



THE IMPACT OF EMOTIONAL MATURITY ON SELF CONFIDENCE AMONG ADOLESCENTS

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ABSTRACT

Emotional maturity is also positively related to academic achievement, because emotionally mature persons are emotionally stable. Emotional maturity is a subjective characteristic of an individual which varies across different age groups and gender. A mature individual is capable of handling stressful life circumstances effectively. Emotional maturity is something on which to over and improve. It enables individuals to create the life they desire. A mature individual is one who has developed intellectually, emotionally and spiritually. Self-esteem can be defined as a form of self-acceptance, personal appreciation and subjective respect of one's own. It can also define as the degree to which the self is perceived positively or negatively; one's overall attitude toward the self. Self-esteem is to evaluate the difference between their image of self and ideal self. The level of the individual by looking at the discrepancy between how the individual perceives oneself and the self they would like to be. The purpose of self-esteem is to feel and imagine that people are nurtured in their mind over time about themselves. People with high self-esteem, usually feel good about them and better able to resolve their conflict with other people and are resistant to deal with problems.

Key Words: adolescence, behavior, experiences, maturity, psychological, self-esteem

INTRODUCTION

Adolescence is an important transitional period marked by new social, academic, and vocational challenges in the lives of young people. Recently, experts in the field of adolescent development have begun to recognize that in addition to being a time of high risk for problem behaviors, adolescence is also a time of great opportunity for most young people (Lerner & Galambos, 1998). The degree to which an adolescent is able to succeed at developmental tasks over the course of junior and senior high school is likely to play an important role in their developing a sense of self. Over time, repeated successes in academic, interpersonal, or other important domains are apt to enhance a young person's sense of mastery, self-esteem, and sense of psychological well-being. Conversely, repeated experiences with failure may lead to low self-esteem, poor self-confidence, feelings of hopelessness and distress, and other problems related to psychological adjustment. So much research is also done among adolescents.

Emotional Maturity of any level reflects the normal emotional developments. According to Walter D. Smitson (1974) "Emotional maturity is a process in which the personality is continuously striving for greater sense of emotions, health, both inters physically and intra personally". Emotional maturity is a state of having reached an adult level of emotional development which implies emotional control in social situation. (Shimsiya & Parambat, 2016). Emotional maturity is considered as one of the major determinant in shaping an individual's personality, behavior and attitudes and it helps in enhancing the relationship with others and to enhance the self-worth of the person and emotional stability is considered as one



of the major component in mental health (Anand, Kunwar, & Kumar, 2014). According to Menninger (1999), “Emotional maturity can be defined as a process in which the personality always determined for better sense of emotional well-being” (Rajeshwari & S, 2015). If a person or a child is emotionally maturing he or she may have the capacity to make effective adjustment with himself, family members, his peers, society and culture and his or her environment itself. He has the capacity to enjoy his adjustment fully. According to Cole (1954), the most outstanding mark of emotional maturity is the ability to bear tension and it will enable a person to tolerate the frustration they undergo (kumar & Smriti, 2014). Hence its considered as an individual’s ability to control emotions himself or herself (Rajeshwari & S, 2015).

Boys and girls are said to have achieved emotional maturity if, by the end of adolescence, they do not “blow up” emotionally when others are present, but wait for a convenient time and place to let off emotional steam in a socially acceptable manner (Hurlock E., 1981). An important indication of emotional maturity is that the individual assesses a situation critically before responding to it unthinkingly as like an immature person or a child. This results in adolescents ignoring many stimuli that would have caused emotional outburst when they are younger. Emotional mature adolescents are stable in their emotional responses and they do not swing from one emotion or mood to other, as they did earlier.

