

## Emotional Maturity in Relation To Self-Actualization



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### Abstract

Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. Self-Actualization is a curative force in psychotherapy – man's tendency to actualize himself, to express and activate all the capacities of the organism. The present study explores the relationship that exists between emotional maturity and self-actualization of the secondary school students. The objectives of the study were i) To study and compare the emotional maturity and self-actualization of boys and girls in rural and urban areas.ii)To find out the relationship between Emotional Maturity and Self – Actualization of students. A unit of 160 students from rural and urban schools of Jalandhar District were selected.The sample was raised through random sampling technique. The tools used were Emotional Maturity Scale (EMS\_SB) by Y.Singh and M. Bhargava and Self-Actualization Inventory (SAI\_SK) by K.N.Sharma. T-test and correlation was applied to check the significance of emotional maturity and self-actualization of students.The results revealed that there is significant difference in emotional maturity of rural and urban boys as well as girls. Rural and urban students donot differ in their self-actualization. No significant correlation was found between emotional maturity of students in relation to their self-actualization whether they belong to rural or urban area.

**Keywords:** Emotions, Emotional Maturity, Self-Actualization

### Introduction

"In order to carry a positive action we must develop here a positive vision."

### Dalai Lama

Education is the kindling of a flame not the filling of a vessel. It is a process of control of mind to direct it to its deeper layers. It is the only lamp that can dispel darkness and enlighten minds to lay a strong and cultured society. In modern era all round development is considered the ultimate aim of education.The ideals of equality, liberty and fraternity have germinated with the seeds of education. Development does not consist merely of adding inches to one's height or improving one's ability. Instead it is a complex process of integrating many structures and function. Emotional Development is one of the educationally significant aspect of human growth. Emotion is a complex experience accompanied by generalised linear adjustment. Emotions helps a person to become more aware of what he feels strongly about and which emotional needs are more important.

Emotional Maturity refers to balanced personality and it is the ability to govern disturbing emotions and endurance under pressure, tolerance, freedom from neurotic tendencies.It is observed through one's thoughts and behaviour. The chief index of emotional maturity is the ability to bear tension. When one is self-aware, it means he is able to identify his emotional state and his thoughts from different angles. Emotional Maturity does not stress simply on restrictions and control but also on the positive possibilities inherent in human nature. It is the emotional pattern of an adult who has progressed through the different stages, characteristics of infancy, childhood and adolescence and is not fitted to deal reality and participates in various relationships with undue strain. Self – Actualization basically means living up to one's potential. It means a person have achieved intellectual and career success while also achieving inner satisfaction and a sense of emotional well being. Self-Actualization is high levels of responsibility, authenticity, reflective judgement, empathy for others, autonomy of thought, action and self awareness. It is ability to perceive other people correctly and efficiently. It is a curative force in psychotherapy - man's tendency to actualize himself, to express and activate all the capacities of the organism. Self-Actualization need not take the

form of creative and artistic endeavours. By achieving this level, the person becomes more self-sufficient, less dependent on his lower needs, less needful of others and less reactive to his environment. It is an inner directed growth.

Studies have been conducted on emotional maturity at secondary level with regard to various variables by different researchers. Singh(1993), Dhaona (2013) worked on emotional maturity of students in relation to their socio-economic status.. Kaur (2001) and Gakhar (2003) has found negative correlation between emotional maturity and academic achievement. There was positive relationship between emotional maturity and self-actualization as reported by Bhagyashri (2013) whereas Manhas (2014) has found insignificant correlation between emotional maturity and self-actualization of students.

#### Objectives of the study

1. To study and compare the emotional maturity of boys and girls in rural and urban areas.
2. To study and compare the self-actualization of boys and girls in rural and urban areas.
3. To find out the relationship between emotional maturity and self-actualization of students.

#### Hypothesis

1. There is no significant difference in the emotional maturity of boys and girls in rural and urban areas.
2. There is no significant difference in the self-actualization of boys and girls in rural and urban areas.
3. There is significant relationship between the emotional maturity of students in relation to their self-actualization.

#### