



## Study of self-concept and emotional maturity across gender

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### Abstract

The present study is aimed to compare adolescent boys and girls on the level of self-concept and emotional maturity. The sample consisted of total 40 adolescents. 20 boys and 20 girls. Data was collected from a renowned school of Jodhpur. Self-concept inventory and Emotional maturity scale were used to measure self-concept and emotional maturity respectively. The statistical results were obtained using Mean, standard deviation, 't' test and Pearson product moment correlation coefficient. The results indicated negative correlation between self-concept and emotional immaturity of both the groups. (Emotional maturity scale measures emotional immaturity).

**Keywords:** adolescents, self-concept, emotional maturity

### Introduction

#### Self-concept

Self-concept "is the set of perceptions or reference points that the subject has about himself: the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subject knows to be descriptive of himself and which he perceives as data concerning his identity" (Sanchez and Roda, 2007) [4]. "Self-concept is the product of one's reflectivity; it is concept of the individual of himself as a physical, social and moral and existing being. The self-concept is sum total of the individual's thoughts and feelings about him or herself as an object" (John, 2000). According to Purkey (1988): "Self-concept may be defined as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence".

According to Eysenck *et al.* (1972) [1] Self-concept – The totality of attitudes, judgements and values of an individual relating to his behavior, object and qualities. Components of Self-concept are Perceptual component, conceptual component, and attitudinal self-concept.

Perceptual component: It can be called physical self-concept. It includes physical image of the person and how much he is attractive.

Conceptual component: It involves the abstract qualities of the person that makes him different from others. It involves abilities as well as disabilities. For example honesty, confidence, independence and opposite characteristics. It can be called psychological self-concept.

Attitudinal self-concept involves the feelings towards self. It involves attitudes related to self-respect, ideal, aspirations etc. Self-concept can be of two types i.e. Real self-concept and Ideal self-concept. Real self-concept is related to 'Who am I' and 'What am I'. Ideal self-concept is related to 'What he wants to be' (Cattell, 1957). The above two types of self-

concepts can be further classified as physical self-concept and psychological self-concept.

Some researchers have talked of two types of self-concept

1. Subjective self-concept
2. Objective self-concept

Subjective self-concept is instable. It is related to 'What I think of myself. Objective self-concept is relatively stable. It is related to 'What others think of me'.

Development of self-concept of children is dependent on many factors such as maturity, intellectual ability, opportunities of learning, socio-economic status, experiences especially concrete experiences, sex and age of child, information feedback, adjustment and psychological environment around them (Manual of Self-concept Questionnaire).

#### Emotional Maturity

Emotional maturity is not only the effective determinant of personality pattern but it also helps to control the growth of adolescent's development. The concept "Mature emotional behavior" 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 break delay and to suffer without self-pity, might still be emotionally stunned and childish. According to Walter D. Smithson (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.

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. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situation. An emotionally mature child has the capacity to make effective adjustment

with himself, members of his family, his peers in school society and culture. But maturity means not merely the capacity or such attitude and functioning but also the ability to enjoy them fully. According to Fred McKinney, “The characteristic of an emotionally mature person are heterosexuality, appreciation of attitude and behavior of others, tendency to adopt the attitudes and habits of others and capacity to delay his own responses. According to Seoul, if the emotional development of the individual is relatively complete, his adaptability is high, his regressive tendencies are low, and his vulnerability is minimal. Cole (1954) says, ‘The chief index of emotional maturity is the ability to bear tension’. This view lays stress upon ‘self-control’ and not on ‘self-fulfillment’. Geoghagen *et al.* (1963) says that a person is considered emotionally mature when his responses to a situation are:

1. Appropriate to his degree of development
2. Proportionate to the demands of situation (Manual of Emotional Maturity Scale)

**In the Opinion of Murray (2004), an Emotionally Mature Person Has the Following Characteristics**

1. The ability to give and receive alone
2. The ability to face reality and deal with it
3. Just as interested in giving as receiving
4. The capacity to relate positively to life experiences
5. The ability to learn more experience
6. The ability to accept frustration
7. The ability to handle hostility constructively
8. Relative freedom from tension symptoms

**Objective**

- To study the level of Emotional maturity and self-concept among adolescent boys and girls.
- To study the correlation between Emotional maturity and self-concept of girls and boys.
- To find out the significant difference in Emotional maturity and self-concept of adolescent boys and girls.

