

## EMOTIONAL MATURITY AND SELF CONCEPT AMONG SENIOR SECONDARY SCHOOL STUDENTS

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### Abstract

*The present study was chalked out to study Emotional Maturity and Self Concept among Senior Secondary School Students in relation to type of school. 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 significant difference was found in the Emotional Maturity and Self-Concept among students in relation to type of school.*

**Key-Words:** *Emotional Maturity, Self Concept, Type of School.*

### 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 makes people fit for life. Fitting of the individual for a life with

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other fellow beings mean that a man should be good thinker, a good worker and a good companion. It is well said' "Sow a thought reap an action; sow a habit, reap a destiny". Such a man will create a heaven and a new earth. Education tells how, "to play the game of life wisely and well on three grounds-the playground of the senses, the playground of the skill and the playground of the soul.

Education affects an individual's level of emotional maturity and self-concept. As an individual develops through child hood 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. The concept 'Mature' emotional behavior of any level is that which reflects the fruits of normal emotional 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. A person will be called emotionally mature when he is able to display his emotion in an appropriate degree with reasonable control. Gakhar S.C. (2003) concludes that there is significant difference in the emotional maturity of students of government and private schools.

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. This organized quality of self-concept has corollaries.

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The self-concept is an internal model which comprises self-assessments. Self-concept development is a continuous process. Various activities in classroom and outside of classroom affect the self-concept of the students. 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 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. There are several terms that are virtually synonymous with self-concept among them are “self image”, the “Ego”, “Self understanding”, “Self perception” and “Phenomenal self”. 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. There is a great deal of research, which shows that the self concept is perhaps the basic for academic achievement.

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. Educational psychology has been concerned with analyzing different types of relationship, both associative and predictive, that exists between emotional maturity and self-concept. As emotion do play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead an affected life. Emotional Maturity can be understood in term of ability of self control which in turn is a result of thinking and learning. Emotional Maturity is that characteristics of emotional behavior that is generally attains by an adult after expiry of his adolescence period. The emotional maturity and frustration of a student has significant positive correlation and a person required both in a proportionally manner (Rekha.S. 2012). A person may be said to be emotionally matured if he has in his possession, all types of emotions positive or negative and is able to express them at appropriate time in an appropriate degree. An emotionally matured person possesses adequate self-concept and self respect. 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

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their achievement in mathematics. Singh, A.D. (1983) revealed that there was a significant and positive relationship between self-concept and academic achievement of arts, science and commerce students and the relationship between academic achievement and self-concept of art students studying in govt. school was significantly higher than that of science, commerce and total students. 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 students of private and government schools are similar in their adjustment level and emotional maturity.

### **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. After reviewing the literature researcher found many of other investigators studied like Sabapthy, T. (1986) examined the relationship between the variable anxiety, emotional maturity and academic achievement, Mahashevta (2007) examined relationship between male and female of schedule caste students belong to high self-concept group with respect to academic achievement. Gakhar and Assema (2004) assessed the influence of self-concept, stress, locality and gender on the academic achievement and reasoning ability and found that rural adolescent had greater academic achievement than urban ones and interaction also existed between sex and area. 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

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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

1. To study the emotional maturity and self-concept of the senior secondary school students.
2. To compare emotional maturity and self concept among senior secondary school students in relation to type of school.

### Hypothesis

1. There exists no significant difference in the emotional maturity among senior secondary school students in relation to type of school.
2. There exists no significant difference in the self concept among senior secondary school students in relation to type of school.

### 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. Sarup Singh Govt. Model Sanskriti Sr. Sec. School Sanghi, Rohtak	25	25	50
Private School	Delhi Public School Rohtak	25	25	50
	Grand Total	50	50	100

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### **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 type of school. 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**

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
<b>Emotional Maturity</b>	100	100.48	13.10
<b>Self-Concept</b>	100	174.76	10.37

The mean score of emotional maturity of senior secondary school students is 100.48 and S.D is 13.10 as shown in Table-2. It can be concluded from the above data that the level of emotional maturity of students is Emotionally Immature and S.D score shows that there is high degree variation between the students. Table-2 shows that mean and S.D of self-concept of senior secondary school students is 174.76 and 10.37 respectively 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 type of school. 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 conical histogram in fig.-2.

