

SELF CONCEPT, EMOTIONAL MATURITY AND CAREER ASPIRATIONS OF ADOLESCENT STUDENTS IN RELATION TO THEIR SCHOOL CLIMATE

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ABSTRACT

Adolescence is the period of great changes and challenges (physical, emotional, psychological etc) for young people. Adolescents spend more time (significant portion of their lives) in schools than in any other place outside their homes until they complete their schooling. During the process of growing up at this stage adolescents try to define themselves, establish their personal identity, tend to assert and take their own decisions about their needs, interests, abilities and occupation in future. The socio-cultural environment influences their emotional changes, their sense of identity, self esteem, self concept and their aspirations etc. Researchers and educators have increasingly recognized the importance of school climate and its reforms. School climate is a powerful force and plays a vital role in the all-round development of child. It is fact that the school environment and quality of education is different in different schools. Every institution provides its own climate and hence, the influence of climate may be different. The appropriate school climate may help the adolescents to face/deal changes and challenges efficiently up to a certain extent. So it becomes important to examine more closely the role of school context/ or role of school climate in the development of student self-concept, emotional maturity, and career aspirations. Keeping in mind the importance of above aspects the present study was conducted to study the relationship of school climate with self-concept, emotional maturity, and career aspiration of adolescent students. The study was descriptive in nature. The data was collected from 100 adolescent students of two schools (i.e. Patha Bhavana & Shiksha Satra) of Santiniketan, Visva-Bharati. Four standardized tests were used to collect the data. The results of the study reveal no significant relationship between the school climate as perceived by the adolescent students with their career aspirations, emotional maturity, and self-concept in totality. However, school-climate in totality has significant positive relationship with social dimension of self-concept; permissiveness, and cognitive encouragement of school climate has significant positive relationship with emotional maturity and career aspirations of adolescent students respectively. From the t-test results it was found that the adolescent students of both schools do not differ significantly in terms of their self-concept and emotional-maturity but differ significantly in terms of their career aspirations. It was found that Patha-Bhavana has more favorable conditions for students on career-aspirations, and emotional maturity.

INTRODUCTION

Adolescence is the period of great changes and challenges (physical, emotional, psychological etc) for young people. The socio-cultural environment influences their emotional changes, their sense of identity, self esteem, self concept and their aspirations. In this period young people are influenced by outside factors such as parents, peers, community, culture, religion, schools, world-events and media etc. From the time, individual first enter into school until they complete their schooling, children and adolescents spend more time in schools than in

any other place outside their homes. The school influence adolescents' social and instructional process. National Curriculum Framework -2005 illustrated that children are constantly interacting with the physical environment of their schools during structured or unstructured time, consciously and unconsciously. Yet not enough attention is paid to the physical and psychological dimensions of the environment which are important and interrelated. Long ago, the great Indian philosopher Swami Vivekananda aptly said, "youths are not useless but are used less." Hence proper guidance at this crucial phase of

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life is all the more important for enhancing their positive self-concept, enriching their knowledge and skills in decision-making, conflict resolution and management of emotions. As we all know that in spite of other factors, the school, quality education system plays an important role in above said context. Baron and Byrne (2002) identify the self concept as “an organized collection of beliefs and self perceptions about oneself.” A person who is confident and has high regard for himself or herself behaves differently from another who considers himself or herself incompetent, inferior and insecure. It is essential that adolescents develop and maintain a high sense of self-esteem and self-concept. Adolescence is the most influential period for aspirational development and occupational commitment (Holland, 1985; Marcia, 1987; Trice & McClellan, 1993). During the process of growing up at this stage adolescents try to define themselves and establish their personal identity. They tend to assert and take their own decisions about their needs, interests, abilities and occupation in future. The adolescents start to dream about their occupation in future as doctors, engineers, teachers etc. and when these aspirations are not going to be fulfilled, these may lead to depression and suicide also. Because they are not emotionally stable and not have clear concept about self, not able to cope with the problems at hand.

With the demands of globalization, the challenges and difficulties have increased in comparison to earlier times. These challenges and difficulties are giving rise to many psychosomatic problems in day to day life. It is observed that during adolescent period (transition involves biological, social, and psychological changes/notable changes in mood) emotions fluctuate very frequently and quickly and this affects the emotional stability of adolescents. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, and his peers in the school, society and culture. But maturity means not merely the capacity for such stand functioning but also the ability to enjoy them fully. Emotionally mature is one who continuously in process of seeing himself in clearer perspective,

continually involved in a struggle to gain healthy integration of feeling, thinking and action. The five important factors of emotional-maturity are emotional Stability, emotional progression, social adjustment, personality integration and Independence etc (Singh & Bharagava, 2012). The young generation should be emotionally stable and confident to excel in their academic performance and enhance life skills to face the problems in future. In addition to family environment (parents involvement etc) as important factor, the appropriate school climate may help students, how to deal with emotions consciously and learn to distinguish various emotions in order to develop suitable strategies to deal with them.

