

## Exploring Self-concept and social Maturity: A Comparison between Hostel Residents and Non-Residents

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### ABSTRACT

This study delves into the intricate dynamics of self-concept and social maturity among college students residing in hostels and those who are not. Self-concept, a multifaceted construct encompassing one's perception of personality traits, abilities, and future aspirations, intertwines with social maturity, reflecting the individual's readiness to navigate social interactions and responsibilities. Grounded in established theories such as Carl Rogers' client-centered therapy and self-worth theory, this research aims to illuminate the interplay between self-concept, social maturity, and various demographic factors. Through a comparative analysis involving 60 college students, including hostel dwellers and non-residents, the study explores the nuanced relationship between self-concept, social maturity, and demographic variables such as age, gender, and educational background. Utilizing tools like the General Information Schedule, Self-Concept Questionnaire, and Rao's Social Maturity Scale, the study uncovers insightful patterns and trends. Findings indicate that while both resident and non-residents exhibit an average level of social maturity, non-residents tend to possess a more robust self-concept. Gender-wise, female non-residents demonstrate a notably higher self-concept compared to their female residents counterparts. Similarly, age-wise comparisons reveal differences in self-concept between residents and non-residents across different age groups. Overall, this study sheds light on the intricate interplay between self-concept, social maturity, and contextual factors such as living arrangements. The findings offer valuable insights for educators, psychologists, and policymakers interested in fostering holistic development and well-being among college students.

**KEY WORDS:** Self-concept and social Maturity Dynamics, Interplay, Nuanced, Comparative and Insights.

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### INTRODUCTION

Self-assessments on traits including personality, skills and abilities, occupation(s) and hobbies, and physical qualities make up the self-concept. As an illustration, the self-evaluation "I am lazy" adds to the self-concept. Over time, an individual's self-concept may undergo tumultuous times of identity crisis and reevaluation. The self-perception is not limited to the here and now. It encompasses both the past and the future selves. Future or "possible selves" are people's views of who they might become, what they want to become, and what they fear they might become. They line up with expectations, anxieties, norms, objectives, and dangers. Potential selves offer an interpretative and evaluative framework for the present self-perception in addition to serving as incentives for future conduct. Carl Rogers (1951, 1977) conducted more research on a self-model, which he included into his client-centered therapy. The self is the main idea in Rogers' theory of personality. The self is made up of all the thoughts, viewpoints, and ideals that define "I" or "me," such as "what I am" and "what I can do." A person's view of the world and actions are therefore influenced by this sense of

self. According to Rogers, anxiety and dissonance occur when a person's perception of themselves does not align with their experiences or emotions. That is, it is probably a source of unhappiness if your cognitive perception of who you are does not align with your experiences in life or your emotions and sensations. Lastly, Rogers proposed the concept of the ideal self, or the kind of person one aspires to be. Because it serves as a barometer for assessing how social and academic functioning affect an individual's emotional well-being, self-concept has a long history in psychology and education (Vaughn et al., 2001, p. 54). Most people consider self-concept to be an important educational outcome. According to Byrnes (2003), Eccles (2005), Snow et al. (1996), and others, self-concept is generally understood to be an individual's overall composite or collective view of themselves across multidimensional sets of domain specific perceptions, based on self-knowledge and evaluation of the value or worth of one's own capabilities formed through experiences with and interpretations of the environment.

Self-worth theory serves as the main theoretical foundation for the concept of self-concept (Covington, 1992; Covington, 1998; Covington, 2000; Covington & Dray, 2002; Eccles & Wigfield, 2002). In summary, the theory of self-worth posits that every person possesses an innate incentive to cultivate and preserve a favorable self-perception, or feeling of self-worth (Eccles & Wigfield, 2002, p. 122). Self-worth theory holds that the development and maintenance of a good academic self-concept is essential to the development and maintenance of self-worth in children, as they spend a considerable amount of their life being evaluated in school settings. An attempt has been made to define the idea of psychosocial maturity (Greenberger and Srensen, 1974) in order to explain why particular socialization and development outcomes are desirable, or why they have "value." In this perspective, we attempt to combine an understanding of the requirements of society that people must meet with a concern for the best possible psychological development of the person. The idea is specific in that it specifies a minimal set of characteristics that appear to be necessary for people in our society, at this particular moment, to meet societal needs, but it is general in that it starts with an analysis of the requirements that adults must fulfill in all societies. The term "maturity," though not without its flaws, has the advantage of providing a stark contrast to academic success, so directing our focus towards other facets of growth and development throughout the school years.

