

EMOTIONAL MATURITY, GENDER AND SELF ESTEEM FOR UNDERGRADUATE STUDENTS

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Abstract

Emotions play an important role in the life of an individual and one requires a higher emotional maturity to lead an effective life, especially the college students who are observed to be highly emotional in their dealings need to be studied. An emotionally mature person has the capacity to make effective adjustments with himself, members of his family, and his peers in the world, society and culture. As college students are the future and pillars of nation, so it is important to study their emotional maturity. Research has documented the important role high self-esteem plays in academic achievement, social and personal responsibility. Self esteem is the one key ingredient that affects the level of proficiency in all fields of endeavor. Self-esteem has been correlated to job success, school achievement, and general happiness. The relationships between self-esteem and emotional maturity have received much attention. Gender is generally asserted to impact upon the growth, demonstration and manifestation of self-esteem. This study examined self esteem, gender and academic achievement motivation. 40 boys and 40 girls within the age of 18 to 21 yrs from 2 Govt. colleges of Jammu were selected as a sample. Data was collected by administering Rosenberg self esteem scale by Rosenberg while emotional maturity scale by Singh and Bhargava was used to measure emotional maturity of college students. Random sampling technique was used in the present study. The data obtained was analyzed statistically and the study revealed that there is a significant difference in the self esteem of boys and girls and no significant difference in the emotional maturity of the two.

Keywords: *Emotional Maturity; Self Esteem; Gender*

Introduction

In the present day world, college students in addition to daily rigors of life are facing enhanced difficulties due to fierce competition, peer pressures, parental expectations etc. These difficulties are giving rise to many psycho somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. Emotions are great motivating forces throughout the span of human life, affecting aspirations, actions and thoughts of an individual. Emotional maturity is the ability of the person to assess a situation or relationship

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and to act according to what is best for oneself and for the other person in the relationship. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra psychically and intra personally. So the study of emotional maturity is now gaining recognition. An emotionally mature person is one whose emotional life is well under control. An emotionally stable child has a capacity to make effective adjustments with himself, members of the family and his peers (Smitson, 1974).

Self esteem is one of the strongest research topics in psychology (Gebauer et al., 2008). Self esteem is defined by Woolfolk (2005) as an affective act and encapsulates the value or worth we attach to our self assessments. Academic self-concept or academic self-esteem can be broadly considered to be how a student views his or her academic ability when compared with other students (Cokley, 2000)

Gender is generally asserted to impact upon the growth, demonstration and manifestation of self-esteem. Several researchers studied self-esteem and gender among students. There is a significant difference in self-esteem between males and females (SarAbadaniTafreshi, 2006)

Adolescence is a period when the behaviour is highly influenced by the emotions. Emotions during this stage fluctuate very frequently and quickly. It makes them moody. Sometimes they are very happy and at another time they are extremely sad. So there is too much uncertainty in their emotional states. Arya (1984), found that boys and girls of superior intelligence have better emotional maturity. Superior intelligence boys do well on the emotional maturity than girls of superior intelligence. Kaur (2001) revealed insignificant difference on emotional maturity between boys and girls. Stephen (2002) examined the neuroticism and emotional maturity among college female students and found that the individuals who scored higher on neuroticism were having a low level of maturity. Aleen (2005) and Sharma (2008), found that there was a significant difference between the mean scores of male and female students on emotional stability. Female students were less emotionally stable compared to male students. Nanda et al. (2005) reported that familial variable; age had an impact on emotional maturity of urban adolescent girls. Rajni and Rahamtulla (2007) found that parental education and occupation of the school children also significantly influenced adjustment. In a study by Sharma et al. (2009), girls reported to be emotionally more mature than boys. Hameed and Thahira (2010) found there was positive relationship between emotional maturity and social adjustment of student teachers. Subbarayan and Visvanathan (2011) in their study on emotional maturity among college students revealed that the emotional maturity of college students is extremely unstable.

Some research has been reported on the relationship between self-esteem and academic

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achievement among the students in Iran. (Zeinvand, 2006) studied the relationship between self-esteem, social support and student's educational progression in a high school. The data was collected through Coopersmith's Self-Esteem Questionnaire. The data analysis showed no significant relationship between self-esteem and academic achievement. However the research depicted the significant differences in boys and girls. The t-test revealed that self-esteem is more in boys than in girls.

Research has consistently shown a positive correlation between how people value themselves and the level of academic attainments. Those who feel confident, generally achieve more, while those who lack confidence in themselves achieve less. Good academic grades enhance one's sense of worthiness and competence. Self-esteem and academic achievement seem to be most highly related between the years of about 7 to 15 (Malbi and Reasoner, 2000). In another study, it was found that Iranian students have higher academic achievement and they typically have a higher self-esteem (Mefteh, 2002).

Objectives of the Study

- To study the emotional maturity of male and female undergraduate students.
- To study the self esteem of male and female undergraduate students.
- To study the correlation between emotional maturity and self esteem of undergraduate males.
- To study the correlation between emotional and self esteem of undergraduate females.

Hypothesis

- There will be a significant difference in the emotional maturity of male and female undergraduate students.
- There will be a significant difference in the self esteem of male and female undergraduate students.
- There will be a significant correlation between emotional maturity and self esteem of undergraduate males.
- There will be a significant correlation between emotional maturity and self esteem of undergraduate females.

