students are better than the private and aided school students in their self-concept and social maturity. The research also reveals that there is a significant relationship between self-concept and social maturity of higher secondary students.

KEYWORDS : Self-concept, Social maturity, Higher secondary students

Introduction

The aim of education is to develop the students' whole personality which includes his/her self as well as social dimensions. But adolescence is the stage of development which produces a number of social problems for a person. These problems arise out of adolescent adjustment with social group. The social maturation allows detailed perception of social environment that help adolescent to influence the social circumstances and develop social patterns of social behaviour. While self-concept is a potential which make a thorough personality, social maturity is helping to be socialized by receiving and sharing thoughts and feelings. Thus these two major variables play a great role in whole life that lead to success. Thus self concept and social maturity are essential for the success of every persons especially the adolescence. In this process the school is the main organization which gives perspective to approach and step forward. Unfortunately the schools in India are differed by its nature atmosphere. Definitely it makes a significant difference in self concept and social maturity of students according to government, aided and private school respectively. In this article the investigator wants to study the difference among government, aided and private school adolescence students in their self-concept and social maturity.

Need and Significance

Every human being is unique in various aspects. The modification of behaviour in individual is moreover by self-concept of him/her. the role of self is more prominent in goal directed activities, its role and influence extend to many other spheres of activity like perceiving, thinking, learning and other cognitive processes and of course in many complex activities like decision making. Goal setting and even task performance are known to be influenced by the self. Encouragement, love, praise, reassurance, positive comments, sincere caring and interest on the part of parents and other whom they consider of some significance have been found to aid the development of positive self-concept or high self esteem among children. Involvements of the self in these processes are reflected in the consistency and continuity of behaviour in a person. The perception people have about their past or future selves is related to the perception of their current selves. Self-Concept is the way people think about themselves. It is unique, dynamic, and always evolving. This mental image of oneself influences a person's identity, self-esteem, body image and role in society. The 16 commonality which exists among individual's various role performances is related to his self-concept. The self becomes on object of greater and more enduring attention and interests, than other stimuli in the environment, thus further encouraging the discriminations between self and not-self. As like social maturity of oneself which formulated in personal make himself/ herself to mingle with the society without damaged his/ her personality. Apart from that modifying the behaviour also may occur. Self

concept is the mirror in which a student sees his face; he understands his feelings and emotions about the subjects, his class fellows and the teachers (Ayduk, Anette & Anna, 2009). Social maturity encompasses attainments in several domains, including independent functioning, effective interpersonal communication, interaction and responsibility that are contributing to the wellbeing of individuals (Greenberg et al., 1995). Social maturity is a process of helping children to understand their immediate social environment they live in through social skills, self-help skills, social interactions and behaviour.

While self-concept is a potential which make a thorough personality, social maturity is helping to be socialized by receiving and sharing thoughts and feelings. Thus these two major variables play a great role in whole life that lead to success. In this context the investigator wants to know which background variables are the main cause for developing one's self concept and social maturity. And also there is a need for find out that any significance difference between these two during the adolescence period.

Objectives of the study

The researcher has framed the following objectives for the present study.

1. To find out the level of self-concept and social maturity of higher secondary students.
2. To find whether there is any significant difference among government, aided and private school higher secondary students in their self-concept and social maturity.
3. To find whether there is any significant relationship between self-concept and social maturity of higher secondary students.

Hypotheses

1. There is no significant difference among government, aided and private school higher secondary students in their self-concept and social maturity.
2. There is no significant relationship between self-concept and social maturity of higher secondary students.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used the standard tool of 'Self-Concept Scale' comprises of 20 items which was developed by Manju Rani Aggarwal in the year 1985 and 'Social Maturity Scale' comprises of 33 statements, which was developed and validated by Arul Joseph (investigator) and Anandaraj (Research supervisor) in 2016. The investigator has selected the sample by random sampling technique for the present study. It comprises of 300 higher secondary students studying in Sivagiri, Kadayanallur and Sankarankovil Taluks. The data were analysed using Mean, Standard Deviation, 'F' test and Pearson product moment correlation.

Analysis of the Data

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

Table 1: level of self-concept and social maturity of higher secondary students with regard to type of school

Variable	Self-concept						Social maturity					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Government	17	11.3	104	69.3	29	19.3	24	16.0	86	57.3	40	26.7
Aided	28	31.1	53	58.9	9	10.0	20	22.2	56	62.2	14	15.6
Private	6	10.0	37	61.7	17	28.3	9	15.0	46	76.7	5	8.3

It is inferred from the above table that 11.3% of government school higher secondary students have low, 69.3% of them have moderate and 19.3% of them have high level of self-concept. 31.1% of aided school students have low, 58.9% of them have moderate and 10% of them have high level of self-concept. 10% of private school students have low, 61.7% of them have moderate and 28.3% of them have high level of self-concept.

16% of government school higher secondary students have low, 57.3% of them have moderate and 26.7% of them have high level of social maturity. 22.2% of aided school students have low, 62.2% of them have moderate and 15.6% of them have high level of social maturity. 15% of private school students have low, 76.7% of them have moderate and 8.3% of them have high level of social maturity.

Ho1: There is no significant difference among government, aided and private school higher secondary students in their self-concept and social maturity.

Table 2: Difference among government, aided and private school higher secondary students in their self-concept and social maturity

Variable	Source of Variation	Sum of Squares	Degrees of freedom	Variance estimated	Calculate 'F' value	Remarks
Self-concept	Between	656.243	2	328.122	12.254	S
	Within	7952.673	297	26.777		
Social maturity	Between	2570.201	2	1285.101	8.561	S
	Within	44583.466	297	150.113		

(at 5% level of significance, for (2,297) df the table value of 'F' is 3.03, S-Significant)

It is inferred from the above table that there is a significant difference among government, aided and private school higher secondary students in their self-concept and social maturity. The Tukey test result shows that the government school students are better than the private and aided school students in their self-concept and social maturity.

Ho2: There is no significant relationship between self-concept and social maturity of higher secondary students.

Table 3: Relationship between self-concept and social maturity of higher secondary students

Variables	N	Calculated 'r' value	Remarks
Self-concept and Social maturity	300	0.154	S

(at 5% level of significance, the table value of 'r' is 0.115, S-Significant)

It is inferred from the above table that there is a significant relationship between self-concept and social maturity of higher secondary school students.

Findings of the study

The major findings derived from the study are:

1. The level of self-concept and social maturity of government, aided and private school higher secondary students are found to be moderate.
2. There is a significant difference among government, aided and private school higher secondary students in their self-concept and social maturity. The government school students are better than the private and aided school students in their self-concept and social maturity.
3. There is a significant relationship between self-concept and social maturity of higher secondary school students.

Conclusion

By this study the investigator found that the government school students are better than the aided and private school students in their self-concept and social maturity. This may be due to the fact that the government school students have full freedom to develop their self concept by observing anything in the school environment and the relationship with the role model teachers. Though the private school students were situated by a strict circumstance they have opportunity to study varies extracurricular activities, seminars and notable literature which help them to develop their self concept. Aided schools and private schools give much importance to the academic achievement. In this process students forget to develop their relationship with others. Whole academic year they are busy with the content of the subject. But government school students are given importance to not only the academic part but also all dimensions in the curriculum which develop their whole personality. It leads to improve their social maturity.

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