



A Study on Emotional Maturity and Self-esteem among College Students

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Abstract

The purpose of this research was to study the relationship between emotional maturity and self-esteem among college students with the age group of 18-22. The sample of the study comprised of 100 students 50 male and 50 female. The Emotional Maturity of the students was measured by using Emotional Maturity Scale (EMS) developed by Singh and Bhargava (1984) and self-esteem was measured by using Self-Esteem Inventory (SEI) developed by M.S.Prasad and G.P.Thakur.

Keywords: Emotional maturity, self-esteem, young adults.

INTRODUCTION

Emotion is a great motivating force throughout the span of human life, affecting aspiration, actions and thoughts of an individual. Emotional maturity is the ability of the person to assess a situation or relationship and act according to what is best for oneself and for the other person in the relationship. An emotionally mature person is one whose emotional life is well under control. According to Walter D Smitson (1974)," Emotional maturity can be defined as the process in which a person is continuously striving for a greater sense of emotional health, both intra physically and intra personally.

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. There are a lot of

differences in the characteristics of low and high self-esteem people. Low self-esteem people tend to underestimate themselves, and feeling themselves underserved to be successful, but these are absent in people who have a high self-esteem. In fact, having self-esteem makes an individual evaluate himself in a positive way and feels good with his strong points. Therefore, high self-esteem motivates the individual internally to work hard in order to achieve successful experience throughout life.

REVIEW OF LITERATURE

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”.

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.

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.

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.

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.

STATEMENT OF THE PROBLEM

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 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. 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 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”

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 Govt. Hrangbana College. In each group there were 50 boys and 50 girls. Their age ranges from 18-22 years.

TOOLS:

1. Emotional Maturity Scale (EMS) developed by Dr.Yashvir Singh and Dr.Mahesh Bhargava was used to measured level of emotional maturity in students. The scale consists of 50 statements with five responses such as: Very much; much; undecided; probably and never. The scale was standardized in 100 (50 male and 50 female) students.

2. The Self-Esteem Inventory (SEI) developed by M.S.Prasad and G.P.Thakur was to measured level of self-esteem in students. The scale consists of 30 statements with seven responses and each responses have scored 'Totally correct-7', 'Correct to a large extent-6', 'Partially correct-5', 'Uncertain-4', 'Partially wrong-3', 'Wrong to a large extent-2', 'totally wrong-1'.The scale was standardized in 100(50 male and 50(female)students.

Result and Discussion

Table-1: Table no.1 Descriptive Statistics of the Scales/Sub scales, of the Behavioural measures of Mean, Standard Deviation, Skewness ,Kurtosis (Emotional maturity and self -esteem scale)

SEX		EMSTT	SEITT
male	Mean	126.9800	132.4000
	N	50	50
	Std. Deviation	20.22979	12.73754
	Skewness	.314	.096
	Std. Error of Skewness	.337	.337
	Kurtosis	.994	-.324
	Std. Error of Kurtosis	.662	.662
femal e	Mean	128.6600	130.5200
	N	50	50
	Std. Deviation	22.42503	12.59290
	Skewness	.059	.766
	Std. Error of Skewness	.337	.337
	Kurtosis	-.935	1.912
	Std. Error of Kurtosis	.662	.662
Total	Mean	127.8200	131.4600
	N	100	100
	Std. Deviation	21.26427	12.63666
	Skewness	.177	.417
	Std. Error of Skewness	.241	.241
	Kurtosis	-.204	.563

Table-1 shows the descriptive statistics of male and female on behavioural measures of Emotional maturity and self-esteem, where it shows that the mean of male (N=50) on Emotional maturity is 126.980 with SD=20.22979, Skewness=-.0314(SE=-.337) and kurtosis = -.994(SE=.662) whereas female (N=50) mean score on Emotional maturity is 128.660 with SD=22.425 Skewness=.059(SE=.337) and kurtosis = -.935(SE=.662). On Self-esteem the male (N=50) mean=132.400 with SD=12.7375, Skewness= -.096(SE=.337) and kurtosis = -.324(SE=.662) whereas female

(N=50) mean score on Self-esteem is 130.520 with SD=12.5929 and Skewness= .766(SE=.337) and kurtosis = .1.912(SE=.662). The mean score for total participants (N=100) on Emotional maturity scale is 127.820 with SD=21.2642 and Skewness= .177(SE= .241), Kurtosis = -.204 (SE= .478). The mean score for the total participants (N=100)

Table:2

CORRELATION

Correlations

		SEX	EMSTT	SEI2TT
SEX	Pearson Correlation	1	.040	.007
	Sig. (2-tailed)		.695	.942
	N	100	100	100
EMSTT	Pearson Correlation	.040	1	-.035
	Sig. (2-tailed)	.695		.730
	N	100	100	100
SEI2TT	Pearson Correlation	.007	-.035	1
	Sig. (2-tailed)	.942	.730	
	N	100	100	100

The inter scale correlation between the Emotional maturity scales and the Self-esteem scale is highlighted on **Table - 2** where Pearson correlation is employed to measure the relationship between the two scales. The result shows no significant correlation between the scales , which is not significant at .05 level, indicating no correlation between the two scale.

Table-3**T-Test****Group Statistics**

SEX		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

Independent Sample

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
EMSTT	Equal variances assumed	2.252	.137	-.393	98	.695	-1.68000	4.27113	-10.15591	6.79591
	Equal variances not assumed			-.393	96.978	.695	-1.68000	4.27113	-10.15703	6.79703
SEITT	Equal variances assumed	1.254	.265	.742	98	.460	1.88000	2.53309	-3.14683	6.90683
	Equal variances not assumed			.742	97.987	.460	1.88000	2.53309	-3.14683	6.90683

The independent sample t-test was used to highlight the effects of the independent variables (2 Sex) on dependent measures (Emotional maturity Scale and Self-esteem Scale). The table-3 shows the Levene's test for equality of variances, the t-test and the mean differences. The Levene's test on Emotional maturity scale shows $F=2.252$ with $Sig.=.137$ indicating equal variances assumed and the $t(98) = -.393$, $p > .05$ is not significant at .05 level indicating no significant differences between male and female on emotional maturity. The Levene's test on self-esteem shows differences between male and female on ag. The Levene's test on self-esteem shows $F=.125$ with $Sig.=1.25$ indicating equal variances assumed and the $t(98) = .742$, $p > 0.5$ is not significant at 0.5 level indicating no significant differences between male and female on self-esteem.

Conclusions: 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.

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