



## **STUDY OF SELF-ESTEEM AND EMOTIONAL MATURITY OF SENIOR SECONDARY SCHOOL STUDENTS**

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### **Abstract**

*The present study has been designed to investigate the study the self-esteem and emotional maturity of senior secondary school students. For the purpose of the present study, a sample of 200 secondary school students (100 male and 100 female) of Ludhiana District. Self-esteem Inventories by Stanley Coppersmith. Emotional Maturity Scale (EMS) by Dr. Yashvir Singh and Dr. Mahesh Bhargava were used to measure the self-esteem and emotional maturity of senior secondary school students. The data was analyzed using Mean, S.D., t-test. The findings of the study revealed that there exists significant difference between the self-esteem and emotional maturity of senior secondary school students. Further results revealed that there exists no significant difference between the self-esteem of male and female senior secondary school student and there exists significant difference between the emotional maturity of male and female senior secondary school students.*

**Keywords:** *Self-Esteem, Emotional Maturity, Senior Secondary School Students*



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Adolescence is often described as a time of 'Storm and Stress' because the teenagers are trying to negotiate an identity. Teenagers' own wishes and desires, however, are not only things they must consider. They are receiving pressure from parents, peers and society as a whole to be a certain kind of person and do certain kinds of things. Only when self-esteem development is fully understood will it be known how to alleviate some of the trials and tribulations of adolescence and ensure that teenagers develop a healthy and productive view of their life. Self-

Esteem development must be kept in mind for helping young people to create for themselves a realistic set of expectations for success and an ability to make realistic attributions for why their success and failure occur. In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are given rise to many psychosomatic problems such as anxiety, tension, frustration and emotional upsets is day today life.

**Self-Esteem:** The term “self-esteem” refers to the evaluation a person makes and customarily maintains with regard to him or herself. ‘Self-Esteem’ express an attitude of approval or disapproval and indicates the extent to which a person believes him or herself capable, significant, successful and worthy. Self- Esteem is a set of attitudes and beliefs that a person brings with him or herself when facing the world. It includes beliefs as to whether he or she can expect success or failure, how much effort should be put forth, whether failure as a task will ‘hunt’ and whether he or she will become more capable as a result of different experiences. In psychological terms, self-esteem provides a mental set that prepares the person to respond according to expectations of success, acceptance and personal strength. Self Esteem is defined as appreciation, worth estimate of values. Self-Esteem is very general term means the value described by the individual to himself, the quality of the way he views or self-evaluation. Like the other aspects of the self, it is learnt, and builds up by interacting with the significant others.**Srivastava (1981)** concluded that most of the experiments on adjustment of adolescents led to positive self-esteem whereas deterioration in adjustment led to negative self esteem. A clear cut role of value and the components of creativity in the development of self esteem were noticeable. **Aggarwal (1982)** concluded that self-esteem was found to be significant factor to promote creativity, especially in the case of boys. In the case of girls its impact was not powerful. Self-esteem and socio-economic condition did not interact with each other to conflict creativity of either sex.**Rosenberg (1989)** In a study reported the effect of school achievement on self-esteem to be more powerful than that of self-esteem on school achievements. **Pandey (1993)** in his study of 100 male and female, undergraduate and postgraduate students between the age range 18 and 25 years entitled “Locus of control and self esteem” found that internally controlled group possessed high self esteem than externals. **Buckley (2001)** found that black adolescent girls of New York city reported higher level of self-esteem than white and Asian girls.**Nathaniel Branden (2005)** a well-known psychologist, defined self-esteem as being competent to cope with the basic challenges of life and of being worthy of happiness. The national association for

self-esteem modified this to define self-esteem as, the experience of being capable of meeting life's challenges and being worthy of happiness. **Soroach (2007)** found that there is significant relationship of self-esteem with adjustment. **Sangha (2007)** found that there is significant relationship between self-attitude of school teachers towards teaching profession.

**Emotional Maturity:** The concept of emotional maturity figures prominently not only in older people but in normal as well as disturbed children. The concept is implicit in much used index of regression or responding to stress by reverting to an earlier more infantile form of behavior. The concept of emotional maturity and of emotional stability. The word "Emotion" comes from the Latin word 'Emovere', which means the move. Emotions are basic primeval for as of agent power and influence designed by nature to enable the organism to cope with circumstances which demand the utmost effort for survival or success or add color and spice to our living. Emotion is the inclusive term, which covers the concept of rightly stirred up condition of the organism. It has however, been subdivided by writers into various emotions (fear, love, anger, jealousy etc.) **Arya (1984)** in the study, "Emotional maturity and value of superior children in family" examined emotional maturity of superior children in families. The results of the study revealed that superior boys and girls did well in emotional maturity tests. Superior intelligence showed a high relation with emotional maturity. **Singh (1993)** studied the emotional maturity of male and female students of upper-lower socio-economic status sample of 640 adolescent students of Aligarh age ranging from 15 to 19 yrs. The findings show that the statistical analysis revealed that mean scores the males and female's students of higher S.E.S were lower than the corresponding mean scores of male and females students of lower S.E.S in all the five areas of emotional maturity. **Anju (2000)**. comparative study of emotional maturity in relation to intelligence and sex found that there exist a significant relationship between maturity and intelligence of students which implies that more intelligent person is more emotionally mature. **Gakhar (2003)** studied the relationship between emotional maturity and self-esteem on academic achievement of 200 students at secondary stage. The study revealed that (1) there is significant difference in the emotional maturity of students of government and private schools; (2) there is significant difference in the emotional maturity of students who are in hostels and day scholars; and (3) there is significant difference in the emotional maturity of children of working and non-working mothers and the academic achievement on self-concept. **Prabhjot (2004)** studied "Emotional Maturity" in relation to family environment and gender of school going

