



Emotional Maturity and Social Esteem of Adolescents

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ABSTRACT

Emotion is a condition of exceptional preparation for crisis activity. It's anything but an adjustment of the action of the organs of course absorption, etc. It's anything but an adjustment of mental movement and frequently, an adjustment of deliberate action. The entirety of this the difference in movement inside the mind, the adjustment of compulsory action, or the impact on our organs; and the change compulsory action establish the feeling. Social esteem is simply the manner in which one feels and it likewise incorporates how much they possesses sense of pride and self-acknowledgment. Social esteem implies the worth attributed by the person to himself and the way he dreams or sees himself. Social esteem isn't acquired person rather by cooperation with different variables it savvy and assembles.

Key words: EM-Emotional Maturity; SE-Social Esteem; WHO-World Health Organization;

INTRODUCTION

Adolescents are a creating stage in the existence of a person. It's anything but a basic period during which life changes significantly both truly just as inwardly. It's anything but a progress from being a youngster to turning into a grown-up. This change venture is anything but a smooth one for a large portion of the people. Character improvement of the people happens during youth. It is joined by inventiveness, soul of freedom and experience, unique reasoning and vision. They are in a period of shaping their perspectives about individuals and things. It is in wellbeing of any country to utilize their potential in a positive and helpful manner. Here in comes the part of training. It is unquestionably the main instrument to reinforce and etch the teenagers and utilize their potential for the advancement of the general public. As the kids grow up they need to become familiar with the ability of perusing, composing and science. They additionally need to dominate social abilities like relational connections, successful correspondence and so on Venturing into adulthood they should dominate monetary abilities, employability, pay and speculation. Fundamental abilities approach can be the best supporter of the sound advancement of a person. Fundamental abilities of schooling help in the total and uncertain improvement of people with the goal that they can work viably as friendly being.

NEED AND SIGNIFICANCE OF THE STUDY

The advancement of globalization and progression has changed the economy of our country as well as left an extraordinary insurgency in the general public and culture overall. These continuous changes in the general public have influenced the considering individuals well as changed the impression of individuals, their ways of life, even the components of nervousness have changed, presently even the young people are confronting various types of pressing factors, so pre-adulthood which is viewed as a period of tempest and conflict will undoubtedly have more pressing factors which influence their emotional development. Emotional development assumes a significant part in how an individual acts at home, school and society.

Social esteem is a bunch of mentalities and convictions that an individual carries with one when confronting the world. It incorporates convictions regarding whether the person in question can anticipate achievement or disappointment, how much exertion ought to be advanced, regardless of whether disappointment at an errand will "hurt" or the individual will turn out to be more able because of various encounters. In mental terms, social-regard gives a psychological set that readies the individual to react as per assumptions for progress, acknowledgment and individual strength.

The reason for the current investigation was to consider the emotional development among youths in the age gathering of 17 to 18 years and the variables affecting it like social esteem, home climate and psychological wellness. The teenagers in this age bunch face numerous sorts of pressing factors at home and furthermore outside. It's undeniably true that during pre-adulthood a kid goes through a great deal of changes actually, genuinely and socially. These progressions significantly affect them; they can either represent the

moment of truth a person.

In spite of the fact that many investigations have been led on passionate development in connection with various factors however while looking into the connected writing the investigator couldn't lay her hands on such investigations which investigated the impact of social esteem, home climate and psychological well-being on the improvement of enthusiastic development among young people. It is appropriate to specify here that emotional development is a pre imperative for a fruitful individual and expert life. Remembering this, the agent pictured a need to examine *"Emotional Maturity and its relationship with Social Esteem of Adolescents"*.

STATEMENT OF THE PROBLEM

Emotion is the intricate psycho physiological experience of a person's perspective as cooperation with biochemical (interior) and natural (outer) impacts. In people, feeling generally includes "physiological excitement, expressive practices and cognizant experience." People frequently act in specific ways as an immediate consequence of their enthusiastic state, like crying, battling or escaping. Assuming one can have the feeling without a relating conduct, we may consider the conduct not to be vital for the feeling. The enthusiastic part of development is the main factor in the advancement of the thorough develops character, particularly for the skilled. This is the worldwide factor of passionate development which is the solidarity to realize singular capacities inside the casing of social requests. Along these lines the current examiner depicts the issues all the more obviously as under: *"Emotional Maturity and Social Esteem of Adolescents"*.

OPERATIONAL DEFINITIONS OF THE KEY TERMS

The operational definition of the independent and dependent variables, which were used in present study, is as follow;

Emotional Maturity

According to Walter D. Smitson, (1974), "Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and interpersonally."

Social Esteem

According to Hewitt (2009) Social esteem is a term in psychology to replicate a person's global evaluation or assessment of his or her own worth. Social esteem incorporates beliefs and emotions such as triumph, despair, pride and shame.

