

# A Study on Emotional Maturity and Self Concept at Higher Secondary Level

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**Abstract** The present paper discussed on emotional maturity and self concept at higher secondary students. The study attempts to analyze the various aspects of emotional maturity and self concept among higher secondary students. The end of the twentieth century and beginning of the twenty first century have seen on unprecedented upsurge in activities revolving around the teenage adolescence students. It is the dire need of the hour that as teenage adolescence students we should have proper emotional development to rightly use our human emotions. So our human mind has something vital to do with human emotions and we should give a self concept to control our emotions with the mind! But our emotions need to be understood, taught, trained and controlled by the mind! Emotional maturity moves beyond "intelligence" to a higher state of consciousness, guided by what one senses, feels and intuits, and one's heart. Emotional maturity and self concept is a tool for promoting students mental health and personality.

**Keywords:** Emotional Maturity, self concept, leadership qualities, emotional health, intra personal

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## 1. 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. The student's academic achievement problem is not only occurring in India but it also in many countries around the world. Some countries have been trying to solve this problem by educational staff development, teaching processes, and parent and community cooperation and some country have been looking backward to student inner character by depicting causal relationship influencing to academic achievement. The result of studies revealed some important factor strongly related with academic achievement is "self-concept and Emotional Maturity". Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra psychically and intra personally. [1] "An Emotional mature person is one who is able to keep a lid on feelings [6]. He can suffer in silence. He can bide his time in spite of present discomfort. He is not subject to swing in mood, he is not volatile. When he does express emotion, he does so with

moderation, decently and in good order". Emotional maturity is the ability to bear tension and it is the ability to develop high tolerance for disagree circumstance [4]. Self concept is love and happy with whom you are now. It is an agreement with ourself to appreciate validates, accept and support who you are at every moment. Self concept is the degree to which and individual having considered his personal characteristics is able and willing to live with them. Self-conceptions people recognize their assets and are free to draw upon them, even if they are not all that could be desired [2]. Self-concept does not need outward approval. It is sufficient in and of itself. The individual will accept other's approval with gratitude, but intuitively knows when he or she has done well. Self-concepts are qualities present in one self. One assesses these qualities through estimates rather than by measurement. Those qualities may concern what one does (e.g. having a disposition for compassion and consideration) and/or may concern non-measurable aspects of how one appears (e.g. pretty, handsome). The assessments placed on these qualities may be significantly influenced by outsiders in one's immediate environment and/or by society at large.

## 2. Need and Significance of the Study

The specific needs for identifying these phenomena of Emotional maturity and self concept as a natural and inevitable essential outcome of student growth and

development rather than among pathological symptom. 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 higher secondary students.

### 3. Objectives of the Study

- To find out the level of Emotional Maturity and Self Concept among Higher Secondary student who are studying in various schools in Pudukkottai district, Tamilnadu, South India.
- To find out the significant difference if any between the different groups of biographical variables such as sex, location of the school, type of the school, Parents educational qualification, Parents occupation, Parents Annual income, parents nature, and type of the Family in the students of higher secondary course in respect to their Emotional Maturity and Self Concept.

### 4. Hypotheses of the Study

- There is no significant difference in the level of Emotional Maturity and Self Concept among Higher Secondary students who are studying in various schools in Pudukkottai district, Tamilnadu, South India.
- There is no significant difference if any between the different groups of biographical variables such as sex, location of the school, type of the school, Parents educational qualification, Parents occupation, Parents Annual income, parents nature, and type of the Family in the students of higher secondary course in respect to their Emotional Maturity and Self Concept.

### 5. Method of the Study

The Authors used Normative Survey method was found appropriate for this study. Since this study attempts to bring out relevant details from students regarding various expected outcomes of the systems of emotional maturity and self-concept assessment in schools. Normative Survey method was found appropriate for this study.

### 6. Tools

1. Emotional Maturity Scale and
2. Self concept Scale

### 7. Sampling Technique

The Authors were used Random sampling and samples are collected only from the Students of Higher Secondary level in various Schools located in and around Pudukkottai area which is located in Pudukkottai district, Tanil Nadu state, South India.

### 8. Delimitation of the Study

This study is delimited to the Pudukkottai district, Tamilnadu, SouthIndia. This study is considering the Higher secondary students those who are studying in Pudukkottai only.

