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EMOTIONAL MATURITY AND SELF CONCEPT AMONG HIGHER SECONDARY STUDENTS

Pratha P.¹ and Dr. Aron Antony Charles M.²

¹Research Scholar, Department of Education, PRIST University, Thanjavur, Tamil Nadu.

² Research Guide, Department of Education, PRIST University, Thanjavur, Tamil Nadu.



ABSTRACT:

The main objective of this study was to find out the significant differences in emotional maturity and self concept of higher secondary students with regard to gender and medium of instruction. Survey method was employed for the present study. A sample of 250 higher secondary students was chosen from Thiruvarur district. Emotional Maturity Scale by Pierrette Desrosiers, M.P. (2010) and Self Concept Scale by Dr. S.B. Kakkar (1984) were used to collect the data. t-test was used for data analysis. Results found that there is no

significant difference in emotional maturity and self concept of higher secondary students in terms of gender and medium of instruction.

KEYWORDS: Emotional Maturity, Self Concept, Higher Secondary Students.

INTRODUCTION

Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra psychically and intra personally. In children, emotional development refers to the attainment of emotional capabilities and their expansions as the child grows. It provides children the capabilities and skills that they need to function and survive in the society as well as the world. It is natural to respond to everyday situations emotionally. It is common to feel angry, sad, happy or frightened at different times. Problems occur when

emotions are expressed inappropriately or at the wrong times.

Self-Concept refers to self-evaluation or self-perception, and it represents the sum of an individual's beliefs about his or her own attributes. Self-concept reflects how an adolescent evaluates himself or herself in *domains* (or areas) in which he or she considers success important. Self concept is love and happy with whom you are now. It is an agreement with yourself 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. The self-concept person has a realistic

appraisal of his resources contained with appreciation of his own worth; Assurance about standards and convictions of his own without being a slave to the opinions of others and realistic assessment of limitations without irrational self re-approach. Self-conceptions people recognize their assets and are free to draw upon them, even if they are not all that could be desired.

OBJECTIVES

- To find out the significant difference in emotional maturity and self concept of higher secondary students based on gender and medium of instruction.

HYPOTHESES

1. There is no significant difference in emotional maturity and self concept of higher secondary students based on gender and medium of instruction.

METHOD & SAMPLE

Normative Survey method was used for this study. 6 schools were selected through stratified random sampling technique. The sample for this study comprised of 250 higher secondary students in Thiruvarur District.

TOOLS

- Emotional Maturity Scale by Pierrette Desrosiers, M.P. (2010).
- Self Concept Scale by Dr. S.B. Kakkar (1984).

STATISTICAL TECHNIQUES

- Mean
- SD
- t-test

ANALYSIS OF DATA

Table 1: Emotional Maturity and Self Concept of Higher Secondary Students based on Gender and Medium of Instruction

			N	Mean	SD	t-value	Remark
Emotional Maturity	Gender	Male	108	58.95	9.56	1.426	Not Significant
		Female	142	60.76	10.39		
	Medium of Instruction	Tamil	197	59.63	9.75	0.969	Not Significant
		English	53	61.26	11.15		
Self Concept	Gender	Male	108	34.38	6.45	0.890	Not Significant
		Female	142	33.77	3.31		
	Medium of Instruction	Tamil	197	34.22	5.29	1.555	Not Significant
		English	53	33.34	3.09		

Degrees of freedom = 248

From Table-1, the calculated t-values 1.426 and 0.969 are less than the table value 1.96 at 0.05 level of significance. Hence it is found that there is no significant difference in emotional maturity of higher secondary students in respect of gender and medium of instruction.

Table-1 also shows that the calculated t-values 0.890 and 1.555 are less than the table value 1.96 at 0.05 level of significance. Thus there is no significant difference in self concept of higher secondary students in respect of gender and medium of instruction.

FINDINGS OF THE STUDY

- ❖ There is no significant difference in emotional maturity of higher secondary students with respect to gender and medium of instruction.
- ❖ There is no significant difference in self concept of higher secondary students in terms of gender and medium of instruction.

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