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Methodology

Participants

A sample of 80 students was selected from 2 Govt. colleges of Jammu districts on the basis of purposive random sampling technique, out of which 40 boys were taken from M.A.M Govt. College Jammu and 40 girls were selected from G.C.W Parade Jammu. The college students were falling in the age group of 18-21 years.

Instruments

Following tools were used for data collection

Emotional Maturity Scale (EMS) 1990 by Dr. Yashvir Singh and Dr. Mahesh Bhargava. It has 48 items in total under which there were five broad categories.

Emotional instability

Emotional regression

Social maladjustment

Personal disintegration

Lack of independence

EMS is a self reporting five point scale. The items are so stated that if the answer is in positive way (very much) score of 5 is given, for (much) 4 is given, for (undecided) 3, and for (probably) 2, and for negative answer of (never) a score of 1 is to be awarded. Therefore the higher the score on the scale, greater the degree of emotional maturity and vice versa

Rosenberg Self Esteem Scale: This scale was developed by Rosenberg. This scale contains 10 items. For item numbers 1,2,4,6,7 score of 3 is given for strongly Agree, 2 for agree, 1 for disagree and 0 for strongly disagree. For item numbers 3,5,8,9,10 score of 0 is given for strongly agree, 1 for 0 is given for strongly agree, 1 for agree, 2 for disagree and 3 for strongly agree, 2 for disagree and 3 for strongly disagree. The scores range from 0-30. The scores between 15 and 25 represent the scores between 15 to 25 represent normal self esteem, scores below 15 suggest low self esteem. The higher the score, higher the self esteem

Data Collection and Analysis

In order to collect the data, the scales were administered individually on sampled college students. The data so obtained was scored individually for each subject and then analyzed by using appropriate tools i.e. mean, S.D. t- test, and product moment correlation.

Results and discussion

Table 1: Comparison of Mean's Emotional Maturity Scores of College Boys and College Girls Studying in Different Govt. Colleges

Variable	Mean	S.D.	t-value
Boys	101.90	23.65	0.813 ^{NS}
Girls	102.26	23.41	

Table 1 shows that the mean scores for emotional maturity of boys and girls studying in different govt. colleges of Jammu district are 101.90 & 102.26 and S.D is 23.65 and 23.41 respectively. The calculated t-ratio (0.813) of emotional maturity of boys and girls is not significant at 0.05 level of significance. It suggests that college going boys and girls studying in different Govt. colleges of Jammu district have inclined similar nature of emotional maturity. Therefore Ho No. 1 stated earlier that there is no significant difference in the emotional maturity of boys and girls studying in different Govt. colleges of Jammu are retained.

Table 2: Comparison of mean's self-esteem scores of college boys and girls studying in different govt. Colleges

Variable	Mean	S.D.	t-value
Boys	18.83	2.500	0.000*
Girls	15.83	1.986	

*significant at 0.01 level of significance

Table 2 shows that the mean scores for self-esteem of boys and girls studying in different govt. Colleges of Jammu district are 18.83 & 15.83 and S.D is 2.500 and 1.986 respectively. The calculated t-ratio (0.000) of self esteem of boys and girls is significant at 0.05 level of significance. It suggests that college going boys and girls studying in different Govt. College of Jammu district have different self esteem. Therefore Ho No. 2 stated earlier that there is no significant difference in the self esteem of boys and girls' studying in different Govt. Colleges of Jammu is rejected.

Table 3: Comparison of Correlation Coefficient Scores Between Emotional Maturity and Self Esteem of College Going Boys and Correlation Coefficient Scores Between Emotional Maturity and Self Esteem of College Going Girls.

Variable	Correlation Coefficient
Boys	0.04
Girls	0.16

Table 3 reveals that the correlation co-efficient between the emotional maturity and self esteem of college going boys is indicating that there is Positive correlation between the emotional maturity self esteem of college going boys. Hence Ho No 3 is retained. Similarly the correlation co-efficient between the emotional maturity and self esteem of college going girls is indicating that there is positive correlation between the emotional maturity and self esteem of college going girls. Therefore, Ho No. 4 also stands retained.

Educational Implications

The present study may help the parents, teachers and administrators to have knowledge of the problem of their children and students and help them in solving their problem. There is an urgent need to guide the parents and teachers to give the opportunity to child to vent out his feelings, to give him chance to express himself so that he can become emotionally mature and bring about effective adjustment both at school and at home. It is very important for the teachers to join hands with parents and the society at large to provide healthy atmosphere and emotional security to children. The present study has been implied in the following ways:

Family as a primary agent plays an important role in the development of child; hence it is necessary for parents to provide best possible environment at home for the harmonious development of children.

Emotional security not only affects child's physical growth but also his emotional development. By providing love and affection, child feels more secure and in turn he/she is more emotionally secure.

An important implication from the findings of this study concerns setting up programmes for young adults with low-self esteem. The results of the study implied that interventions should target specific genders. Future studies could explore self-esteem status amongst different age-group.

The findings of this study also have meaningful implications for principals, teachers parents educational planners, educational evaluators and learner.

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