**Hypothesis**

- There will be significant difference between adolescent boys and girls on level of self-concept.
- Boys and girls will be significantly different on the level of emotional maturity.

**Methodology**

**Design**

The present study is an ex post facto correlational, non-experimental research.

**Sample**

The sample consisted of 40 adolescents. (20 boy sand 20 girls) which were selected using purposive sampling with age range of 14-18 years. Data was collected from Madhuban public school, Jodhpur.

**Tools**

Self-concept Inventory: This inventory is developed by Dr. D. N. Srivastava to measure the self-concept of individual through inter comparison of scores. Each statement has 5

point scale such as very low, low, normal, high, very high. Items of this inventory are used to compare scores of self-concept of individual with the group score.

Emotional Maturity Scale: to measure the emotional maturity level of adolescents, Emotional maturity scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava was used. It is a self-reporting five point scale. It consists of 48 items under the five categories of emotional instability, emotional regression, social maladjustment, lack of independence and personality disintegration. The product moment *r* of the test is 0.75. The time between two tests was six months. The scale was validated against external criteria i.e. the GHA area of adjustment inventory for college students by Singh and Sinha. The product moment correlation obtained between total scores of EMS was 0.64.

The data obtained was statistically analyzed using mean, standard deviation, Pearson’s product moment correlation and *t* test.

**Procedure**

After taking the consent from school authority and participants, Rapport was formed with all the participants to administer the tests, participants were randomly selected from 9<sup>th</sup> to 12 standard then tests were administered.

**Result**

**Table 1:** Showing significant difference in girls and boys on self-concept

Group	N	Mean	SD	P value from ‘t’ test	Level of significance
Girls	20	169.3	17.99444359	0.658281564	Not significantly different
Boys	20	172.1	21.55995313		

**Table 2:** Showing significant difference in girls and boys on Emotional maturity

Group	N	Mean	SD	P value from ‘t’ test	Level of significance
Girls	20	96.65	24.70303	0.955894	Not significantly different
Boys	20	96.1	36.57998		

**Table 3:** Showing Pearson’s product moment correlation coefficient

Group	SX	SY	R
Girls	17.99444359	24.70303	-0.38076793
Boys	21.55995313	36.57998	-0.0991819

Sx= standard deviation of self-concept; Sy= standard deviation of emotional maturity; *r*= Pearson’s product moment correlation coefficient

- The above table 1 shows that ‘p’ value calculated from student’s *t* test on self-concept i.e. 0.658281564 between adolescent boys and girls is statistically not significant on 0.05 alpha level. This means that adolescent boys and girls are not significantly different on the self-concept. Thus the hypothesis stating “There will be significant difference between adolescent boys and girls on level of self-concept.” Is rejected.
- The table 2 shows that ‘p’ value calculated from student’s *t* test on emotional maturity i.e. 0.955894 between adolescent boys and girls is statistically not significant on

0.05 alpha level. This means that adolescent boys and girls are not significantly different on level of emotional maturity. Thus the hypothesis stating “There will be significant difference between adolescent boys and girls on level of emotional maturity” is rejected.

- The table 3 indicates coefficient of correlation between self-concept and emotional maturity of girls and boys i.e. -0.38 and -0.09 respectively. It shows that self-concept is minutely negatively correlated to emotional maturity score. In other words higher the scores of emotional maturity scale, lower will be the emotional maturity level. Thus negative correlation indicates little emotional immaturity due to age factor. Hormonal changes and the psychological stress of adolescence can cause uncontrollable shifts in emotions. So there is negative correlation between self-concept and emotional maturity scores. It shows that if the person is emotionally immature, he or she will have poorer self-concept.

### Conclusion

The present study highlights the level of self-concept and emotional maturity among adolescent boys and girls. The findings revealed that there is no significant difference between adolescent boys and girls on level of self-concept and emotional maturity. Self-concept and emotional maturity are personality variables determined by many different variables. The result of the study is in contrast to the result found by Sunil Kumar (2014) <sup>[3]</sup> that there is a significant difference in emotional maturity of boys and girls adolescent. The study is supported by Gakher (2003), Meenakshi & Saurashtra (2003) and Kour M. (2001) <sup>[2]</sup>, which found there is no significant difference between males and females on emotional maturity.

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