Self-Esteem:

Self-esteem refers to an individual’s *subjective* evaluation of his or her worth as a person (see, e.g., Donnellan, Trzesniewski, & Robins, 2011; MacDonald & Leary, 2012). Importantly, self-esteem does not necessarily reflect a person’s objective talents and abilities, or even how a person is evaluated by others. Moreover, self-esteem is commonly conceptualized as the “feeling that one is „good enough,” and consequently, individuals with high self-esteem do not necessarily believe they are superior to others (Rosenberg, 1965). Thus, self-esteem involves feelings of self-acceptance and self-respect, in contrast to the excessive self-regard and self-aggrandizement that characterizes narcissistic individuals (Ackerman et al., 2011)

REVIEW OF LITERATURE

Thingujan and Ram (2000) in their attempt of Indian adaptation of emotional maturity scale (Schutte et al 1998) had developed Indian norms (N-811) for males and females separately scoring higher than men. Similarly, Mohanty and Devi L (2010) have revealed in their study on gender difference among Emotional Maturity (N-60) that girls are more optimistic and walk aware of their feelings in comparison to boys. Girls are more aware and understand their own feeling a (competent of EMs) than boys.

Cori Young (2003) in his research paper 'Child Emotional Influences Genetic Expression' says that if a child has emotion; security only then he/she can enter in an area of positive-expression and he/she will learn to locate others with whom they can safely share their feeling, their real selves.

Meenakshi & Saurashtra (2003) and Kaur (2001) conducted a study on a sample of 356 adolescents and revealed significant relationship between emotional maturity and intelligence. However, no significant relation was observed between emotional maturity and academic achievement. Further she found no significant difference in the emotional maturity of boys and girls, adolescents of urban and rural areas but significant difference in the emotional



maturity of arts and science students.

Aleem and Sheema (2005) have reported a significant difference between the mean score of male and female students on emotional stability and further found that female students are emotionally less stable than male students. On the other hand in a study by Sharma et al (2009) girls were reported to be emotionally more mature than boys. Nanda et al (2005) have reported that family variable, family type and personal variable, age had an impact on emotional maturity of urban adolescent girls.

Angela Kelly (2005) in GHA Program regarding 'Mental and Emotional Maturity' says that adolescents are the best candidates to identify a student's potential for research in these areas and further says that adolescent needs special care in this age because emotions are really high and they become sad due to small conflicts.

Geeta S. Pастey and Vijayalaxmi A. Aminbhavi (2006) conducted a research on "Impact of Emotional Maturity on Stress and Self Confidence of Adolescents" the findings revealed that the adolescents with high emotional maturity have significantly high stress and self-confidence when compared to those with low emotional maturity. Adolescents with more number of siblings have shown significantly higher level of self-confidence than their counterparts. It is also found that educational level of father has significantly influenced stress of their adolescent children. Adolescent boys tend to have significantly higher stress than girls and girls tend to have significantly high self-confidence.

Mishra and Ranjan (2008) have also studied whether the gender difference affects Emotional maturity of adolescents (N=80, 40 male, 40 female). The results showed that adolescent boys and girls differ significantly on Emotional maturity and boys were found to be significantly higher on Emotional maturity than the girls. The higher scores of adolescent boys indicate that they are better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) are of higher order than the adolescent girls. To observe Emotional maturity Levels of undergraduate male and female college students (N=200) (100 males and 100 female) 17-20years.

Bhardwaj and Agrawal (2013) studied the self-esteem of the pre-adolescent children and to see the gender differences between males and females in that early age. One hundred students (50 males and 50 females), with ages between 9 and 12 years were selected. All of them were students who were studying in fifth to seven standard in a school in the North India. Data of male and female students was compared by unpaired t-test. Significant differences were not found in social, academic and parental self-esteem, but when data of male participants were compared with the female participants the general self-esteem of females was found to be higher than males ($p < 0.05$). In conclusion, there was not any gender differences found in the overall self-esteem in the pre-adolescence period".

Parmas (2014) has conducted a study to find out the impact of Gender difference in self-esteem between college students. The sample consisted of 60 college students' 30 boys and 30 girls were selected. The result of t-test revealed significant difference in self-esteem between boys and girls college student.

