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RESEARCH ARTICLE

EFFECT OF EMOTIONAL MATURITY ON SELF- CONCEPT OF ADOLESCENTS – A STUDY.

Dr. Smriti KiranSaimons¹, Mr. Atindra Nath Dutta¹ and Mr. Suwendu Dey².

1. Assistant Professor (Education) Dr. C.V. Raman University, Kota, Bilaspur, Chhattisgarh.
2. M. Phil Scholar (Education) Dr. C.V. Raman University, Kota, Bilaspur, Chhattisgarh.

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Abstract

Emotional maturity is not only the effective determinant of personality pattern but it also help to control the growth of adolescent's development. The concept 'Mature' emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to broke delay and to suffer without self-pity, might still be emotionally stunned and childish .Morgan (1934) stated the view that an adequate theory of emotional maturity must take account of the full scope of the individuality, power and his ability to enjoy the use of his powers. In the present study, the researchers accepted a sample of 200 students of secondary level students in Bilha and Kota blocks of Bilaspur district in Chhattisgarh. Among them 100 were boys and 100 were girls of Private and Government Schools. The researchers used two tools for the very purpose of data collection which are – i) Emotional Maturity Scale developed by Y. Singh & M. Bhargava and ii) Self-Concept Questionnaire developed by R. K. Saraswat. The researchers collected the data and analysed statistically by using mean, correlation, SD, t-test and ANOVA. Then the researchers interpreted the findings and drew a conclusion on the basis of the findings. The study revealed some new perspectives about the effect of emotional maturity on self-concept of adolescents.

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Introduction:-

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, frustrations and emotional upsets in day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities.

Emotional maturity is not only the effective determinant of personality pattern but it also help to control the growth of adolescent's development. The concept 'Mature' emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to broke delay and to suffer without self-pity, might still be emotionally stunned and childish .Morgan (1934) stated the view that an adequate theory of emotional maturity must take account of the full scope of the individuality, power and his ability to enjoy the use of his powers.

Corresponding Author:-Dr. SmritiKiranSaimons.

Address:-Assistant Professor (Education) Dr. C.V. Raman University, Kota, Bilaspur, Chhattisgarh.

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-psychically and intra- personally.

Naik, D. P. K., & Saimons, S. K. (2014) there is extensive research linking healthy social and emotional development to effective parenting. Adolescents thrive when parents provide not only affection, but also respectful communication and listening, consistent rules and expectations, and safe opportunities that promote independence. Successful parenting fosters psychological adjustment, helps adolescents succeed in school, encourages curiosity about the world, and motivates children to achieve.

Kaplan and Baron elaborate the characteristics of an emotionally mature person say that he has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. His belief in long – term planning and capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

There are several terms that are virtually synonyms with self-concept. Popular among them are, "self- image", the "ego", "self- understanding", "self- perception" and "phenomenal self ". Rogers (1951) defined self-concept as, an organized configuration of perceptions of the self which are admissible to awareness.

Self -concept is composed of such elements such as the perceptions of one's characteristics and abilities, the precepts and concepts of the self in relation to others and to the environment, the value qualities perceived as associated with experiences and objects, and the goals and ideals perceived as having positive or negative valance. Saraswat and Gaur (1981) describe the, self-concept as the individual's view of looking at himself. It also signifies his/her way of thinking, feeling and behaving. Adolescence is a period of life with its own peculiar characteristics and problems. Hence for deep penetration into their perceptions, their own physical, social, temperamental, educational, moral and intellectual spheres of self-concept need to be explored.

Significance of the study:-

According to Menninger (1999), emotional maturity includes the ability to deal constructively with reality. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. Raj (1996) defines social maturity as a level of social skills and awareness that an individual has achieved relative to particular norms related to an age group.

Social maturity is a term commonly used in two ways like with reference to the behaviour that conforms to the standards and expectation of the adults and secondly, with reference to the behaviour that is appropriate to the age of the individual under observation. Thus, social maturation permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behaviour. Emotional maturity and social maturity, both are vital for attaining success and happiness in one's life. Emotional maturity enables adolescents make better decisions; better choices; have more fun and less stress which enables them to have better balance in life.

