

EMOTIONAL MATURITY AND SELF CONCEPT AMONG SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study was chalked out to find out Emotional Maturity and Self Concept among Senior Secondary School Students in relation to gender. The investigators have adopted normative survey method for the present study. A sample of 100 students from senior secondary schools was selected by random sampling technique. Emotional Maturity Scale of Dr. Yashvir Singh and Dr. Mahesh Bhargava and Self Concept Scale by Dr. R.K.Saraswat was employed in the current study. For the analysis of data, the descriptive statistics like mean, standard deviation and t-test was employed. The findings revealed that no significant difference was found in the Emotional Maturity and Self-Concept among students in relation to gender.

Key-Words: Emotional Maturity, Self Concept, Gender.

INTRODUCTION

The main purpose of education is the progress of physical, social activity, emotion, and wisdom of student sustainability. The adequate education makes good quality human resources for a rapidly developing country. According to this reason, many countries have been trying to develop the educational quality in the national policy and strategy to enhance effective implementation. Education modifies man's experience, transforms his instinctive urges and impulses and determines his attitude and beliefs. Education enables man to draw out his hidden talents. It trains him to increase his productivity and thus it helps him to render more effective service to society. Education affects an individual's level of emotional maturity and self-concept. As an individual develops through childhood to adolescence to adulthood, his emotions become more easily classified as fear, hate, anger, disgust, affection, Joy etc. Emotional Maturity means the degree to which the person has realized his potential for richness of having and has developed his capacity to enjoy things, to love and to laugh, his capacity for whole hearted sorrow when occasion for grief arises, his capacity for experiencing anger when faced with a situation while he is not able to work according to him that would increase the temper of any reasonably tolerant or sensible person and

his capacity to show fear when there is an occasion to be fright ended. Emotional Maturity is not only the effective determinant of Personality but, it also helps to control the growth of adolescent's development. Emotional Maturity implies controlling your emotions rather than letting your emotions get the better of you. Emotional Maturity depicts your capacity to manage and to check your emotions, to evaluate others emotional state and to persuade their Judgment and actions. Sangeeta, (1998) viewed that emotional maturity is a stage, which is achieved after long period and it is very essential in human life. Gakhar S.C. (2003) concludes that there is significant difference in the emotional maturity of boys and girls.

Self -concept of a person plays a great role in the development of his personality. Our self-concept is determinant of our behavior. It is the part of an individual's inner life expressed through behavior. Self-concept appears is a comprehensive and exhaustive area which can represent the personality at large. It is this generally stable and organized quality of self-concept that gives consistency to the personality. As self-concept seems to play a significant role in the growth and development of a person, a detailed knowledge of its nature and its relation to other important factors of personality will provide an objective and encouraging basis of the

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educators and counselors to work on. The difficulty in the conducting research in such an area is that the concept of self is not very well defined and is in state of flux. Self concept has been referred by Lowe (1961) as ones attitude towards self. Saraswat and Gaur (1981) defined self concept as the individual's way of looking at him, it also signifies his way of thinking, feeling and behaving.

Thus, self concept plays an important role in an individual's life. Self acceptance promotes tolerance towards other persons and the acceptance of the events which happens in one's life. He is constructive in use of his abilities, whether they are high or low. The emotional maturity and frustration of a student has significant positive correlation and a person required both in a proportionally manner (Rekha.S. 2012). Rangappa (1992) examined that there is no significant difference in achievement of students at different level of self-concept, but significance difference was observed between rural and urban school students with regard to their achievement in mathematics. Gurub asappa H.D.(2009) found that the high intelligent students and students with better self-concept achieve high in school i.e. the academic achievement of students is certainly influenced by psychological factors like intelligence and self-concept. Jain and Pasrija (2014) found that boys and girls are also having comparable emotional maturity and adjustment level.

NEED AND IMPORTANCE OF THE STUDY

It is generally accepted that the way of an individual perceives, influences the way he behaves in interaction with his physical and social environment. Thus due importance has been assigned to self-concept in explaining various aspects of human behavior and for proper utilization of human resources. The major motivational goal of any individual is the maintenances, restoration and attainment of positive self. It has been assumed that the pattern of Emotional Maturity and Self-Concept of an individual which he will possess will depend on his level of social acceptance, home environment and academic achievement, which

means these factors play an important role in shaping emotional maturity and self concept of an individual. But till now there is lack of consideration of emotional maturity and self-concept as one of the major causes of behavior of students. The Emotional maturity and self concept becomes important in the behaviour of individuals. As the students are the pillars of the future generations their value pattern of Emotional Maturity and self concepts are vital. So the present study intends to measure the Emotional Maturity and self concept of senior secondary school students.