School climate is a powerful force and plays a vital role in the all-round development of child. Researchers and educators have increasingly recognized the importance of school climate and its reforms. Research has revealed a positive correlation between school climate and student self-concept (Cairns, 1987; Heal, 1978; Reynolds, Jones, Leger, & Murgatroyd, 1980; Rutter, Maughan, Mortimore, & Ouston, 1979). Research supports the notion that a positive school climate promotes students' abilities to learn. School is an important domain for student's experiences. Institutional climate or environment and other conditions prevailing in school may affect students' self-disclosure pattern, adjustment, skill and outlook on life and show them the path of life. The school environment and quality of education is different in various schools, which affect the self-concept, emotional-maturity and career-aspirations of students. This study will be an idea for teachers, administrators and curriculum planner etc in order to maintain favorable (positive) school environment/climate properly. If all the aspects of true education are being used in proper manner in school, but the environment is not appropriate, than educational process cannot be successful. Keeping in mind the importance of above aspects the present study is an attempt to measure the relationship of school-climate with self-concept, emotional-maturity and career-aspiration of adolescents.

MAIN OBJECTIVES OF THE STUDY

The main objectives of the study were as follows:

1. To study the relationship between school-climate and self-concept of adolescent students.
2. To study the relationship between school-climate and emotional-maturity of adolescent students.
3. To study the relationship between school-climate and career-aspirations of adolescent students.
4. To compare self-concept of adolescent students with favorable & unfavorable school climate.
5. To compare the emotional-maturity of adolescent students with favorable & unfavorable school climate
6. To compare the career-aspirations of adolescent students with favorable & unfavorable school climate.

HYPOTHESES

The following null hypotheses were formulated for the study:

1. **H01:** There is no significant relationship between school-climate and self-concept of adolescent students.
2. **H02:** There is no significant relationship between school-climate and emotional-maturity of adolescent students.
3. **H03:** There is no significant relationship between school-climate and career-aspirations of adolescent students.

CONCEPTUAL FRAMEWORK

1. Self-Concept: The self-concept is the individual's way of looking at himself. It signifies his way of thinking, feeling and behaving. The important dimensions of self-concept are: physical, social, temperamental, educational, moral, and intellectual.

2. Emotional-Maturity: Emotionally mature is one who continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action. The important factors of emotional-maturity are: emotional

stability, emotional progression, social adjustment, personality integration, independence.

3. Career-Aspirations: The career aspiration is a strong desire or ambition for a career. The important dimensions of career- aspiration are: dedication, motivation, realisation, self confidence, preparation.

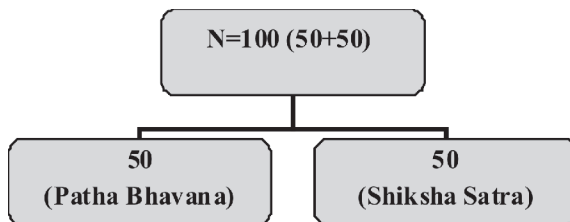
4. School-Climate: The environment where opportunities is available in terms of cognitive, emotional, and social support to the students during their school life (teacher students' interactions). The important dimensions of school environment inventory are: creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection, control.

METHODOLOGY

The present study was conducted by using descriptive research. In the present study, the self-concept, emotional-maturity and career-aspirations of adolescent students in relation to their school-climate were investigated by the researcher.

SAMPLE

The sample of the present study (N-100) was collected from the two schools (Visva-Bharati Board) of Visva-Bharati, Santiniketan, Bolpur. Keeping in mind the objectives of present study, the students of 10th class were selected as sample (through purposive techniques) by the researcher.



TOOLS FOR DATA COLLECTION

The following tools were used to collect data in the present investigation: The standardized tests were used for the variables under study:

1. **For Self-Concept:** Self Concept Questionnaire by Dr. R.K.Saraswat

2. For Emotional-Maturity: Emotional Maturity Scale by Dr.Y.Singh & Dr.M.Bharagava.

3. For School-Climate: School Climate Inventory

4. For Career- Aspiration: Career Aspiration Scale by Dr.S.Anand

STATISTICAL ANALYSIS TECHNIQUES

To measure the relationship of school climate with self-concept, emotional- maturity and career-aspiration of adolescents, the following statistical techniques were used for analysis:- t-test, Correlation

RESULTS & DISCUSSIONS

In the present study an attempt has been made to see that up to what extent (relationship between) school climate influence self-concept, emotional maturity and career aspiration of adolescents.