Almost all communities have an implicit or explicit assumption that people can function well on their own as independent, autonomous individuals. In other words, as children grow, develop, and socialize, society expect them to become more independent, capable of advancing their own interests, and capable of managing their own survival. This adult prerequisite will be referred to as the ability to function well on their own. This idea of maturity has a background in a number of academic fields. The ability of the individual (and thereby the species) to survive is at the heart of the biological tradition surrounding the concept of maturity. From a psychological standpoint, moving from a state of helplessness and dependence on others to one of competence and autonomy is a key component of adulthood that is shared by many developmental theories (e.g., Erikson, 1959; Loevinger, 1968; Maslow, 1954).

## METHODS

"Exploring self-concept and social maturity: a comparison between hostel residents and non-residents" a Comparative study.

### *Objectives:*

The objective of this study was to evaluate the self-concept and social maturity levels among residents and non-residents. To achieve this aim, the following objectives were pursued:

- Evaluate the self-concept levels of residents and non-residents.
- Assess the maturity levels of residents and non-residents.
- Investigate the relationship between self-concept and social maturity.
- Examine the impact of independent variables such as age, gender, educational level, self-concept, and social maturity level.

**Plan:**

The present study is undertaken with the aim of assessing self-concept and social maturity level of the residents and non-residents. Hence, it was planned to conduct the study on residents and non-residents, the related tools of the study were identified and selected. The same was administered to the selected ample. It was planned to analyze the result with the help of relevant statistical techniques.

**Variables:**

The present study consists of two types of variables; Dependent variables and Independent variables.

- *Dependent variables:* Social maturity and self-concept.
- *Independent variables;* age, gender, annual income, educational status, family background etc.

**Tools:**

In the present study the following tools were used.

- a. General Information Schedule
- b. Self-concept questionnaire
- c. Rao’s social maturity scale

**General Information Schedule:**

In the present study this schedule was used to obtain the personal details of the sample group such as age, sex, education level, information regarding parents and so on.

**Self-concept scale:**

This scale is developed by *Saraswath* and *Harmohan Singh* to assess the self-concept of students. It contains totally 22 traits which is rated on a 5 point scale.i.e., not at all, not very often, sometimes, most of the time and all the time. There are both positive and negative traits, for which the scoring is done differently. The total score attained by the subject will show whether he/she is having a high self-concept, an average self-concept or a low self-concept.

**The Sample:**

The present study involved a sample of 60 college students. The details regarding the distribution of the sample are given in the following table.

*Table no.1 shows the total sample of the study*

Total Sample	59
Percentage	100%

The present study involves a total sample of 60 subjects, including those staying at hostels and those who are not staying at hostels.

**Procedure:**

The present study was conducted by using the questionnaires Rao’s social maturity scale and a self-concept scale on a selected sample of 59 students who were consisting of residents and non-residents or day-scholars. The questionnaires were to be filled after filling out a general information sheet attached to the questionnaires and according to the instructions given in it. The test was administered on 29 residents and 30 non-residents or day-scholars.

**Social maturity scale:**

In the present study this scale was used to measure the maturity level of the subjects. The scale contains 90 items that measure the different components of social maturity namely, the personal adequacy, Interpersonal adequacy and the social adequacy levels.

**RESULTS:**

*Table no.1. shows the various independent variables, total number of samples for each variable, mean score of social maturity, self-concept and their interpretation.*

	Variables	N	Mean values		Interpretation		
			Social Maturity	Self-concept	Social Maturity	Self-concept	
1	Total	59	226.3	81.58	Average	Good	
2	Nature of living.						
	Residents	29	226.24	77.1	Average	Average	
	Non Residents	30	226.5	85.9	Average	Good	
3	Gender						
	Residents	M	9	219.56	81.89	Average	Good
		F	20	229.25	74.95	Average	Average
	Non Residents	M	22	223.9	84.5	Average	Good
		F	8	233.63	89.75	Average	Good
4	Age						
	Residents	18 - 22	20	223.2	76.05	Average	Average
		23 - 30	9	233	79.44	Average	Average
	Non Residents	18 - 22	12	221.25	83	Average	Good
		23 - 30	18	230	87.83	Average	Good

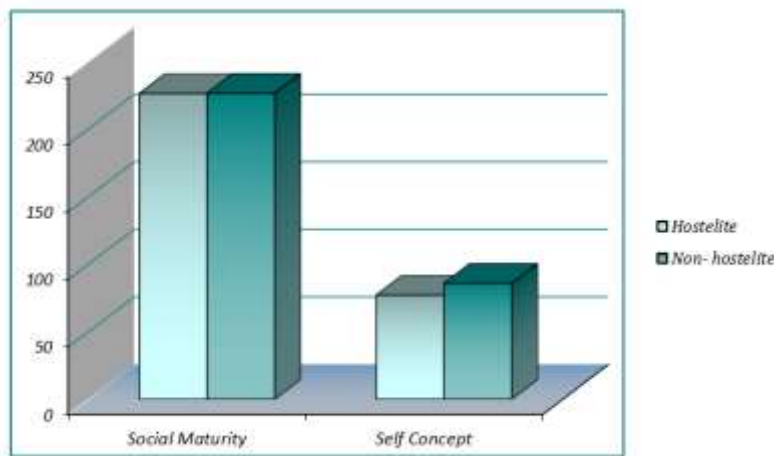
**GRAPHICAL REPRESENTATION OF THE RESULTS TABLE**

The following gives a graphical representation of the results table on the basis of each individual set of variables listed in it. Each graph is followed by its respective sub-table.

