

## Effect of social maturity and self-concept on academic achievement of secondary school students of district Budgam (J&K)

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### Abstract

The aim of the present study was to find out the effect of Social Maturity, Self-Concept and Adjustment on Academic Achievement of Secondary School Students in District Budgam of Kashmir valley (J&K). The sample for the study was comprised of 200 secondary school students. Out of 200 total sample, 100 will be male secondary students and 100 will be female secondary students were selected through randomly sampling technique from different government secondary school of District Budgam (J&K). Social Maturity Scale was standardized scale prepared by Dr. Nalini Rao. Sagar and Sharma's Self-Concept Inventory has been developed Sagar and Sharma (1971). Academic Achievement assessed by the aggregate Marks obtained by the subjects in previous two exams served as measures of academic achievement. The results of the study revealed that there is a positive relationship between social maturity and academic achievement of secondary students and it was also found that there is a positive relationship between self-concept and academic achievement of secondary students. It was also found that better social maturity possesses higher academic achievement and higher the self-concept possesses better academic achievement.

**Keywords:** Social Maturity Self Concept, Academic Achievement, Secondary School Students

### Introduction

Maturity may also be described as the criterion of good adjustment which helps the individual to live effectively in his group or it indicates that degree of good adjustment. Maturity is a relative term and no hard and fast definition or limits can be laid down. It involves references to the individual's age, experiences, standard of education, degree of effective adjustments achieved or of effectiveness and competence in life. It means that parents and teachers must know and understand the complex process of development of the child in all its aspects.

Social maturity would mean one thing under Nazi Germany, another in liberal democracy and still another in an African tribe. An Englishman would deem it a sign of social maturity that his son thanks his mother for passing on salt at the table while an Indian may deem it sheer cheekiness. Many urbanized educated, people may lose their temper if somebody keeps them unduly waiting and is not punctual, for, to them lack of punctuality indicates immaturity, but to country-people getting angry for a little delay may mean rawness and lack of social maturity.

Self-concept also called self-construction, self-identity or self-Perspective is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and nonacademic's), gender roles and sexuality, racial identity, and many others. Each of these characteristics is a research domain (i.e. Academic Self-Concept) within the larger spectrum of self-concept although no characteristics exist in isolation as one's self-concept is a collection of beliefs about oneself. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and

temporally stable"), it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is the purely evaluative element of the self-concept.

Self-concept is an internal model which comprises self-assessments. Features assessed include but are not limited to: personality, skills and abilities, occupation(s) and hobbies, physical characteristics, etc. For example, the statement "I am lazy" is a self-assessment that contributes to the self-concept. However, the statement "I am tired" would not be part of someone's self-concept, since being tired is a temporary state and a more objective judgment. A person's self-concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises. Researchers debate when self-concept development begins but agree on the importance of person's life. Tiedemann (2000) indicates that parents' gender stereotypes and expectations for their children impact children's understandings of themselves by approximately age 3. Others suggest that self-concept develops later, around age 7 or 8, as children are developmentally prepared to begin interpreting their own feelings, abilities and interpretations of feedback they receive from parents, teachers and peers about themselves. Despite differing opinions about the onset of self-concept development, researchers agree on the importance of one's self-concept, influencing people's behavior and cognitive and emotional outcomes including (but not limited to) academic achievement, levels of happiness, anxiety, social integration, self-esteem, and life-satisfaction.

Academic achievement occupies a very important place in education as well as in the studying and learning process. Academic achievement is defined by Crow and Crow (1969)

as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores.

**Objectives of the Study**

The following objectives have been formulated for the present study:

1. To assess and compare the male and female secondary school students on their Social Maturity.
2. To assess and compare the male and female secondary school students on their Self Concept.
3. To compare the male and female secondary school students on their Academic Achievement.
4. To find out the effect of Social Maturity, Self-Concept and on Academic Achievement of Secondary School Students.

