

Emotional Maturity and Self-Concept of NSS Volunteers

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Abstract: *The intention of the present study is to find the relation between Emotional Maturity and Self-Concept of the NSS Volunteers, for this investigator conduct a survey method using and emotional maturity scale and self-concept inventory The major variables of the study is Emotional Maturity and Self-concept. The Independent variable is emotional maturity and dependent variable is Self-concept, with 80 NSS volunteers from St. Thomas HSS Erumely. There exists a significant relation between Emotional Maturity and Self-Concept of the NSS Volunteers and there is no significant difference between the science and commerce students in their self-concept*

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I. Introduction

National Service Scheme (NSS) is an Indian government-sponsored public service program conducted by the Ministry of Youth Affairs and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's birth centenary year, 1969. The Education Commission headed by Dr. D.S. Kothari (1964-66) recommended that students at all stages of education should be associated with some form of social service. This was taken into account by the State Education Ministers during their conference in April 1967 and they recommended that at the university stage, students could be permitted to join the National Cadet Corps (NCC) which was already in existence on a voluntary basis and an alternative to this could be offered to them in the form of a new programme called the National Service Scheme (NSS). Promising sportsmen, however, should be exempted from both and allowed to join another scheme called the National Sports Organization (NSO), in view of the need to give priority to the development of sports and athletics. The main objectives of NSS are to understand the community, identify the needs and problems of the community, develop among themselves a sense of social and civic responsibility, develop competence required for group-living and sharing of responsibilities, acquire leadership qualities and democratic attitudes etc. In this context most of the NSS students in Kerala take up so many community services. This will help the students to improve their psychological variable such as anxiety self-concept and emotional maturity etc.

Students undergo major physical and psychological changes in their teenage. It is considered as a highly emotionally charged period of life. During this period there are enormous changes in the person's social interactions and relationships especially in their relationship with the community. There is also difficulty in building up and keeping healthy relationships.

The ability to manage one's emotions is important in attaining a successful career. Here comes the importance of the development of Emotional Maturity of NSS students. All are born with some innate as well as acquired intellectual potential which grows and develops with the help of maturity and experiences. Similarly one is also born with an innate Emotional Maturity in terms of one's level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability. But unlike intelligence this potential is liable to be developed or damaged as a result of one's experience from the interaction with the environment. and the person's Self Concept evolves throughout in the school days. The three aspects of self are perceived self, ideal self and real self. The perceived self is "what we think we are", the ideal self is "what we would like to be", and the real self is "what actually we are". It is the subjective feeling of the self that stands at the centre of the personality. The building of the Self Concept is a slow process, growing out of reaction of parents and others to the child's early behavior. NSS programs help them to develop emotional maturity and building self-concept

Need and Significance of the study

Emotional Maturity is an important factor in determining the success in important domains of our life. Likewise the self-concept is also very important during the school days. NSS programmes such as camps, different personality development programmer and other community living programme will help the students to develop their emotional maturity and self-concept. The experience of the investigator as NSS programme officer last four years, motivated him to take up a study in this area.

Objectives of the study

- 1 To find out the level of Emotional Maturity and Self-Concept of the NSS Volunteers
2. To find the relation between Emotional Maturity and Self-Concept of the NSS Volunteers
3. To find out the significant difference in the Emotional Maturity of NSS Volunteers based on the gender and subject of the study
4. To find out the significant difference in the Self-concept of NSS Volunteers based on the gender and subject of the study

Hypothesis of the study

1. There exists no significant relation between Emotional Maturity and Self-Concept of the NSS Volunteers
2. There exists no significant difference in the Emotional Maturity of NSS Volunteers based on the gender and subject of the study
3. There exists no significant difference in the Self-concept of NSS Volunteers based on the gender and subject of the study

Definition of the terms

Self-concept

Self-concept is the dominant element in the personality pattern, it governs the individuals characteristic reaction to people and situations and determines the quality of behavior.

Emotional Maturity

Emotional Maturity is the ability to assess a relationship or situation and accordingly to what is best for one self and for the other person in the relationship. **NSS** National service scheme popularly known as NSS is a college and higher secondary based voluntary youth organization under youth and sports affairs ministry of India

Methodology of the study

The methodology used for this study is survey method using emotional maturity scale and self-concept inventory .So investigator select 80 NSS volunteers from St.Thomas HSS Erumely..So investigator used survey method.

Sample of the study

80 NSS volunteers from St.Thomas HSS Erumely, which consist of 45 girls 35 boys studying in the science and commerce streams.