SCHOOL CLIMATE & SELF-CONCEPT

H01: There is no significant relationship between school-climate and self-concept of adolescent students.

1. From the correlation table it was found that there is no significant relationship between school-climate and self-concept of adolescent students in totality. Therefore the null hypothesis H01 is accepted. But school-climate in totality has significant positive relationship (significant at 0.05 level of significance) with social dimension of self-concept. This finding is consistent with the previous research studies which also revealed a positive correlation between school climate and students self-concept (Cairns, 1987; Reynolds, Jones, Leger, & Murgatroyd, 1980 etc). This result is also consistent with philosophy of both schools as both schools are the manifestation of Tagore's ideas of education. The unique features of these schools are- personal contact between teachers and the taught, and training in self government, atmosphere of openness of nature etc, emphasis to co-curricular activities etc more opportunities of social interactions.

Table-1

Correlation Table for Adolescent Students of Both Schools

| | Self Concept | Physical | Social | Temperament | Educational | Moral | Intellectual | School Climate | CRS | COE | ACC | PER | REJ | CON |
|----------------|--------------|----------|--------|-------------|-------------|--------|--------------|----------------|--------|--------|--------|--------|---------|--------|
| Self-Concept | | .646** | .520** | .705** | .678** | .594** | .580** | .093 | .034 | .101 | .065 | -.018 | .114 | .043 |
| Physical | | | .232* | .377** | .450** | .077 | .281** | .006 | -.014 | -.019 | -.031 | -.014 | .104 | .007 |
| Social | | | | .281** | .075 | .281** | .099 | .204* | .094 | .145 | .280** | .148 | .027 | .061 |
| Temperament | | | | | .365** | .387** | .276** | -.021 | -.030 | -.065 | -.045 | .005 | .043 | -.032 |
| Educational | | | | | | .247* | .347** | -.006 | .097 | .012 | -.071 | -.086 | .027 | -.098 |
| Moral | | | | | | | .170 | .097 | .073 | .147 | .120 | -.073 | .023 | .032 |
| Intellectual | | | | | | | | .061 | -.109 | .088 | -.013 | -.029 | .203* | .198* |
| School Climate | | | | | | | | | .802** | .802** | .721** | .681** | -.165 | .561** |
| CRS | | | | | | | | | | .662** | .578** | .451** | -.450** | .167 |
| COE | | | | | | | | | | | .606** | .466** | -.347** | .301** |
| ACC | | | | | | | | | | | | .394** | -.360** | .233* |
| PER | | | | | | | | | | | | | -.254* | .375** |
| REJ | | | | | | | | | | | | | | .104 |
| CON | | | | | | | | | | | | | | |

*Significant at the 0.05 Level

**Significant at the 0.01 Level

SCHOOL CLIMATE & EMOTIONAL MATURITY

H02: There is no significant relationship between school-climate and emotional-maturity of adolescent students.

2. From the correlation table it was found that there is no significant relationship between school-climate and emotional-maturity of adolescent students in totality. Therefore the null hypothesis H02 is accepted. But one of the important dimensions of school climate i.e. permissiveness (PER) have significant positive relationship (significant at 0.05 level of significance) with emotional maturity in totality and with its dimensions like social adjustment (SA), personality integration (PA) specifically. It means that a school climate in which students are provided more opportunities to express their views freely, and act accordingly to their desires with no interruption from their teachers (permissiveness) enhances the adolescent students emotional maturity (factors like social adjustment & personality integration specifically).

