

Self-Concept In Relation to Emotional Maturity Among High School Students

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ABSTRACT

The present study was undertaken to study Self-Concept and Emotional Maturity among High School Students. A descriptive survey method was adopted for the study. The sample consisted of 210 high school students selected through simple random sampling from Perambalur District. The Self-Concept Questionnaire developed by Dr. Rajkumar Saraswat (1996) and the Emotional Maturity Questionnaire developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1998) were used for data collection. The reliability coefficients of the tools were 0.82 and 0.86 respectively. The collected data were analysed using appropriate statistical techniques such as t-test, F-test and correlation.

The findings revealed that there was no significant difference in Self-Concept and Emotional Maturity with respect to gender, type of family and parents' educational qualification. A significant difference was found with respect to type of school, with Government school students showing higher levels than Private school students. Further, a significant positive relationship was found between Self-Concept and Emotional Maturity ($r = 0.58$). The study highlights the importance of developing positive self-concept and emotional maturity among high school students through appropriate educational guidance, counselling and supportive school environments.

Keywords: *Self-Concept, Emotions, Emotional Maturity, High School Students, Gender, Type of School.*

Introduction

Education is a continuous process that promotes the all-round development of an individual. The development of students depends not only on academic achievement but also on their personality, self-understanding and emotional development. High school is an important stage during which students experience significant physical, social and emotional changes.

Self-concept refers to an individual's beliefs, perceptions and feelings about oneself. A positive self-concept helps students develop confidence, maintain healthy relationships and face challenges effectively. Emotional maturity refers to the ability to understand, regulate and express emotions appropriately. It helps students manage stress, adjust to different situations and make suitable decisions.

Self-concept and emotional maturity play an important role in the personality development and adjustment of students. Hence, the present study focuses on Self-Concept and Emotional Maturity among High School Students.

Self-Concept

Self is the conscious awareness of one's own identity and existence. Self-concept refers to the individual's perceptions, beliefs, attitudes and opinions about oneself. It represents an organized and developing system of ideas that a person considers true about himself or herself. Purkey (1988) described self-concept as a complex, organized and dynamic system of learned beliefs, attitudes and opinions that an individual considers true about oneself.

Emotions

Emotion is a psychological and physiological state involving feelings, awareness and behavioural responses. The term emotion is derived from the Latin word *Emovere*, meaning to stir, agitate or excite. Emotions influence human behaviour and may be positive or negative, accompanied by physiological changes such as variations in heart rate, respiration and muscle tension.

David Hume viewed emotion as psychic feeling or energy, while Jean-Paul Sartre considered it a way of experiencing the world. Crow and Crow (1973) described emotion as an affective experience associated with inner adjustment and psychological arousal. Kumball Young viewed emotion as an aroused psychological state involving bodily activity and strong feelings.

Emotional Maturity

Emotional maturity develops gradually through maturation, experience and learning. Gessel emphasized the role of maturation in emotional development and stated that increasing physical, intellectual and social abilities are accompanied by emotional growth. An emotionally mature person increasingly develops inner control rather than depending mainly on external control. Emotional maturity varies according to age and continues to develop throughout life.

Cole identified the ability to tolerate tension as an important characteristic of emotional maturity. Kaplon and Baron stated that an emotionally mature person can tolerate delays in satisfaction, modify expectations according to circumstances, plan for the future and adjust effectively with oneself, family, peers and society.

Need for the Study

Children and youth face many difficulties in present-day life. Such difficulties may be associated with anxiety, tension, frustration and emotional disturbance. Therefore, understanding emotional life is important. Self-concept plays a significant role in personal growth and development. Knowledge of self-concept and its relationship with emotional maturity can provide a useful basis for educators to understand students and support their development. An emotionally mature person is expected to have a healthy self-concept, neither thinking too highly nor too lowly of oneself.

Statement of the Problem

The problem of the present study is stated as: “Self-Concept and Emotional Maturity among High School Students.”