Adolescent

The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. This age range falls within WHO's definition of young people, which refers to individuals between ages 10 and 24.

OBJECTIVES OF THE STUDY

The following objectives are formulated for the present study.

1. To find out the level of emotional maturity and social esteem of adolescents.
2. To find out there is any significant difference between male and female adolescents in their emotional maturity and social esteem.
3. To find out there is any significant difference between rural and urban adolescents in their emotional maturity and social esteem.
4. To find out there is any significant difference among government, government and self-financing school going adolescents in their emotional maturity and social esteem.
5. To find out there is any significant difference between joint and nuclear familial adolescents in their emotional maturity and social esteem.
6. To find out there is any significant relationship between emotional maturity and social esteem of adolescents.

METHODOLOGY OF THE STUDY

The Investigator has adopted the survey method of research to study on emotional maturity and social esteem of adolescents.

Area and Population for the Study

The area of the present study has Dindigul District of Tamil Nadu State, India. The population of the present study consists of the students of higher secondary schools who are studying in XI and XII standard.

Sample of the Study

The Investigator used stratified random sampling technique for selecting the sample from the population. The sample consists of 460 XI students from 9 higher secondary schools in Dindigul District of Tamil Nadu State, India.

Tools Used for the Study

The following tools were used for data collection

- a. Emotional Maturity Scale developed and validated by Dr. Yashvir Singh and Dr. Mahesh Bharagava (2012).
- b. Self Esteem Scale developed and validated by Dr. Jyoti Mankar (2011).

Statistical Techniques Used for the Study

For the present study, the Investigator used the following statistical techniques.

1. Level
2. 't' Test
3. ANOVA
4. Pearson Product Moment Correlation.

ANALYSIS

Percentage Analysis

Table - 1
Level of Emotional Maturity and Social Esteem of Adolescents

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Emotional Maturity	128	27.8	238	51.7	94	20.5
Social Esteem	114	24.8	247	53.7	99	21.5

It is inferred from the table-1 shows that 27.8% of adolescents have low emotional maturity, 51.7% of them have moderate and 20.5% of them have high level of emotional maturity. Whereas 24.8% of adolescents have low social esteem, 53.7% of them have moderate and 21.5% of the have high level of social esteem.

Differential Analysis

Null Hypothesis - 1

There is no significant difference between male and female adolescents in their emotional maturity and social esteem.

Table - 2
Mean Score Difference between Male and Female Adolescents in their Emotional Maturity and Social Esteem

Variable	Gender	Mean	SD	't' value	Remarks at 5% Level
Emotional Maturity	Male	111.42	11.47	2.94	S
	Female	109.25	9.11		
Social Esteem	Male	84.30	9.81	2.36	S
	Female	98.49	10.12		

(At 5% level of significance, the table value is 1.96)

The above table shows that there is significant difference between male and female adolescents in their emotional maturity and social esteem as the calculated 't' values of 2.94 and 2.36 were greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, male adolescents are higher in their emotional maturity than the female counterparts. But, the levels of social esteem female adolescents are higher than the male counterparts. Hence the null hypothesis was rejected.

Null Hypothesis - 2

There is no significant difference between rural and urban school adolescents in their emotional maturity and social esteem.

Table - 3
Mean Score Difference between Rural and Urban Adolescents in their Emotional Maturity and Social Esteem

Variable	Locality of School	Mean	SD	't' value	Remarks at 5% Level
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Emotional Maturity	Rural	106.42	10.62	3.14	S
	Urban	100.90	8.41		
Social Esteem	Rural	88.69	8.28	1.62	NS
	Urban	86.37	8.94		

(At 5% level of significance, the table value is 1.96)

The above table shows that there is significant difference between rural and urban adolescents in their emotional maturity and social esteem as the calculated 't' value of 3.14 and is greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, rural school adolescents are higher in their emotional maturity than the urban counterpart.

On the other side there is no significant difference between rural and urban school adolescents in their social esteem as the calculated value of 1.62 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis was partially rejected.

Null Hypothesis - 3

There is no significant difference among government, government aided and self-financing school adolescents in their emotional maturity and social esteem.

Table - 4

Difference among Government, Government Aided and Self-Financing School Adolescents in Their Emotional Maturity and Social Esteem

Variable	Source of Variation	Sum of Square	Mean Square	Calculated 'F' Value	Remarks at 5% level
Emotional Maturity	Between	412.941	20.471	17.698	Significance
	Within	12681.004	11.666		
Social Esteem	Between	228.671	11.335	7.353	Significance
	Within	16903.301	15.550		

(At 5% level of Significance, the table value of 'F' is 3.00)

It is understood that there is significant difference among government, government aided and self-financing school adolescents in their emotional maturity and social esteem as the calculated 'F' values of 17.698 and 7.535 was greater than the table value of 3.00 at 5% level of significance. Hence the null hypothesis was rejected.