**Sub- table 1:** Variable on the basis of the nature of living.

Nature of living	Mean		Interpretation	
	Social Maturity	Self-concept	Social Maturity	Self-concept
Residents	226.24	77.10	Average	Average
Non- residents	226.5	85.9	Average	Good

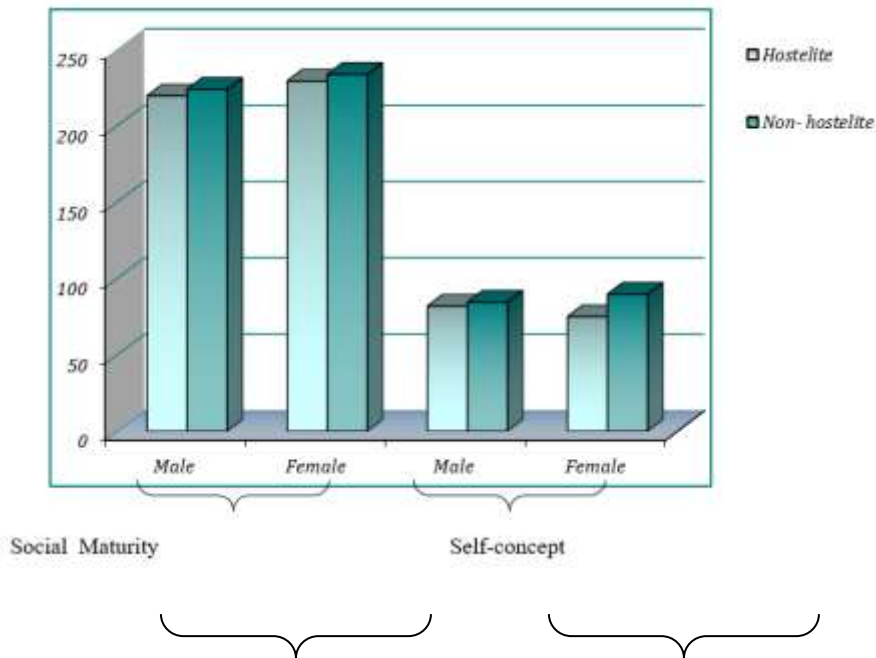
**Graph 1:** Shows the variable- nature of living for residents and non-residents



**Sub- table 2:** Variable on the basis of the gender.

	Gender	Mean		Interpretation	
		Social Maturity	Self-concept	Social Maturity	Self-concept
Residents	Male	219.56	81.89	Average	Good
	Female	229.25	74.95	Average	Average
Non-Residents	Male	223.9	84.5	Average	Good
	Female	233.63	89.75	Average	Good

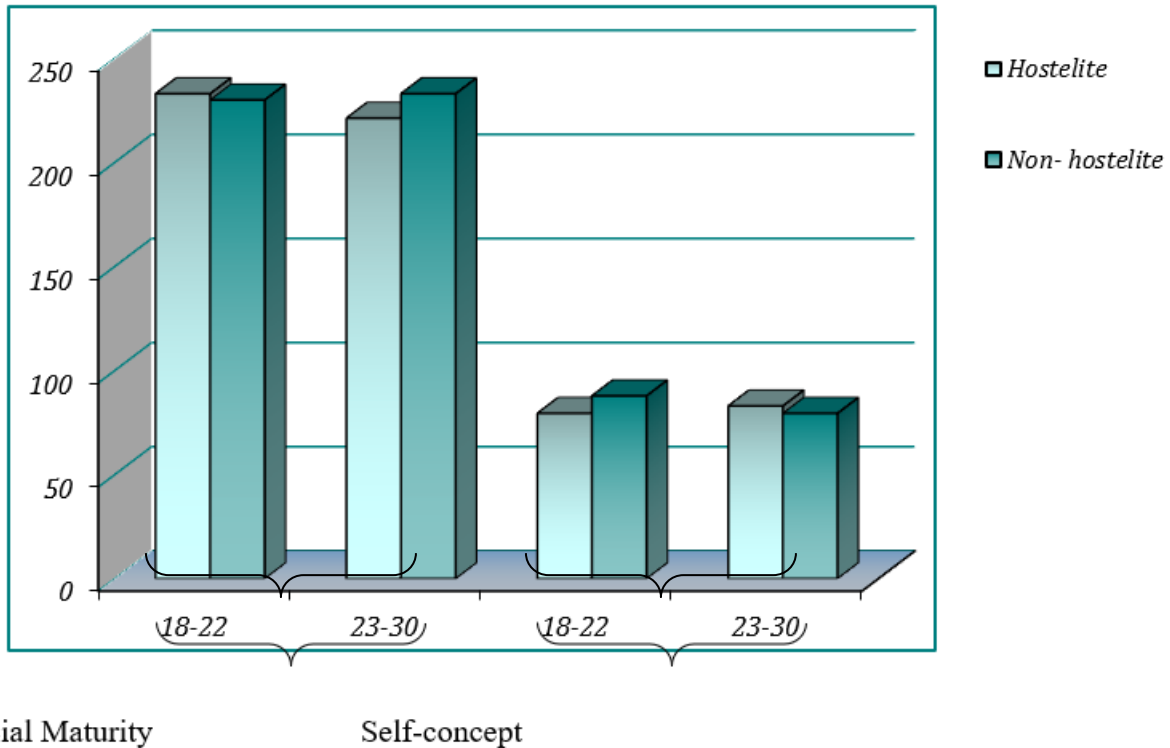
**Graph 2:** Shows the variable- gender for residents and non-residents