Table-2

Correlation Table for Adolescent Students of Both Schools

| | Emotional Maturity | ES | EP | SA | PI | IN | School Climate | CRS | COE | ACC | PER | REJ | CON |
|--------------------|--------------------|--------|--------|--------|--------|--------|----------------|--------|--------|--------|---------|---------|--------|
| Emotional Maturity | | .708** | .835** | .902** | .803** | .730** | .128 | .099 | .060 | .109 | .200* | -.115 | .098 |
| ES | | | .644** | .567** | .297** | .289** | .162 | .158 | .089 | .150 | .095 | -.042 | .080 |
| EP | | | | .673** | .536** | .472** | .009 | .005 | -.052 | .043 | .083 | -.096 | .041 |
| SA | | | | | .700** | .614** | .144 | .120 | .043 | .086 | .252* | -.087 | .087 |
| PI | | | | | | .633** | .129 | .063 | .097 | .070 | .219* | -.050 | .083 |
| IN | | | | | | | .038 | .029 | .031 | .084 | .125 | -.223* | .103 |
| School Climate | | | | | | | .802** | .802** | .721** | .681** | -.165 | .561** | |
| CRS | | | | | | | | .662** | .578** | .451** | -.450** | .167 | |
| COE | | | | | | | | | .606** | .466** | -.347** | .301** | |
| ACC | | | | | | | | | | .394** | -.360** | .237* | |
| PER | | | | | | | | | | | .394** | -.360** | .237* |
| REJ | | | | | | | | | | | | -.254* | .375** |
| CON | | | | | | | | | | | | | .104 |

*Significant at the 0.05 Level

**Significant at the 0.01 Level

SCHOOL CLIMATE & CAREER ASPIRATION

H03: There is no significant relationship between school-climate and career-aspirations of adolescent students.

3. From the correlation table it was found that there is no significant relationship between school-climate and career-aspirations of adolescent students in totality. Therefore the null hypothesis H03 is accepted. This result is in confirmation to the finding of the study i.e. socio-emotional school climate as perceived by the senior secondary school students does not influence their level of aspiration or career aspirations (Mallick & Kaur, 2014). However in the present study it was also found that cognitive encouragement (COE) which is one of the important dimensions of school climate has significant positive relationship (significant at 0.05 level of significance) with career aspirations of adolescent students in totality. It means that cognitive encouragement i.e. teachers' behavior to stimulate cognitive development of students by encouraging their actions or behaviors have significant influence on career aspirations of adolescent students. This is somewhat in

agreement that a positive climate is related to higher and more stable aspirations (Nurmi, 2004).

Table-3
Correlation Table for Adolescent Students of Both Schools

| | Career Aspirations | School Climate | CRS | COE | ACC | PER | REJ | CON |
|--------------------|--------------------|----------------|--------|--------|--------|--------|---------|---------|
| Career Aspirations | | .125 | -.010 | .201* | .129 | -.002 | .012 | .186 |
| School Climate | | | .802** | .802** | .721** | .681** | -.165 | .561** |
| CRS | | | | .662** | .578** | .451** | -.450** | .167 |
| COE | | | | | .606** | .466** | -.347** | .301** |
| ACC | | | | | | .394** | -.360** | .237* |
| PER | | | | | | | .394** | -.360** |
| REJ | | | | | | | | -.254* |
| CON | | | | | | | | .104 |

*Significant at the 0.05 Level

**Significant at the 0.01 Level

Comparison of Self-Concept, Emotional-Maturity, & Career-Aspirations of Adolescent Students of Both Schools

4. From the t-test results it was found that the adolescent students of both schools do not differ significantly in terms of their self-concept and emotional-maturity but differ significantly in terms of their career aspirations. The mean scores on career-aspirations, emotional-maturity of adolescent students of Patha Bhavana are more than that of Shiksha Satra. So it can be concluded that Patha-Bhavana has more favorable conditions for students than Shiksha-Satra. The probable reasons for this result as observed by the investigator may be the background of the students. In Siksha-Satra majority of students are from rural area and their socio-economic status is quite low in comparison to Patha-Bhavana where most of the students are of urban areas, SES of parents and their education (parental role) is good. Researches show that socio-economic status of parents, their education, type, area of school and teacher

guidance facilities available to the students etc may also influence their career aspirations.

Educational Implications

1. School-climate has significant positive relationship with social dimension of self-concept and social adjustment, personality integration dimensions of emotional maturity. The results of this study is a indication to the teachers (helpful to sensitize the administrators, teachers) to understand the importance of opportunities to their adolescent students for social interactions, to express views freely, accept their feelings in a non-threatening manner, and no interruption from their teachers can significantly influence students social concept as well as enhance their emotional maturity which is an important determinant of personality.

2. The cognitive encouragement which is one of the important dimensions of school climate has significant positive relationship with career aspirations of adolescent students. The continuous cognitive encouragements from teachers' have significant influence on career aspirations of adolescent students. In addition to this the need of teachers guidance, career counseling and career exhibitions etc in the school are the need of hour keeping in view the demands of the globalization. This study is an idea for teachers, administrators and curriculum planner etc in order to maintain favorable school environment or school climate.

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