**Hypotheses**

The following hypothesis has been formulated for the present study:

1. There is no significant difference between male and female secondary school students on Social Maturity.
2. There is no significant difference between male and female secondary school students on Self Concept.
3. There is no significant difference between male and female secondary school students on Academic Achievement.
4. There is a positive relationship between social maturity

**Analysis and Interpretation of the Data**

**Table 1:** Showing the mean comparison between male and female secondary students on various dimensions of ‘Personality Adequacy’ of Social Maturity

Dimension	Gender	N	Mean	Std. Dev.	t-value	Level of Sig.
Work Orientation	Male	100	29.11	5.545	0.53	Insignificant
	Female	100	29.55	6.155		
Self-Direction	Male	100	25.05	4.540	3.68	Sig. at 0.01 level
	Female	100	22.84	3.976		
Ability to Take Stress	Male	100	19.47	4.291	0.51	Insignificant
	Female	100	19.76	4.219		
Personality Adequacy	Male	100	73.63	11.099	1.02	Insignificant
	Female	100	72.15	9.947		

The above table shows the mean comparison between male and female secondary students on various dimensions of personality adequacy of social maturity. The table indicates that there is insignificant difference between male and female secondary students on work orientation and ability to take stress dimensions of personality adequacy. However, there is a significant difference between male and female secondary students on self-direction dimension of personality adequacy

- and academic achievement of secondary school teachers.
5. There is a positive relationship between self-concept and academic achievement of secondary school teachers.

**Sample**

The sample for the study was comprised of 200 secondary school students. Out of 200 total sample, 100 will be male secondary students and 100 will be female secondary students were selected through randomly sampling technique from different government secondary school of District Budgam (J&K).

**Tools Used**

For the present investigation, the investigator used the following tools for collecting the data:

1. **Social Maturity Scale** was standardized scale prepared by Dr. Nalini Rao. The tool has 90 items under 3 areas: a) Personal Adequacy, b) Inter-personal Adequacy and Social Adequacy.
2. **Sagar and Sharma’s Self-Concept Inventory** has been developed Sagar and Sharma (1971). Self-Concept refers to the sum total of the person’s attitude and knowledge towards himself and evaluation of his achievements.
3. **Academic Achievement** of Boys and Girls secondary students refers to the knowledge attained and skills developed in the school subjects. So, academic achievement means the achievement of students in academic subjects. For this purpose, the aggregate Marks obtained by the subjects in previous two exams served as measures of academic achievement.

and mean favours male secondary students which implies that male secondary students have better self-direction as compared to female secondary students.

The results of the table shows that there is insignificant difference between male and female secondary students on overall score of personality adequacy, which implies that both the groups have similar level of confidence.

**Table 2:** Showing the mean comparison between male and female secondary students on various dimensions of ‘Inter-Personality Adequacy’ of Social Maturity

Dimension	Gender	N	Mean	Std. Dev.	t-value	Level of Sig.
Communication	Male	100	35.65	5.663	4.39	Sig. at 0.01 level
	Female	100	32.52	4.534		
Enlightened Trust	Male	100	25.26	4.547	1.48	Insignificant
	Female	100	24.55	3.141		
Cooperation	Male	100	20.98	4.337	4.46	Sig. at 0.01 level
	Female	100	23.48	3.535		
Inter-Personal Adequacy	Male	100	81.89	10.123	1.09	Insignificant
	Female	100	80.55	7.161		

The above table shows the mean comparison between male and female secondary students on various dimensions of inter-personality adequacy of social maturity. The table shows that there is a significant difference between male and female secondary students on communication dimension of inter-personality adequacy of social maturity and mean favours male secondary students which indicates that male secondary students have better communication as compared to female secondary students. The table shows that there is insignificant difference between male and female secondary students on enlightened trust dimension of inter-personality

adequacy, however there is found significant difference between male and female secondary students on cooperation dimension of inter-personality adequacy of social maturity and mean favours female secondary students, which depicts that female secondary students have better cooperation as compared to male secondary students.

The table further shows that there is insignificant difference between male and female secondary students on overall score of inter-personal adequacy dimension of social maturity, which indicates that both the groups have similar level of confidence.

