

SOCIO-ECONOMIC STATUS, SELF-CONCEPT AND SOCIO-
EMOTIONAL MATURITY OF HIGH SCHOOL STUDENTS
AT KRISLIZZ INTERNATIONAL ACADEMY
TRECE MARTIRES CITY, CAVITE

THESIS

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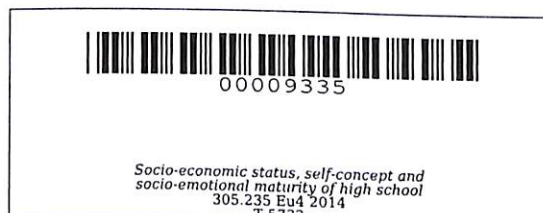
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**SOCIO-ECONOMIC STATUS, SELF-CONCEPT AND SOCIO-EMOTIONAL
MATURITY OF HIGH SCHOOL STUDENTS AT
KRISLIZZ INTERNATIONAL ACADEMY
TRECE MARTIRES CITY, CAVITE**

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requirements for the degree
Bachelor of Science in Psychology



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ABSTRACT

GLORIA, ROMMAR VINCENT S., EUGENIO, JOSE LEONARDO B.
Socio-Economic Status, Self-Concept and Socio-Emotional Maturity of High School Students at Krislizz International Academy, Trece Martires City, Cavite.
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This study was conducted to determine the socio-economic status and level of self-concept and socio-emotional maturity of high school students at Krislizz International Academy, Trece Martires City, Cavite. Specifically, this study aimed to: (1) identify the level of socio-economic status of the participants in terms of (a) highest educational attainment of the family head; (b) occupation of the family head; and (c) monthly income of the participants' family; (2) identify the level of self-concept of the participants in terms of (a) self-criticism; (b) emotionality; (c) goal-directedness; (d) accepting attitude; (e) family relations; (f) peer relations; (g) identity; (h) self-feeling; (i) self-worth; and (j) self-confidence; (3) identify the level of socio-emotional maturity of the participants; and (4) determine if there is a significant relationship between (a) socio-economic status and self-concept; (b) socio-economic status and socio-emotional maturity; and (c) self-concept and socio-emotional maturity.

The participants of the study were 175 high school students who are enrolled at Krislizz International Academy, Trece Martires City, Cavite for school year 2013 – 2014. These students served as participants of the study in order to gather sufficient data. Thus, total enumeration sampling technique was used. The researchers used three (3) research instruments; the Pasao Self-Concept Rating, Kuppaswamy's Socio-Economic Status Classification and the Socio-Emotional Maturity Questionnaire. The statistical tools

employed were mean, frequency count, mode, percentage, standard deviation, the formula for Pearson Product Moment Correlation Coefficient, and the formula for Spearman Correlation.

With regard to the highest educational attainment of the participants' family heads, majority was able to complete a professional degree or was able to graduate with honors. Most of the participants' family heads are currently working as professionals and earn P34, 455.00 to P68, 954.00 every month. Using Kuppuswamy's Socio-Economic Scale, the participants belonged to the upper class in general.

The participants have high level of family relations, peer relations, identity, self-feeling, self-worth, and self-confidence while the participants have average level of self-criticism, emotionality, goal directedness and accepting attitude. In general, the level of self-concept of the participants fell on the average level.

Moreover, the level of socio-emotional maturity of the participants fell on the level of a socio-emotional adolescent.

The present study revealed that there is no significant relationship between socio-economic status and self-concept, as well as socio-economic status and socio-emotional maturity. Furthermore, the results of the study revealed that self-concept and socio-emotional maturity are significantly related.

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INTRODUCTION

Adolescence is one of the essential phases of an individual's life. It is the period of one's life when innumerable stressors and challenges are present and have to be surpassed. Because of the demands of globalization, the nature and number of challenges have become more static compared to the yesteryears.

The stage of adolescence is also the transition from late childhood to early adulthood. It is a fact that an individual who is currently in the adolescence stage is also growing to adulthood which includes physical growth, attainment of a full-grown structure, learning of physical characteristics, mental growth, and the development of social and emotional maturity.

Erik Erikson, a well-known psychologist, referred to adolescence as a period of identity crisis and role confusion brought about by the fact that adolescence is the crucial stage wherein values of maturity are introduced. It is a very short segment in one's life compared to adulthood.