OBJECTIVES



1. To determine the relationship between Emotional Maturity and Self-esteem
2. To find out the gender difference in emotional maturity
3. It is expected there is a gender difference in self-esteem

HYPOTHESIS

1. There is significant differences between male and female in Emotional maturity
2. There is significant difference between male and female in self-esteem
3. There is significant relationship between Emotional maturity and self-esteem

METHODOLOGY

Sample: The present study consists of 100 students which were taken from Dr. Ambedkar College, Deekshabhoomi, Nagpur. In each group there were 50 boys and 50 girls. Their age ranges from 18-22 years.

FINDINGS

T-Test

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
EMSTT male	50	126.9800	20.22979	2.86092
female	50	128.6600	22.42503	3.17138
SEITT male	50	132.4000	12.73754	1.80136
female	50	130.5200	12.59290	1.78091

The results showed that there is no significant difference between the two gender i.e male and female on the measures of emotional maturity and self-esteem. With these findings the hypothesis number 1 and 2, i.e 'There is significant differences in male and female on an emotional maturity' and 'There is significant difference between male and female in self-esteem are rejected. However, the mean score depicted slightly higher scores for female participants in emotional maturity whereas, male score slightly higher in self-esteem.

The emotionally mature is not the one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action. An individual with emotionally disturbed behaviour reacts like a child, he looks for sympathy, conceited, quarrelsome, infantile, self-centred and demanding person, has preservative emotions, is emotionally excitable and feels very much upset to loose a game (Gibb, 1942; Brogden, 1944, Cattell, (1945). Taking these factors following are five broad factors of the emotional maturity level in individuals. Emotionally disturbed behaviour can be described through ways reflected in these factors.

The factors are: i) Emotional Stability. ii) Emotional Progression. iii) Social Adjustment. iv) Personality Integration. v) Independence

(i) Emotional Stability:



Emotional Stability refers to the characteristics of a person that does not allow him to react excessively or given to swings in mood or marked changes in any emotional situation.

(ii) **Emotional Progression:**

Emotional Progression is the characteristics of a person that refers to a feeling of adequate advancement and growing vitality of emotions in relation to the environment to ensure a positive thinking imbued with righteousness and contentment.

(iii) **Social Adjustment:**

Social Adjustment refers to a process of interaction between the needs of a person and demands of the social environment in any given situation, so that they can maintain and adapt a desired relationship with the environment.

(iv) **Personality Integration:**

Personality Integration is the process of firmly unifying the diverse elements of an Individual's motives and dynamic tendencies, resulting in harmonious co-action and de-escalation of the inner conflict (*English & English, 1958*) in the undaunted expression of behaviour, whereas disintegrated personality includes all those symptoms, like reaction, phobias formation, rationalization, pessimism, immorality etc.

(v) **Independence:**

Independence is the capacity of a person's attitudinal tendency to be self-reliant or of resistance to control by others, where he can take his decisions by his own judgment based on facts by utilizing his intellectual and creative potentialities.

CONCLUSION

Emotional maturity among adolescents in the age group of 17-18 plays a very important role in their life and careers. Quite understandably, if the causal factors of disturbances in the emotional behavior of adolescents are reliably identified and the remedial measures are experimented upon and adopted in the real situations it would not only relieve the adolescents at different fronts like home, peer group, school, society of their erratic behaviors causing unnecessary anxiety and stress, but also help in making them aware of their responsibilities. Though the present study was restricted to only 100 students of one district of West Bengal, its findings have important educational implications for parents and teachers. Parents at home and teachers at school always play a major role in influencing and developing emotional maturity. They may channelise an adolescent's energy into constructive dimension. Adolescents is also affected by their self esteem which is a feeling of personal worth influenced by performance, abilities, appearance and judgments of significant others and from present findings it is evident that higher the self esteem higher will be the emotional maturity of the adolescents.

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