**Table 3:** Showing the mean comparison between male and female secondary students on various dimensions of ‘Social Adequacy’ of Social Maturity

Dimension	Gender	N	Mean	Std. Dev.	t-value	Level of Sig.
Social Commitment	Male	100	32.05	5.026	11.02	Sig. at 0.01 level
	Female	100	39.61	4.682		
Social Tolerance	Male	100	29.03	4.116	5.96	Sig. at 0.01 level
	Female	100	32.96	5.146		
Openness to Change	Male	100	23.55	3.817	13.87	Sig. at 0.01 level
	Female	100	31.16	3.941		
Social Adequacy	Male	100	84.63	8.252	13.45	Sig. at 0.01 level
	Female	100	103.73	11.554		

The above table shows the mean comparison between male and female secondary students on various dimensions of social adequacy of social maturity. The table shows that there is a significant difference between male and female secondary students on social commitment dimension of social adequacy of social maturity and mean favours female secondary students which indicate that female secondary students have better social commitment as compared to male secondary students. The table shows that there is a significant difference between male and female secondary students on social tolerance dimension of social adequacy of social maturity and mean favours female secondary students which indicate that female secondary students have better social

tolerance as compared to male secondary students. The table shows that there is a significant difference between male and female secondary students on openness to change dimension of social adequacy of social maturity and mean favours female secondary students which indicates that female secondary students have better openness to change as compared to male secondary students.

The table further shows that there is a significant difference between male and female secondary students on overall score of social adequacy dimension of social maturity and mean favours female secondary students which indicates that female secondary students have better social adequacy as compared to male secondary students.

**Table 4:** Showing the mean comparison between male and female secondary students on overall score of Social Maturity

Gender	N	Mean	Std. Dev.	t-value	Level of Sig.
Male	100	240.15	23.107	5.15	Sig. at 0.01 level
Female	100	256.43	21.526		

The above table shows the mean comparison between male and female secondary students on overall score of social maturity. The result of the table shows that there is a significant difference between male and female secondary students on overall score of social maturity. However the mean favours female secondary students which depicts that

female secondary students have better social maturity as compared to male secondary students. *On the basis of the above results, our hypothesis No.1, which reads as, “There is no significant difference between male and female secondary school students on Social Maturity” stands rejected.*

**Table 5:** Showing the mean comparison between male and female secondary students on ‘Real-Self’ dimension of Self Concept

Gender	N	Mean	Std. Dev.	t-value	Level of Sig.
Male	100	242.72	34.798	1.89	Insignificant
Female	100	251.57	33.489		

The above table shows the mean comparison between male and female secondary students on ‘Real-Self’ dimension of Self Concept. The results of the table depicts that there is a significant difference between male and female secondary

students on their real-self dimension of self-concept. However, the mean favours female secondary student which implies that female secondary students have high real-self dimension as compared to male secondary students.

**Table 6:** Showing the mean comparison between male and female secondary students on ‘Ideal-Self’ dimension of Self Concept

Gender	N	Mean	Std. Dev.	t-value	Level of Sig.
Male	100	252.04	40.721	3.38	Sig. at 0.01 level
Female	100	270.38	35.940		

The above table shows the mean comparison between male and female secondary students on ‘ideal-Self’ dimension of Self Concept. The results of the table depicts that there is a significant difference between male and female secondary

students on their ideal-self dimension of self-concept. However, the mean favours female secondary student which implies that female secondary students have high ideal-self dimension as compared to male secondary students.

**Table 7:** Showing the mean comparison between male and female secondary students on overall score of Self Concept

Gender	N	Mean	Std. Dev.	t-value	Level of Sig.
Male	100	494.76	65.435	3.08	Sig. at 0.01 level
Female	100	521.95	59.165		

The above table shows the mean comparison between male and female secondary students on overall score of Self Concept. The results of the table depicts that there is a significant difference between male and female secondary students on their self-concept. However, the mean favours female secondary student which implies that female

secondary students have high self-concept as compared to male secondary students. *On the basis of the above results, our hypothesis No.2, which reads as, “There is no significant difference between male and female secondary school students on Self Concept” stands rejected.*

**Table 8:** Showing the mean comparison between male and female secondary students on their Academic Achievement

Gender	N	Mean	Std. Dev.	t-value	Level of Sig.
Male	100	63.20	11.49	2.25	Sig. at 0.05 level
Female	100	66.53	9.29		