Sub- table 2: Variable on the basis of the age.

	Age	Mean		Interpretation	
		Social Maturity	Self-concept	Social Maturity	Self-concept
Residents	18 - 22	233	79.44	Average	Average
	23 - 30	221.25	83	Average	Good
Non- Residents	18 -22	230	87.83	Average	Good
	23 -30	233	79.44	Average	Average

Graph 2: Shows the variable- age for residents and non-residents



**DISCUSSION:**

The analysis of the results table unveils significant insights into the relationship between independent variables, social maturity, and self-concept among college students residing in hostels and non-residents. Overall, the mean scores indicate that respondents exhibit an average level of social maturity and a good self-concept, with subtle yet notable variations across different demographics.

Comparing residents and non-residents, both groups demonstrate a similar level of social maturity, with mean scores of 226.24 and 226.5, respectively. However, a noticeable distinction arises in self-concept, where non-residents outscore residents significantly, with mean scores of 85.9 and 77.10, respectively. This discrepancy suggests that while both groups may navigate social interactions similarly, non-residents tend to harbor a more positive perception of themselves compared to residents.

Gender-wise analysis reveals interesting nuances. Both male and female residents and non-residents exhibit an average level of social maturity, as reflected in their mean scores. However, a notable gender disparity emerges in self-concept among non-residents, with females scoring significantly higher than males. This indicates that female non-residents may possess a stronger sense of self-worth and identity compared to their male counterparts, regardless of living arrangements.

Examining age as a variable, both residents and non-residents show consistent patterns of social maturity across different age groups, with mean scores indicating an average level of maturity. However, age-wise differences in self-concept are more pronounced among non-residents, with younger individuals scoring lower compared to older counterparts. In contrast, residents display a more uniform level of self-concept across age groups.

These findings underscore the intricate interplay between living arrangements, gender, age, social maturity, and self-concept among college students. Understanding these dynamics is crucial for educators, psychologists, and policymakers in tailoring interventions and support systems to promote holistic development and well-being among students. Further research exploring the underlying mechanisms driving these differences could provide valuable insights for fostering positive self-perception and social adaptation among college populations.

#### ***General findings of the study:***

1. On average, respondents exhibit an average level of social maturity and a positive self-concept.
2. Both residents and non-residents generally demonstrate an average level of social maturity.
3. Non-residents tend to have a more favorable self-concept compared to residents.
4. Gender does not significantly influence the level of social maturity among respondents, with both male and female individuals from either residents or non-residents showing an average level.
5. However, gender disparities emerge in self-concept, particularly among non-residents, where females exhibit a higher self-concept compared to males. In contrast, both male and female residents demonstrate a good self-concept.
6. Age does not significantly impact the level of social maturity among both residents and non-residents, with individuals in both age groups (18-22 and 23-30) displaying an average level.
7. Nevertheless, age differences do influence self-concept, particularly among non-residents, where older individuals tend to have a more positive self-concept compared to younger counterparts. This trend is consistent across both residents and non-residents in different age groups.

#### **SUMMARY AND CONCLUSION:**

This study aimed to evaluate the social maturity and self-concept of both hostel and non-hostel students. A total of 59 subjects participated in the study. The selected assessment tools were administered to the participants, and the collected data were analyzed using appropriate statistical methods. The findings indicate that, on average, both residents and non-residents exhibit an average level of social maturity. However, non-residents tend to have a more positive self-concept compared to residents.

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