STATEMENT OF PROBLEM

Emotional Maturity and Self Concept among Senior Secondary School Students.

OBJECTIVES OF THE STUDY

To study and compare the emotional maturity and self-concept of the senior secondary school students in relation to gender.

METHOD

The investigators have adopted Normative Survey method for the present study.

SAMPLE

A sample of 100 students from senior secondary schools was selected by random sampling technique. Breakup details of sample have been presented in tabular form below:

Table-1: Breakup details of Sample

Types of School	Name of School	Male	Female	Grand Total
Government School	Dr. Sa up Singh Govt School	25	25	50
	Sarwanit Sr. Sec. School Sanghi, Rohak			
Private School	Delhi Public School Rohak	25	25	50
Grand Total		50	50	100

TOOLS USED

Emotional Maturity Scale of Dr. Yashvir Singh and Dr. Mahesh Bhargava and Self Concept Scale by Dr. R.K.Saraswat was employed in the current study.

STATISTICAL TECHNIQUES APPLIED

The descriptive statistics like mean, standard deviation and 't'-test was employed in the present study.

DATA ANALYSIS AND INTERPRETATION

The present study was chalked out to study and compare emotional maturity and self-concept of secondary school students in relation to gender. The first objective of the present investigation was to study Emotional Maturity and self concept of Senior Secondary School Students. For this Mean and S.D was calculated and presented in table-2 given below.

Table-2: Mean and S.D of Emotional Maturity and self-concept of Senior Secondary School Students

Variable	N	Mean	S.D.
Emotional Maturity	100	101.48	15.10
Self-Concept	100	176.76	20.37

The mean score of emotional maturity of senior secondary school students is 101.48 vide Table-2 leads to conclusion that level of emotional maturity of students is Emotionally Immature. Table-2 shows that mean score self-concept of senior secondary school students is 176.76 which means that the level of self-concept of the students is above average.

The second objective of the study was to compare emotional maturity and self-concept in relation to gender. To obtain this objective, mean, S.D. and t-value was calculated through SPSS software and output was presented below in table-3 & 4 respectively. Mean score and S.D. score was also presented by cylindrical histogram in fig.-1.

Table-3: Mean and S.D. of Emotional Maturity and self-concept of Students in Relation to Gender.

Variable		N	Mean	S.D
Emotional Maturity	Boys	50	98.94	15.62
	Girls	50	102.42	19.59
Self-Concept	Boys	50	178.30	12.74
	Girls	50	178.62	12.60

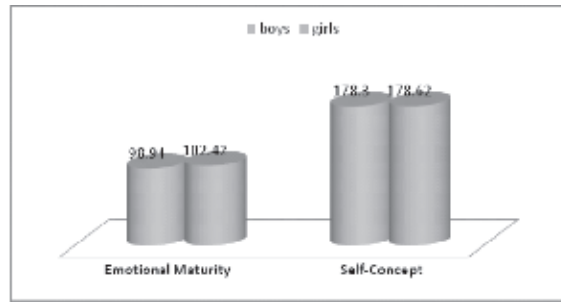


Fig.2: Mean Scores of Emotional Maturity and self-concept w.r.t. Gender

Table-4: 't'- value for difference in Emotional Maturity and Self-Concept in Relation to Gender

Variable	Levene's Test for Equality of Variances	t-test for Equality of Means				
		F	Sig.	T	Sig. (2-tailed)	Mean Difference
Emotional Maturity						
Equal Variances Assumed	0.000	.000	811.582	<.001	3.48000	3.54372
Self-Concept						
Equal Variances Assumed	.000	.921	.020	>.05	.02000	2.03387

NS=Not Significant

't'- value (.982) is not significant which means that there is no significant difference in the Emotional Maturity among students in relation to gender. Adhikari, G.S. (1998) found that the emotional maturity of male teachers and female teachers were higher than those of students. Anju (2000) found that Girls were found to be more emotionally mature than boys. Kaur, H. (2004) in her study found no significant difference in emotional maturity of boys and girls. Charu Vyas (2011) found no significance

difference emotional maturity of boys and girls coming from co-education and unisex education school. In other words, it can be interpreted that boys and girls both have similar level of emotional maturity. It may be due to fact that today boys and girls both have equal exposure. Parents treat them equally. 't'-value vide table-4 is .126 which is not significant. It is concluded that there is no significant difference in the Self Concept among students in relation to gender. In other words both boys and girls of the sample possess nearly equal level of self-concept. Thilaka and Jacob (2002) examined that the self-concept of girl's students has been found to be higher than boys and co-education students. Krishna (1993) found that sex had no influence on self-concept of the students.

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