adolescents concluded that family environment play a critical role in emotional maturity.

### **Objectives Of The Study**

- To study the self-esteem and emotional maturity of senior secondary school students.
- To study the self-esteem of male and female senior secondary school students.
- To study the emotional maturity of male and female senior secondary school students.

### **Hypotheses Of The Study**

- There is no significant difference between the self-esteem and emotional maturity of senior secondary school students.
- There is no significant difference between the self-esteem of male and female senior secondary school students.
- There is no significant difference between the emotional maturity of male and female senior secondary school students.

### **Sample**

The Sample of study consists of 200 senior secondary school students (100 boys and 100 girls) of different schools of Ludhiana district.

### **Measures**

In the present study following tools are used:

- Self-esteem Inventories by Stanley Coppersmith.
- Emotional Maturity Scale (EMS) by Dr. Yashvir Singh and Dr. Mahesh Bhargava.

### **Procedure**

In order to conduct present study to senior secondary school were selected according to convenience from Ludhiana district. 100 students from each school were selected for ensuring the co-operation of students. Good rapport was established with them before administration of tests. The students were asked to respond as truthfully as possible to the questionnaire. After the collection of information regarding self-esteem and emotional maturity of student, scoring was done and data was subjected to statistical analysis.

**Results And Discussion**

**Table 1: Mean Scores and t-ratio of self-esteem and emotional maturity of senior secondary School Students**

Group	N	Mean	S.D.	SE <sub>D</sub>	t-value
Self esteem	100	61.9	9.559	2.677	14.86**
Emotional maturity	100	101.6	25.008		

\* 0.01 level

\*\* 0.05 level

The results in Table 1 indicate mean score, S.D and S.Ed of Self-esteem and emotional maturity of senior secondary school students.Hence H<sub>1</sub>which states there is a significant difference of self-esteem and emotional maturity of senior secondary school students stands rejected.

**Table 2 : Showing Mean scores and t-ratio of self-esteem of male and female senior secondary school students**

Group	N	Mean	S.D.	SE <sub>D</sub>	t-value
Male	100	62.45	10.66	1.32	0.53 (N.S)
Female	100	101.6	25.008		

\* 0.01 level

\*\* 0.05 level

Table 2 reveals that the Mean scores, S.D and S.E<sub>D</sub> of self-esteem of male and female senior secondary School students. Hence H<sub>2</sub>which states there is no significant difference between the self-esteem of male and female senior secondary school students stands accepted.

**Table -3Showing the Mean scores and t-ratio of emotional maturity of male and female senior secondary school students**

Group	N	Mean	S.D.	SE <sub>D</sub>	t-value
Male	100	108.2	27.67	3.70	2.48**
Female	100	99	24.7		

\* 0.01 level

\*\* 0.05 level

Table 3 shows that the Mean scores, S.D and S.Ed of emotional maturity of male and female senior secondary school students. Hence, H<sub>3</sub> which states there is a significant difference between the emotional maturity of male and female senior secondary school students stands rejected.

### **Conclusions**

- It was found that there was a significant difference between the self-esteem and emotional maturity of senior secondary school students.
- It was found that there exists no significant difference between the self-esteem of male and female senior secondary school students.
- It was found that there was a significant difference between the emotional maturity of male and female senior secondary school students.

### **Educational Implications**

Good self-esteem is important because it helps students to hold their head high and feel proud of him believes in themselves. Having good self esteem is also the ticket to making good choices about and what he can do. It gives them the courage to try new things and power to mind and body. Children with high self-esteem perform better in their school work than children with low self-esteem. Finding of a sense of self-esteem inspires confidence and security. If self-esteem does not tally with existing situation then it is natural to develop the elements of emotional maturity. The study helps the teachers for enhancing self-esteem of adolescents. Teacher can play important role in nourishment of all round development of adolescents and in developing self-esteem among adolescents. There should adopt new methods and techniques to develop the instincts of self-esteem among adolescents which is helpful for reducing the emotional maturity of the students. In the present study we investigated the self-esteem and emotional maturity of adolescents. The result will give immense help and great significant for psychologists, educationists, parents and counselor for handling adolescents effectively.

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