Operational Definitions of The Key Terms

Self-Concept: It is the individual's way of looking at himself or herself and includes ways of thinking, feeling and behaving. It is a dominant element in the personality pattern and influences reactions to people and situations.

Emotional Maturity: It is a process in which personality continuously strives towards greater emotional health, both intra-physically and intrapersonally.

Objectives of The Study

- ❖ To study the level of Self-Concept and Emotional Maturity among high school students.
- ❖ To find out significant differences in Self-Concept and Emotional Maturity with respect to gender, type of school, type of family and parents' educational qualification
- ❖ To find out the relationship between Self-Concept and Emotional Maturity among high school students.

Hypotheses of the Study

- ❖ The level of Self-Concept and Emotional Maturity among high school students is average.
- ❖ There is no significant difference in Self-Concept and Emotional Maturity with respect to the selected demographic variables.
- ❖ There is no significant relationship between Self-Concept and Emotional Maturity.

Delimitations of the Study

- ❖ The study was confined to high school students in Perambalur District.
- ❖ Only selected demographic variables were considered.
- ❖ Four schools were selected through random sampling.
- ❖ Questionnaires were used for data collection.

Methodology

The study belongs to a descriptive Survey Method, as it is indented to find out the level of scientific attitude of B.Ed., trainees.

Selection and Size of the Sample

The investigator had selected 210 B.Ed., trainees as a sample by Simple Random Sampling Technique from Perambalur District.

Tool Used in This Study

The Self-Concept Questionnaire was developed by Dr. Rajkumar Saraswat (1996). The Emotional Maturity Questionnaire was developed by Dr. Yashuir Sing and Dr. Mahesh Bharegava (1998). The reported reliability values were 0.82 for Self-Concept and 0.86 for Emotional Maturity.

Data Collection Procedure

The investigator got prior permission from the Head master of the School approached, the high school students for getting necessary co-operation. I am explaining the purpose of the research title as; Self-Concept and Emotional Maturity among high school students. I am provided with the tool of Xerox copies. The investigator explained the tool and the way of answering the questionnaire. The questionnaire was administered individually to all the student.

Data Analysis

Hypothesis – 1

There is no significant difference on the Mean values towards Self-Concept and Emotional Maturity among High School Students with respect to their Gender.

Table 1. 't' Value Between Mean Values Towards Self-Concept and Emotional Maturity Among High School Students With Respect To Their Gender

Variables	Gender	N	Mean	Std. Deviation	't' value
Self-Concept	Male	104	70.96	7.29	0.13**
	Female	106	70.83	6.98	
Emotional Maturity	Male	104	67.87	7.73	0.18**
	Female	106	68.05	6.49	

** - Not Significant at 0.05 level

Table 1 shows that the 't' values, 0.13 and 0.18 are not significant at 0.05 level. It is understood from the results that there is no significant difference among the Male and Female High School Students towards their Self-Concept and Emotional Maturity. Male and Female High School Students are having similar level towards their Self-Concept and Emotional Maturity. Therefore the framed null hypothesis is accepted.

Hypothesis – 2

There is no significant difference on the Mean values towards Self-Concept and Emotional Maturity among High School Students with respect to their Type of School.

Table 2. 't' Value Between Mean Values Towards Self-Concept and Emotional Maturity Among High School Students with Respect to Their Type of School

Variables	Type of School	N	Mean	Std. Deviation	't' value
Self-Concept	Govt.	110	72.64	7.37	3.85*
	Private	100	68.97	6.34	
Emotional Maturity	Govt.	110	70.09	7.11	4.79*
	Private	100	65.62	6.36	

* Significant at 0.05 level

Table -2 shows that the 't' values, 3.85 and 4.79 are significant at 0.05 level. It is understood from the result that there is significant difference between the Self-Concept and Emotional Maturity among High School Students with respect to their Type of School. The Government High School Students are having higher level of Self Concept and Emotional Maturity than the Private High School Students. Hence the framed null hypothesis is found to be rejected.

