

**MORAL JUDGEMENT AS FUNCTION OF INTELLIGENCE
SELF ESTEEM AND ADJUSTMENT AMONG SENIOR
SECONDARY SCHOOL STUDENTS**



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Short Profile

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ABSTRACT:

It is well said that human beings are specks of intelligence afloat on the sea of emotions. An emotion is an affective experience that accompanies stirred up mental and psychological states and shows itself in his overt behavior. Emotion is a magic word that makes human life dynamic and makes him a multi-colored shell on the shore of sea of society. Emotions have strong link with urges, needs and interests. If they are satisfied, an individual is said to be enjoying a happy life and is emotionally stable, balanced healthy. Emotions sometimes lead to disintegration of our actions.

In the present circumstances the youth are facing difficulties which are giving rise to many problems such as frustration, anxiety, tension and emotional imbalance in day to day life. We humans are constantly striving to establish a satisfactory relationship with our environment or we can say that trying to fulfill our need in order to live happily and function effectively.

KEYWORDS

human beings , mental and psychological states.

INTRODUCTION

Parents are an essential part of their child's environment. Therefore, in order to foster caring, responsible and strong children, adults need to have a positive view of them and serve as role models

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for their children. Self-awareness is another key part of child's development. Self-awareness is how much we know about ourselves, our beliefs about who we are, and what we think our capabilities are. As child's sense of self develops, so does the child's ability to blossom in school and with peers. This is why the parents' ability to provide wings is so important. In order to succeed, children need to gain confidence in their abilities and gain a sense that they can do things on their own. The precious time between birth and maturity gives parents many opportunities to balance roots and wings. Parents can lead the way in providing experiences that enhance their children's view of themselves. This way parents can build self-esteem in their children and themselves in order to improve the quality of their lives and strengthen family relationships.

The healthy emotional development culminates into, "emotional maturity", Emotional maturity may be defined as a process of acting ones age. Maturity is not an absolute or definite characteristic at all. As an individual develops through childhood to adolescence to adulthood, his emotions become more easily classified as fear, hate, anger, disgust, affection, joy etc. In the broadest sense, 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 frightened.

Self esteem is a concept that a person has regarding his own self which consists of any evaluation that he makes of himself or whatever feelings he has about himself. Infact, what a person thinks about himself comprises the attitudes and feelings that he has about himself. Self esteem means the value ascribed by the individual to himself and the quality of the way he views himself.

Children are not born with concerns of being good or bad, smart or stupid, lovable or unlovable. They develop these ideas they form self-images, pictures of themselves based largely on the way they are treated by significant people the parents teachers and peers in their lives. The self-image is the content of persons' perceptions and opinions about him or her. The positive or negative attitudes and values by which a person views the self-image and the evaluations or judgments he or she makes about it form the persons' self-esteem.

Home is the first and the closest environment for a child to come in contact with. The family the fundamental unit of human society lays the background for inculcation of values and is the most, significant place for the development of the child. Along with it, the family also contributes in the important task of creating wholesome individuals.

Child receives the first lesson of life at home. The family nurtures the individual and prepares him for his role and function in society. Consciously, or unconsciously the home environment moulds the behavior, personality, and attitude, level of aspiration, aptitude and self esteem of the child.

The warmth of relationships between parents and children and siblings is the most important factor of home- environment. Home environment affects the various spheres of ones life- intelligence, personality, learning ability, adjustment behavior, life style, emotions, habits, attitudes etc. the parents provide pure affection and love to child which helps the child to be himself, to try out new things, to explore, to make mistakes in the process, to learn.

EDUCATIONAL IMPLICATION :

Emotional maturity among adolescents in the age group of 17-18 plays a very important role in their life and careers. Quite understandably, if the causal factors of disturbances in the emotional behavior of adolescents are reliably identified and the remedial measures are experimented upon and adopted in the real situations it would not only relieve the adolescents at different fronts like home, peer group, school, society of their erratic behaviors causing unnecessary anxiety and stress, but also help in making them aware of their responsibilities.

Parents can do the same and by encouraging their children to participate in extra curricular activities that match their talents, further promote self-esteem. Similarly, mental health is also found to be positively correlated with emotional maturity as with increase in mental health there is an increase in emotional maturity so the teachers and counselors can stress upon providing them good atmosphere for maintaining good mental health. Students should be involved in activities that enhance the ability to think with maturity. The present study has given a clear picture of the current situation to help and identify the factors responsible for creating problems in the life of adolescents and how they can be helped.

DISCUSSION :

The present study was conducted to see the emotional maturity among senior secondary school students in relation to self esteem, home environment and mental health. The findings of the present study are in consonance or contrast with the findings of following studies in the area and hence are supported by empirical evidences also. The finding of the present investigation that emotional maturity was found to be related to home environment, in a way indicates that good home environment leads to better emotional maturity which is in consonance with the findings of Shah (1989), who concluded that better home adjustment of adolescents was due to satisfactory family climate, Thakur (2002) who in her study "Emotional Maturity as related to Home Environment" found that there exists a positive relationship between home environment and emotional maturity. Some other studies like Larsen and Juhasz (1985), Tyagi (1985), Arya A.(1997), Kaur S.(2000) etc. also reported the positive relationship of home environment and emotional maturity. Chaudhary and Bajaj, (1993) compared the emotional maturity of adolescents staying at home and at orphanage and concluded that adolescents staying with parents at home had high level of emotional maturity as compared with their counterparts staying at orphanage which also supports the findings of present investigation.

The present study also established significant positive correlation of emotional maturity and self esteem and mental health. These findings are in agreement with the findings of, Dagenais, F. (1981) , Zervas, L.J. and Sherman, M.F. (1994), Battle J. (1977).who found that self-esteem score correlated with personality factors indicating positive relationship with emotional maturity, psychological adjustment and intellectual behavior. This finding is also supported by studies of Thakur, (2002) Bledsoe, 1964; Brookover, Thomas and Patterson, 1964 and Bodwain (1962), Kaur, R. (2001), Anand, S.P. (1989) who concluded that children who feel better about their abilities to perform and who expect to do well actually perform better in school. They also reported a positive significant relationship between mental health and emotional maturity. Similarly, the finding is also supported by Mukherjee, J. (2000) who pointed out that emotionally mature people are mentally healthy, well adjusted and high on emotional intelligence. Studies in contradiction One of the finding of the present investigation revealed that children who experienced good home environment have better emotional maturity but it

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is in contradiction with finding of Mishra (1987) who conducted a study on the hostel life of university students and found that hostellers were emotionally more mature as compared to non-hostellers. Research on gender differences in development of autonomy reveals several inconsistencies. Douvan and Adelson (1966), Coleman (1961) suggested that boys develop autonomous behavior more rapidly than girls. On the other hand, recent literature of Steinberg & Silverberg (1986) found emotional autonomy during early adolescence to be greater among girls, with girls scoring high on self-reliance scales, but it is in contradiction to the findings of present investigation which revealed that there is no significant difference between emotional maturity of male and female students.

CONCLUSION :

On the basis of above findings following conclusions have been drawn by the investigator: The study shows a significant positive correlation between emotional maturity and self esteem; emotional maturity and mental health which indicates that higher the self esteem and better the mental health and higher will be the emotional maturity. Further it can be concluded that students who received rewards, nurturance and permissiveness at home are found to have better emotional maturity. Students who experienced more control, protectiveness, punishment, deprivation of privileges, conformity, rejection and social isolation were found to possess lesser emotional maturity which indicates that higher the control, protectiveness, punishment, deprivation of privileges, conformity, rejection and social isolation the lower the emotional maturity and vice versa.

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