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**Table-3: Mean and S.D. of Emotional Maturity and Self-Concept of Students in Relation to Type of School**

Variable		N	Mean	S.D
<b>Emotional Maturity</b>	Govt. School	50	110.6	11.90
	Private School	50	90.76	17.07
<b>Self-Concept</b>	Govt. School	50	182.58	13.84
	Private School	50	174.36	9.84

**Table-4: 't'- value for difference in Emotional Maturity and Self-Concept in Relation to type of schools**

Variable		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Emotional Maturity Equal Variances Assumed	Type of Schools	1.131	.290	<b>6.740**</b>	98	1.96	19.84000	2.94363
Self Concept Equal Variances Assumed	Type of Schools	3.520	.064	<b>3.423**</b>	98	1.96	8.22000	2.40150

NS=Not Significant

\*\* Significant at 0.01 level

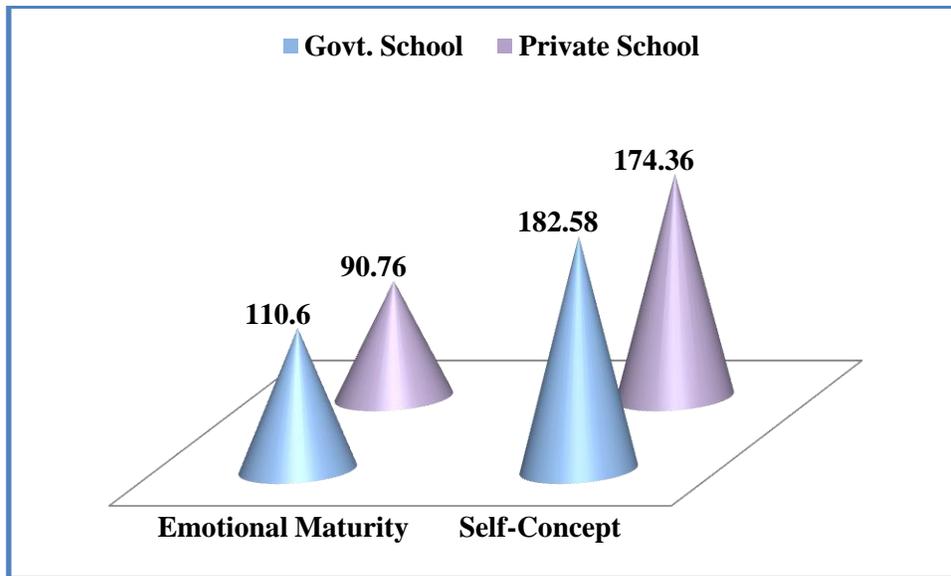
t'-value 6.740 vide table-4 is significant leads to conclusion that there is significant difference in the emotional maturity among students in relation to type of school. While

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't'-value 3.423 is significant which means that there is significant difference in the self-concept among students in relation to type of school.



**Fig.2: Mean Scores of Emotional Maturity and Self-Concept w.r.t. Type of Schools**

So it is concluded that students studied in govt. and private schools have difference in their self-concept. Mean examination clearly exhibits that students of govt. school have high self-concept than students of private school. Krishna (1993) found significance relationship between self-concept and academic achievement of college students.

### **Educational Implications**

The finding of the study will act a linkage of Emotional Maturity and Self-Concept which is turn imparts a significant role in the development and greater achievement for prosperous and bright future of senior secondary school students.

The present study also gives information's to create favorable environment for greater development which may also help in the development of child educational programmer.

The finding of the present study is also important for parents and teachers. Parents at home and teachers at school always play a major role in the influencing and developing emotional maturity. Parents should understand the kind of changes an adolescent is going through and kind of pressures he has to face, because at one point of their life, they were also under the same

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situation, so they should act as the facilitators for them in helping them in handling such situations.

Counselors or School administrators or Teachers who face problems with adolescents like aggression, depression or use of drugs, can also be benefited by the findings of the study. By encouraging students to work to the best of their ability and by being genuinely interested in their progress, teachers can enhance the self-concept of all students, regardless of their talent.

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