Null Hypothesis - 4

There is no significant difference between joint and nuclear familial adolescents in their emotional maturity and social esteem.

Table - 5
Difference between Joint and Nuclear Familial Adolescents in Their Emotional Maturity and Social Esteem

Variables	Family Type	Mean	SD	t-value	Level of Significance
Emotional Maturity	Joint	92.80	9.81	1.12	Not Significance
	Nuclear	99.02	12.56		
Social Esteem	Joint	74.89	6.41	1.08	Not Significance
	Nuclear	74.96	5.36		

(At 5% level of Significance, for the df (2, 457) the table value of 'F' is 3.00)

The above table shows that there is no significant difference between joint and nuclear familial adolescents in their emotional maturity and social esteem, as the calculated 't' values of 1.12 and 1.08 are less than the table value of 3.00 at 5% level of significance. Hence the stated hypothesis was accepted.

Null Hypothesis - 5

There is no significant relationship between emotional maturity and social esteem of adolescents.

Table - 6
Relationship between Emotional Maturity and Social Esteem of Adolescents

Variables	Emotional Maturity	Level of Significance
Social Esteem	0.778	Significance

(At 5% level of significance for 935df, the table value of χ^2 is 0.062)

From the table inferred that there is significant relationship between emotional maturity and social esteem of adolescents, as the calculated ' γ ' value 0.778 is greater than the table value 0.062 at 5% level of significance. Hence the hypothesis was rejected.

RESULTS AND INTERPRETATION

The following results are found through this study;

1. The emotional maturity and social esteem of adolescents are moderate.
2. Male and female adolescents differ in their emotional maturity and social esteem.
3. Rural and urban school adolescents differ in their emotional maturity.
4. Studying government, government aided and self-financing school adolescents differ in their emotional maturity and social esteem.
5. Adolescent's emotional maturity and social esteem are substantially correlated.

The following studies are supporting the results of the present study, **Dangwal and Srivastava (2016)** showed that difference in terms of gender on the emotional maturity of internet users it was found that female internet user is more emotionally mature than male internet user. **Jitender and Mona (2015)** found on the basis of gender and locality, a significant difference was obtained in emotional maturity and anxiety. **Wani and Aejaz (2015)** explored that male postgraduate students are immature than female students. Likewise **Surjit (2014)** reported that girls are more emotionally stable than boys. **Pant, Singh and Valentina (2013)** stated that social and emotional maturity was found to be significantly positively correlated under both genders. **Nehra (2014)** found that boys and girls do not differ significantly in their level of adjustment and emotional maturity. **Kaur (2013)** revealed that there was no significant difference in the emotional maturity of secondary school students with respect to gender and type of institution. **Roja, Sasikumar and Fathima (2013)** demonstrate that significant gender differences both in self-

concept and emotional maturity. **Mishra and Rajan (2008)** reported that adolescent's boys and girls differ significantly on emotional maturity and boys were found to be significantly higher on emotional maturity than the girls.

IMPLICATIONS OF THE STUDY

Emotional development among young people in the age gathering of 17-18 assumes a vital part in their life and professions. Despite the fact that the current investigation was limited to just 460 adolescents of one area of Tamilnadu, its discoveries have significant instructive ramifications for guardians, educators, advisors, directors and so on.

Guardians at home and instructors at school consistently assume a significant part in affecting and creating enthusiastic development. They may channelize a juvenile's energy into helpful measurement.

Guardians ought to comprehend the sort of changes a young adult is going through and the sort of pressing factors he needs to confront, on the grounds that at one mark of their life, they were likewise under a similar circumstance, so they should go about as the facilitators for them in aiding them in taking care of such circumstances.

They ought to give such an air at home, so the kid develops to a grown-up so consummately who ends up being a capable and adult person who can deal with circumstances with quiet and development. Guardians ought to give more rewards, nurturance and tolerance and ought to permit the young adult to communicate his perspectives uninhibitedly.

CONCLUSIONS

Based on above findings, following ends have been drawn by the investigator;

The results shows a critical positive connection between passionate development and social regard which demonstrates that higher the social regard and higher will be the emotional development. Further it very well may be presumed that understudies who got prizes, nurturance and leniency at home are found to have better passionate development. Understudies who experienced more control, defense, discipline, hardship of advantages, congruity, dismissal and social separation were found to have lesser passionate development which demonstrates that higher the control, defense, discipline, hardship of advantages, similarity, dismissal and social segregation the lower the enthusiastic development and the other way around.

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