In addition, Singh et al. (2007) found that social support and maturity plays an important role in maintaining the health and well-being as it gives the adolescents a feeling of being loved, cared for, esteem, valued and belonging. William James (1890) argued that the self-concept develops from social comparisons. He argued that we compare ourselves with significant others and use this information to develop an idea of what we are like. Goffman (1959) saw the self-concept as reflecting the collection of social roles played by the individual.

So, we see that how emotional maturity works effectively on self-concept. Thus the researchers had selected the problem as “Effect of Emotional Maturity on Self- Concept of Adolescents – A Study”

Statement of the Problem:-The problem for the present study is stated as follows.

“Effect of Emotional Maturity on Self- Concept of Adolescents – A Study”

Operational Definitions of the Terms Used-

Emotional Maturity:-

Maturity as defined by Finley (1996) is “the capacity of mind to endure an ability of an individual to respond to uncertainty, circumstances or environment in an appropriate manner”. Havighurst (1950) has emphasized the importance of attainment of social and emotional maturity by adolescence through his proposed major developmental tasks for adolescence viz., achieving new and more mature relationships with age mates of both sexes, achieving a masculine or feminine social role, achieving emotional independence from parents and adults, preparing for an economic career, and desiring and achieving socially responsible behaviour.

Self-Concept:-

'Self-concept' is the sum total of all an individual can call his own, including both physical and mental data. The self is the totality of our impressions, thoughts and feelings such that we have a continuing conscious sense of being. It is a composite of ideas, feelings and attitudes a person has about him. It includes one's self esteem sense of personal worth, and one's sense of who or what one would like to be or one's ideal self.

The Western concept of the "self", as an individual, entirely separate from its social context and relationships, is relatively a recent development. This does not mean that social influences can be entirely discounted. From the very beginning, psychological theories of the self -have recognized how important other people are in influencing the ideas, which we develop of ourselves.

Adolescents:-

Adolescence is the age of immaturity, the time of puberty and a critical transition period of human growth and development in between childhood and adulthood in between the ages 14 to 21. Those who are passing by this age, are called adolescents.

Objectives of the study:-

1. To study the correlation of Emotional Maturity and Self -Concept among adolescents.
2. To study the effect of Emotional Maturity among Boys and Girls adolescents.
3. To study the effect of Self –Concept among Boys and Girls adolescents.
4. To study the effect of Emotional Maturity on high and low Self- Concept among adolescents.

Hypotheses of the study:-

H₀₁ There is no significant correlation between the effect of Emotional Maturity and Self-Concept among adolescents.

H₀₂ There is no significant difference between the effect of Emotional Maturity among Boys and Girls adolescents.

H₀₃ There is no significant difference between the effect of Self-Concept among Boys and Girls adolescents.

H₀₄ There is no significant Main and Interactional effect of Emotional Maturity on high and low Self-Concept among adolescents.

Method:-

The researcher have adopted the method of descriptive of survey type to study the Effect of Emotional Maturity on Self-Concept of Adolescents.

Delimitations:-

Area:- The study will be held in the rural and urban areas of Bilaspur district of Chhattisgarh.

Level:- The study will be occurred 10th standard students of various rural and urban high schools.

Sample:-

In the present study, the investigators selected the Bilaspur district of the state Chhattisgarh as their field of investigation. Due to limitation of time the investigators had to take a limited number of schools for data collection. The researchers took a sample size of 200 adolescents from different secondary schools for this purpose. The researchers took 100 male adolescents and 50 female adolescents. For this purpose the researchers used stratified random sampling technique.

Variables:-

Independent variable: Emotional maturity

Dependent variable: Self-Concept

Tool used:-

In this research study, the investigators used two tools which are as following:-

Emotional Maturity Scale:-

It has been developed by Y. Singh & M. Bhargava.