### 9. Major Findings of the Study

1. It is found that, there is a significant difference between male and female students of higher secondary course in respect to their Emotional Maturity.
2. It is found that, there is a significant difference between male and female students of higher secondary course in respect to their Self-Concept.
3. It is found that, there is no significant difference between rural and urban area residence students of higher secondary course in respect to their Emotional Maturity.
4. It is found that, there is a significant difference between rural and urban area residence students of higher secondary course in respect to their Self-Concept.
5. It is found that, there is a significant difference between government and government aided school students of higher secondary course in respect to their Emotional Maturity.
6. It is found that, there is no significant difference between government and government aided school students of higher secondary course in respect to their Self-Concept.
7. It is found that, there is no significant difference between parent's educational qualifications of higher secondary course students in respect to their Emotional Maturity.
8. It is found that, there is no significant difference between parent's educational qualifications of higher secondary course students in respect to their Self-Concept.
9. It is found that, there is no significant difference between parent's occupations of higher secondary course students in respect to their Emotional Maturity.
10. It is found that, there is no significant difference between parent's occupations of higher secondary course students in respect to their Self-Concept.
11. It is found that, there is no significant difference between below Rs.75,000 and Above Rs.75,000 parent's annual income students of higher secondary course in respect to their Emotional Maturity.
12. It is found that, there is no significant difference between below Rs.75,000 and Above Rs.75,000 parent's annual income students of higher secondary course in respect to their Self-Concept.
13. It is found that, there is no significant difference between nuclear and joint family students of higher secondary course in respect to their Emotional Maturity.
14. It is found that, there is no significant difference between nuclear and joint family students of higher secondary course in respect to their Self-Concept.

15. It is found that, there is no significant difference between soft and friend natures of the father of higher secondary course students in respect to their Emotional Maturity.
16. It is found that, there is no significant difference between soft and friend natures of the father of higher secondary course students in respect to their Self-Concept.
17. It is found that, there is no significant difference between soft and friend natures of the mother of higher secondary course students in respect to their Emotional Maturity.
18. It is found that, there is no significant difference between soft and friend natures of the mother of higher secondary course students in respect to their Self-Concept.
19. It is found that, there is no significant difference of correlation between emotional maturity and self concept of higher secondary course students.

## 10. Discussion of the Study

The findings in this study indicate a positive relationship between emotional maturity and self concept. In summary, it is clear that emotional maturity among higher secondary students mean scores between the variables taken for this study are same except gender and type of management. Also self concept among higher secondary students means scores between the variables taken for this study are same except gender and locality of residence. The present findings of the study reveal the following recommendations may be carried out to improve the emotional maturity and self concept of higher secondary school students. The success of the school depends upon the leadership qualities. Hence the teachers and headmaster should be a well versed person in modern methods of supervision the techniques of decision making and democrating administration. The higher authority should analyze the different dimensions of emotional maturity such as the ability to give and receive love, the ability to face reality and deal with it, just as interested in giving as receiving, the ability to learn from experience and the ability to accept frustration, and self concept such as acceptance of self, others and nature, problem centering, interpersonal relationship with others, democratic character structure, means and ends and creativeness and also do the needful in those dimensions, so as to enhance the self concept among students studying in various levels of institutions. As the interest in studying plays a vital role in the emotional maturity, the welfare of the students should be protected by the government then only they have tension free mind which may lead concentrate on

their studying. Innovative method should be motivated and find a place in the teaching learning strategies. The infrastructure of government schools should be improved. The frequent transfer may be avoided. Student teacher ratio may be fixed as 1:40 which helps for effective interactions.

## 11. Conclusion

This methodology provides the guidelines for the investigators about the way for the study has to be conducted. It is imperative to adopt a suitable methodology thereby we can generalize the findings. This research find out the following factors are affecting the emotional maturity and self concept such as hereditary factors, maturation, training, health, intelligence, family relationship, social environment and control over emotions, in other hand self concept are affecting by factors like age, appearance, gender, culture, economical states, environment, and parents education. 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 higher secondary students. Emotional maturity and self concept is very essential for the students in their early (pre adolescence) educational field. This should be promoted in the minds of the students to improve their educational status without fear.

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