The above table shows the mean comparison between male and female secondary students on their academic achievement. The result of the table shows that there is a significant difference between male and female secondary students on their academic achievement. However, the mean favours female secondary students which depicts that female secondary students have better academic performance as compared to male secondary students. *On the basis of above results our hypothesis No. 4, which reads as “There is no significant difference between male and female secondary school students on Academic Achievement” stands rejected.*

positive relationship between social maturity and academic achievement on secondary students and the level of significance is at 0.01 level. Therefore the results depicts that better social maturity possess higher academic achievement. *On the basis of the above results, our hypothesis No. 5, which reads as “There is a positive relationship between social maturity and academic achievement of secondary school students”, stands accepted.*

**Table 9:** Showing the co-efficient of correlation between social maturity and academic achievement among secondary school students

Variables	r	Level of Sig.
Social Maturity Vs Academic Achievement	0.74	Sig. at 0.01 level

The above table shows the co-efficient of correlation between social maturity and academic achievement among secondary school students. The results of the table show that there is a

**Table 10:** Showing the co-efficient of correlation between self-concept and academic achievement among secondary school students

Variables	r	Level of Sig.
Self-Concept Vs Academic Achievement	0.53	Sig. at 0.05 level

The above table shows the co-efficient of correlation between self-concept and academic achievement among secondary school students. The results of the table show that there is a positive relationship between self-concept and academic achievement on secondary students and the level of significance is at 0.05 level. Therefore the results depicts that

higher the self-concept possess better academic achievement. *On the basis of the above results, our hypothesis No. 6, which reads as "There is a positive relationship between self-concept and academic achievement of secondary school students", stands accepted.*

### Conclusion

The following have been put forth for the present study:

- It was found that there is insignificant difference between male and female secondary students on work orientation and ability to take stress dimensions of personality adequacy. It was found that there is a significant difference between male and female secondary students on self-direction dimension of personality adequacy. It was found that male secondary students have better self-direction as compared to female secondary students.
- It was found that there is insignificant difference between male and female secondary students on overall score of personality adequacy, which implies that both the groups have similar level of confidence. It was found that there is a significant difference between male and female secondary students on communication dimension of inter-personality adequacy of social maturity. It was found that male secondary students have better communication as compared to female secondary students. It was found that there is insignificant difference between male and female secondary students on enlightened trust dimension of inter-personality adequacy
- It was found that there is found significant difference between male and female secondary students on cooperation dimension of inter-personality adequacy of social maturity. It was found that female secondary students have better cooperation as compared to male secondary students.
- It was found that there is insignificant difference between male and female secondary students on overall score of inter-personal adequacy dimension of social maturity, which indicated that both the groups have similar level of confidence. It was found that there is a significant difference between male and female secondary students on social commitment dimension of social adequacy of social maturity. It was found that female secondary students have better social commitment as compared to male secondary students.
- It was found that there is a significant difference between male and female secondary students on social tolerance dimension of social adequacy of social maturity. It was found that female secondary students have better social tolerance as compared to male secondary students. It was found that there is a significant difference between male and female secondary students on openness to change dimension of social adequacy of social maturity.
- It was found that female secondary students which indicates that female secondary students have better openness to change as compared to male secondary students. It was found that there is a significant difference between male and female secondary students on overall score of social adequacy dimension of social maturity. It was found that female secondary students have better social adequacy as compared to male secondary students. It was found that there is a significant difference between male and female secondary students on overall score of

social maturity. It was found that female secondary students have better social maturity as compared to male secondary students.

- It was found that there is a significant difference between male and female secondary students on their real-self dimension of self-concept. It was found that female secondary students have high real-self dimension as compared to male secondary students. It was found that there is a significant difference between male and female secondary students on their ideal-self dimension of self-concept. It was found that female secondary student have high ideal-self dimension as compared to male secondary students.
- It was found that there is a significant difference between male and female secondary students on their self-concept. It was found that female secondary students have high self-concept as compared to male secondary students.
- It was found that there is a significant difference between male and female secondary students on their academic achievement. It was found that female secondary students have better academic performance as compared to male secondary students. It was found that there is a positive relationship between social maturity and academic achievement on secondary students and the level of significance is at 0.01 level. It was found that better social maturity possess higher academic achievement.
- It was found that there is a positive relationship between self-concept and academic achievement on secondary students and the level of significance is at 0.05 level. It was found that higher the self-concept possess better academic achievement.

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