It contains 48 items and it is under five categories which are- i) emotional stability, ii) emotional progression, iii) social adjustment, iv) personality integration and v) independence.

Table – A:-

Sl. No.	Areas	Item No's	Total no. of items
i)	Emotional Stability	1-10	10
ii)	Emotional Progression	11-20	10
iii)	Social Adjustment	21-30	10
iv)	Personality Integration	31-40	10
v)	Independence	41-48	8
Total			48

The items were scored on a 5 point Likert scale with the options as follows:-

- a) Very much -1
- b) Much -2
- c) Undecided -3
- d) Probably -4
- e) Never -5

Higher the score, indicates higher emotional maturity level. The maximum emotional maturity score for an individual can be 240 (48×5) and the minimum can be 48 (48×1).

Self-Concept Questionnaire:-

It has been developed by R. K. Saraswat.

The self-concept questionnaire provides six separate dimensions of self-concept, which are, physical, social, intellectual, moral, educational and temperamental. It also gives a total self-concept score.

The inventory contains 48 items. Each dimension contains eight items. Each item is provided with five alternatives. The respondent is provided with five alternatives to give his responses ranging from most acceptable to least acceptable description of his self-concept.

The alternative or responses are arranged in such a way that the scoring system for all items will remain the same i.e., 5, 4, 3, 2, 1 whether the items are positive or negative. This obtained score of all the 48 items provides the total self-concept score of an individual. A high score on this inventory indicates a higher self-concept, while a low score shows low self- concept.

Statistical Techniques Used:-

The scores obtained were subject to statistical treatment using proper statistical techniques. For this purpose Mean, Standard Deviation (SD), correlation, t- test, ANOVA were used. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

Analysis and Interpretation of Data:-

H₀₁:- There is no significant correlation between the effect of Emotional Maturity and Self –Concept among adolescents.

Table No 01:-

Variables	N	Mean	$\sum x^2$ and $\sum y^2$	$\sum xy$	Coefficient of Correlation (r) value	Degree of Freedom (df)	Significance Level	Interpretation
Emotional Maturity	200	93.81	144191.395	-3119.38	-0.0192	198	0.05 => 0.138	H₀₁ Accepted
Self-Concept	200	98.58	182358.72				0.01 => 0.181	

Interpretation of the value of Correlation:-

The value of r is -0.0192. Although technically a negative correlation, the relationship between variable is only weak (the nearer the value is to zero, the weaker the relationship). It is observed that if the scores on Emotional Maturity increase there is corresponding decrease of scores on Self-Concept among adolescents.

Hypothesis Testing of Correlation Coefficient:-

From the table 1. shows that the observed value of correlation was -0.0192 which is less than the table value at 0.05 and 0.01 level of significance i.e. 0.138 and 0.181 respectively with df value 198. Hence the hypothesis "there is no significant correlation between the effect of Emotional Maturity and Self-Concept among adolescents is accepted".

Result:-

There is no significant correlation between the effect of Emotional Maturity and Self-Concept among adolescents.

H₀₂:- There is no significant difference between the effect of Emotional Maturity among Boys and Girls adolescents.

Table No 02:-

Variables	N	Mean	SD	SED	t-test	Degree of Freedom (df)	Significance Level	Interpretation
Emotional Maturity among Boys	100	113	20.8	26.8	7.53	198	0.05 => 1.98	H₀₂ Rejected
Emotional Maturity among Girls	100	84.3	31.6				0.01 => 2.62	

Interpretation of the value of t- test:-

The above table shows that, the calculated 't' value is 7.53 which is more than the table value at 0.05 level i.e. 1.98 and .01 level i.e. 2.60 with df 198 . Hence the hypothesis there is no significant difference between the effect of Emotional Maturity among Boys and Girls adolescents is rejected.

Result:-

There is significant difference between the effect of Emotional Maturity among Boys and Girls adolescents.

H₀₃: There is no significant difference between the effect of Self-Concept among Boys and Girls adolescents.