Variables of the study

Emotional maturity and Self-concept are the variables used in this study.

Tools used for the study

1. Emotional Maturity scale
2. Self-concept Inventory by Muktha Rastogi

Result of the study.

The first objective of this paper is to find out the level of Emotional Maturity and Self-Concept of the NSS Volunteers. So investigator used conventional procedure of using sigma distances for classifying sample

Table 1; Number and percentages of the levels of Emotional Maturity and Self-Concept of the NSS Volunteers

Emotional Maturity	High	Average	Low
Norms	M+sd	M+ sdto M-sd	M-sd
Scores	64.46	64.46 to 47.38	47.38
Number	21	65	14
Percentages	21%	65%	14. %
Self-Concept			
Scores	127.62	127.62 to 108.51	108.51
Number	28	58	14
Percentages	28%	58%	14. %

above table shows that 65% of NSS volunteers have average levels of emotional maturity ,21% of higher NSS volunteers have high level of emotional maturity and 14 % have low level of emotional maturity .So it can be concluded that majority of the NSS volunteers have average level of emotional maturity. In the

case of self-concept 58% of the NSS volunteers average levels self-concept ,28% of NSS volunteers have high level of self-concept and 14 % have low level of self-concept. So it can be concluded that most of the NSS students have high self concept compared to emotional maturity. The second objective of this paper to find the relation between Emotional Maturity and Self-Concept of the NSS Volunteers for this investigator tabulated and were used to find out Pearson's Product Moment Correlation between the variables.

Table 2 Sample, r value, t ratio, S. Er, Confidence interval, Shared variance and Verbal Interpretation

Sample	r Value	t ratio	S. Er	Confidence interval at 0.01 level	Shared variance	Verbal interpretation
Whole sample	0.47	11.0416	0.03748	0.56671 -0.37329	22.09	Substantial / Marked correlation

The coefficient of correlation obtained between the variables is 0.47, t ratio 16.62 is, and standard error of 'r' (SEr) value is 0.037 which was used to estimate the confidence interval. At 0.01 level of significance, the confidence interval was 0.5667 to 0.3732. The obtained 'r' has a shared variance 22.09%. This indicates 22.09% of the commonness between Emotional maturity and self-concept. So the corresponding hypothesis, There exists no significant relation between Emotional Maturity and Self-Concept of the NSS Volunteers is rejected. The third objective of this paper. To find out the significant difference in the Emotional Maturity of the NSS Volunteers based on the gender and subject of the study for this investigator tabulated and were used test of significant difference between two means

Table 3; Data and result of the test of significance difference in the mean scores of emotional maturity of NSS Volunteer based on the gender and subject

	Gender	N	Mean	Std. Deviation	t	significance
Emotional Maturity	Male	45	56.37	8.943	.398	Not Significance at 0.05 level
	Female	35	55.60	8.262		
	Science	45	54.56	7.79	.933	
	Commerce	35	56.12	6.56		

It is observed that the obtained t ratio for the emotional maturity is .398 which is less than the table value .05 level of significance This indicates that there exists no significant difference between male and female students in their emotional Maturity.. And in the case of subject of study the obtained t value .933 is less than the table value .that means there is no significant difference between the science and commerce students in their emotional maturity So hypothesis is accepted

The fourth objective of this paper . To find out the significant difference in the self-concept of NSS Volunteers based on the gender and subject of the study for this investigator tabulated and were used test of significant difference between two means .

Table 4;Data and result of test of significance difference in the mean scores of self-concept of NSS Volunteer based on the gender and subject

	Gender	N	Mean	Std. Deviation	t	significance
self-concept	Male	45	139.38	15.936	.779	Not Significance at 0.05 level
	Female	35	136.85	13.072		
	Science	45	138.34	14.23	.871	
	Commerce	35	135.67	13.072		

it is observed that the obtained t ratio for the self-concept is .779 which is less than the table value .05 level of significance This indicates that there exists no significant difference between male and female students in their self-concept. And in the case of subject of study the obtained t value .871 is less than the table value. That means there is no significant difference between the science and commerce students in their self-concept. So hypothesis is accepted.

II. Conclusion

The above study shows that the self concept of NSS volunteers are higher than their level of emotional maturity .There is no significant difference between the level of emotional maturity and self-concept of students depending on their gender and stream of subjects.

The different psychological variables support that the different NSS activities help the volunteers to build their self-concept and emotional maturity. The various NSS activities like community living, special camps and other regular Activities are very helpful to develop the psycho social domains .The active participation of students in different voluntary organizations helps in personality development and psycho social maturity.

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