

Research Article

Emotional Maturity of Higher Secondary School Students in Relation to their Self-esteem of Madurai District

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ABSTRACT

The present study aims to find out the emotional maturity of higher secondary school students relation to their self-esteem in Madurai district. A sample of 200 students selected randomly were studied. A survey method was used to find out the level of emotional maturity and self-esteem. The data were collected by using questionnaire as an instrument. Correlation analysis was applied to test the hypotheses. The findings and observations are the result and outcome of the interpretations made during the study of analysis. Results found indicated that there is a direct relationship between emotional maturity and self-esteem of higher secondary school students.

Keywords: Emotional maturity, self-esteem, higher secondary students, adolescent development, Madurai district

INTRODUCTION

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day life. So, the study emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities. Available tests are crude and measure chiefly the degree of dependence. But this test measures the different aspects of emotional maturity. As self acceptance is an important aspect of maturity says Wenkart, and it must be preceded by acceptance from others.

Actually, emotional maturity is not only the effective determine of personality pattern but it also helps to control the growth of adolescent's development. The concept "Mature" emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to break delay and to suffer without self-pity, might still be emotionally stunned and childish. Morgan (1934) stated account of the full scope of the individuality, powers and his ability to enjoy the use of his powers.

Self-Esteem

Self-esteem is the package of beliefs that we carry around in our head that we accept to be the truth about oneself, whether it is or not. According to Cooper Smith (1967), self-esteem is "a personal judgement of worthiness that is expressed in the attitudes that individual holds towards himself. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behaviour." Rosenberg (1965) defined self-esteem as the 'evaluation which the individual makes and customarily maintains with regard to himself, expressed as an attitude of approval'.

One of the most important aspects of self-esteem is the personal evaluation of ourselves and the resulting feelings of worth associated with our self-esteem. Self-esteem is affected by a variety of influences, ranging from formation of childhood experiences in relation to parents, to our own standards or ideal self. For instance, individuals with high self-esteem generally brought up by parents expressed a lot of affection and established norms but reasonable rules of which fosters a positive self image. Individual with low self-esteem usually were brought up by parents who relied on parenting styles that were either overtly strict, overtly permissive or inconsistent. Self-esteem is also significantly influenced by our experiences of success and failures.

Although people customarily speak of self-esteem as a single entity, global esteem also includes many compartmentalized or situation specific aspects which vary according to circumstances. Nevertheless, all of us some time suffer from low self-esteem. Because self-esteem resides largely within ourself, ultimately one may have the power to change it. As Seneca, the ancient philosopher said, "what you think of yourself is much more important than what others think of you".

Self-esteem is defined in many ways by the psychologists. Generally it is understood that self-esteem is appreciation, worth, estimate of value. The report of the California Task Force (1990) to promote self-esteem and personal and social responsibility defined self-esteem as "appreciating my own worth and importance and having the character to be accountable for myself and to act responsibly towards others". Most psychologists stated that our self-image is affected by all the experiences we have - success, failures, compliments, "put downs", personal experiences, our expectations and others' expectations of us.

If a person places high values on being a superior student but is only an average or poor student, his self-esteem will suffer. The same person however, could value athletic ability and popularity over academic ability and consequently have a high self-esteem if he is accomplished in the first two areas. An individual's self-esteem is based on a combination of objective information about oneself and subjective evaluation of that information.

OBJECTIVES

The following objectives are formulated for the present study.

- ❖ To find out the significant relationship between emotional maturity and demographic variables of higher secondary students.
- ❖ To find out the significant relationship between self-esteem and demographic variables of higher secondary students.
- ❖ To find out the significant relationship between emotional maturity and self-esteem of higher secondary students.

HYPOTHESIS

- ❖ There is a significant relationship between emotional maturity and demographic variables of higher secondary students.
- ❖ There is a significant relationship between self-esteem and demographic variables of higher secondary students.
- ❖ There is a significant relationship between emotional maturity and self-esteem of higher secondary students.

METHODOLOGY

Methodology which deals with how to conduct the research and also explains the sampling design, tools description and method of data collections. Madurai District contains around 25 schools and out of this, 5 schools are selected for the present investigation. Both

boys and girls belonging to the schools from the general educational stream in the selected schools studying during the academic year 2015-2016 was selected for the sample.

Sampling Technique

The sample is to be selected very, carefully and it should enable the researcher to draw meaningful conclusions and generalizations. In such a case the sample should be adequate and must be a true representative of the population. By keeping this objective in mind, the investigator has adopted the following procedures. The Sample was selected according to the principles of random sampling technique. The researcher has adopted random sampling technique in the selection of the sample. In this present study the researcher used normative survey method.

Sample Size

The 200 sample higher secondary students are to be selected very, carefully and it should enable the researcher to draw meaningful conclusions and generalizations. In such a case the sample should be adequate and must be a true representative of the population. By keeping this objective in mind, the investigator has adopted the following procedures. The Sample was selected according to the principles of random sampling technique.

Statistical Techniques Used

Correlation analysis was used in the present study.

ANALYSIS AND INTERPRETATION

Table 1

Showing the Correlation between Emotional Maturity and higher secondary school students demographic variables

Demographic variables	Emotional maturity
Gender	0.208**
Locale	0.312**
Parent Education	0.281**
Parent Occupation	0.253**

** Significant at 0.01 levels

Hypothesis: There is a significant correlation between emotional maturity and higher secondary school students demographic variables.

The above table shows that the inter-correlation between emotional maturity and higher secondary school students demographic variables. The result shows that emotional maturity is highly significantly correlated with students demographic variables. So there is direct relationship between emotional maturity and higher secondary school students demographic variables.

Table-2

Showing the Correlation between self-esteem and Higher Secondary School Students demographic variables

Demographic variables	Self-esteem
Gender	0.272**
Locale	0.325**
Parent Education	0.242**
Parent Occupation	0.211**

** Significant at 0.01 levels

Hypothesis: There is a significant correlation between self-esteem and higher secondary school students demographic variables.

The above table reveals that the inter-correlation between self-esteem and higher secondary school students demographic variables. The result shows that self-esteem is highly significantly correlated with students demographic variables. So there is direct relationship between self-esteem and higher secondary school students demographic variables.

Table-3

Showing the Correlation between Emotional Maturity and self-esteem of higher secondary school students demographic variables

	Self - esteem
Emotional maturity	0.28**

** Significant at 0.01 levels

Hypothesis: There is a significant correlation between emotional maturity and self-esteem of higher secondary school students demographic variables.

The above table reveals the inter-correlation between emotional maturity and self-esteem of higher secondary school students. The result shows that emotional maturity correlated with self-esteem and are highly significant. So there is a direct relationship between emotional maturity and self-esteem of higher secondary school students.

CONCLUSION

The present study made on emotional maturity of higher secondary school students in relation to their Self-esteem of Madurai district. The study reveals that there is a significant relationship between emotional maturity and self-esteem.

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