Hypothesis – 3

There is no significant difference between the Self-Concept and Emotional Maturity among High School Students with respect to their Type of Family.

Table 3. 't' Value Between Mean Values Towards Self-Concept and Emotional Maturity Among High School Students with respect to Their Type of Family

Variables	Type of Family	N	Mean	Std. Deviation	't' value
Self-Concept	Joint Family	52	69.62	6.88	1.49**
	Nuclear Family	158	71.31	7.17	
Emotional Maturity	Joint Family	52	67.15	7.27	0.95**
	Nuclear Family	158	68.23	7.06	

** -Not Significant at 0.05 level

From the above table 3 reveals that the 't' values, 1.49 and 0.95 are not significant at 0.05 level. It is understood from the result that there is no significant difference between the Self-Concept and Emotional Maturity among High School Students with respect to their Type of Family. The Joint family and Nuclear family High School Students are having similar level of Self Concept and Emotional Maturity. Hence the framed null hypothesis is found to be accepted.

Hypothesis – 4

There is no significant difference on the Mean values towards Self-Concept and Emotional Maturity among High School Students with respect to their Parental Educational Qualification.

Table 4. Significant Difference Between the Mean Values Towards Self-Concept and Emotional Maturity Among High School Students with Respect to Their Parent's Educational Qualification

Variables	Parent's Educational Qualification	Sum of Squares	df	Mean Square	F
Self-Concept	Between Groups	125.21	2	62.61	1.24**
	Within Groups	10471.38	207	50.59	
	Total	10596.59	209		
Emotional Maturity	Between Groups	91.64	2	45.82	0.91**
	Within Groups	10480.32	207	50.63	
	Total	10571.96	209		

** - Not Significant at 0.05 level

It is found from the table 4 that the F values, 1.24 and 0.91 are not significant at 0.05 level. It is understood from the result that there is no significant difference between the Self Concept and Emotional Maturity among High School Students with respect to their Parent's Educational Qualification. Hence the framed Null hypothesis is found to be accepted.

Hypothesis – 5

There is no significant relationship between Self-Concept and Emotional Maturity among High School Students.

Table 5. Relationship Between the Self-Concept and Emotional Maturity Among High School Students

Classification	N	'r' value
Self-Concept and Emotional Maturity	210	0.58**

*- Correlation is significant at the 0.05 level

From the above table-5 it is seen that the 'r' value 0.58 is significant at 0.05 level. It is understood from the result that there is significant Relationship between Self-Concept and Emotional Maturity among High School Students. Hence the framed null hypothesis is found to be rejected.

Summary of Major Findings

1. There is no significant difference in Self-Concept and Emotional Maturity between male and female high school students. Both groups have a similar level.
2. There is a significant difference based on type of school. Government school students have higher Self-Concept and Emotional Maturity than private school students.
3. There is no significant difference based on type of family. Students from joint and nuclear families have similar levels of Self-Concept and Emotional Maturity.
4. There is no significant difference in Self-Concept and Emotional Maturity based on parents' educational qualification.
5. There is a significant relationship between Self-Concept and Emotional Maturity among high school students.

Recommendations

The findings indicate the importance of developing positive Self-Concept and Emotional Maturity among high school students. Teachers and parents may provide suitable guidance, emotional support and opportunities for students to develop confidence, self-awareness and healthy adjustment. Schools may also organize counselling and personality-development programmes.

Suggestions for the Further Study

1. Similar studies may be conducted among students of different educational levels.
2. The study may be extended to students from different districts and regions.
3. Comparative studies may be conducted among primary, high school and higher secondary students.
4. Further research may focus on identifying effective strategies for improving Self-Concept and Emotional Maturity among students.

Conclusion

The present study examined Self-Concept and Emotional Maturity among 210 high school students in Perambalur District. The data were collected through random sampling and analysed using appropriate statistical techniques. The findings indicate that the students have an average level of Self-Concept and Emotional Maturity, with significant differences observed for certain demographic variables and a significant relationship between the two variables.

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