Table No. 03:-

Variables	N	Mean	SD	SED	t-test	Degree of Freedom (df)	Significance Level	Interpretation
Self-Concept among Boys	100	95.6	25.6	27.0	0.606	198	0.05 => 1.98	H₀₃ Accepted
Self-Concept among Girls	100	92.7	28.2				0.01 => 2.62	

Interpretation of the value of t- test:-

The above table shows that, the calculated' value is 0.606 which is less than the table value at 0.05 level i.e. 1.98 and .01 level i.e. 2.60 with df 198 . Hence the hypothesis there is no significant difference between the effect of Self- Concept among Boys and Girls adolescents is rejected.

Result:-

There is significant difference between the effect of Self- Concept among Boys and Girls adolescents.

H₀₄:-

There is no significant Main and Interactional effect of Emotional Maturity on high and low Self- Concept among adolescents.

Table No. 04:-

Source	Sum Squares (SS)	Degree of Freedom (df)	Mean Squares (MS)	F	F-Ratio
Rows (r) Emotional Maturity	14824.26	1	14824.26	19.07	F (1,396)= 0.05 =>3.86 0.01 =>6.69
Columns(c) Self- Concept (High & Low)	2280.06	1	2280.06	2.93	F (1,396)= 0.05 =>3.86 0.01 =>6.69
r x c	3867.31	1	3867.31	4.97	F (1,396)= 0.05 =>3.86 0.01 =>6.69
Error	307858.55	396	777.42		
Total	328830.18	399			

Interpretation of the Data:-**Main Effect:-**

(a):-From the table 4 shows that the computed value of 'F' ratio for the Main effect of High and Low Emotional Maturity among adolescents for df 1 and 396, came out to be 3.86, which is less than 'F' table value 19.07 at 0.05 level of significance. Hence the hypothesis rejected. Thus it may be interpreted that there is effect of high and low level of Emotional Maturity among adolescent.

(b):- From the table shows that the computed value of 'F' ratio for the Main effect of High and Low level of Self-Concept among Adolescents for df 1 and 396, came out to be 3.86, which is more than 'F' value 2.93 at 0.05 level of significance. Hence the hypothesis accepted. Thus it may be interpreted that there is no effect of high and low level of Self –Concept.

Interactional Effect:-

From the table shows that the computed value of 'F' ratio for the Interaction effect of Emotional Maturity (High and Low) on Self-Concept among Adolescents for df 1 and 396, came out to be 3.86, which is less than 'F' value 4.97 at 0.05 level of significance. Hence the hypothesis rejected thus it may be interpreted that there is Interactional effect of Emotional Maturity (high and low) on Self-Concept among Adolescents.

Result:-

There is significant Main and Interactional effect of Emotional Maturity on high and low Self-Concept among adolescents.

Findings:-

1. There is no significant correlation between the effect of Emotional Maturity and Self-Concept among adolescents.
2. There is significant difference between the effect of Emotional Maturity among Boys and Girls adolescents.
3. There is significant difference between the effect of Self-Concept among Boys and Girls adolescents.

4. There is significant Main and Interactional effect of Emotional Maturity on high and low Self-Concept among adolescents.

Conclusion:-

Self-concept reflects how an adolescent evaluates himself or herself in domains (or areas) in which he or she considers success important. Problems and difficulties can lower self-concept; but low self-concept can also cause problems. An adolescent can have a positive self-concept in some domains and a negative self-concept in others. Research also suggests that each individual has a global (or overall) self-concept that reflects how the individual evaluates his or her self-worth as a whole.

The end of the twentieth century and beginning of the twenty first century have seen on unprecedented upsurge in activities revolving around the teenage adolescence students. It is the desirable need of the hour that as teenage adolescence students we should have proper emotional development to rightly use our human emotions. So our human mind has something vital to do with human emotions and we should give a self-concept to control our emotions with the mind! But our emotions need to be understood, taught, trained and controlled by the mind! Emotional maturity moves beyond intelligence to a higher state of consciousness, guided by what one senses, feels and intuits, and one's heart. Emotional maturity and self-concept is a tool for promoting students mental health and personality.

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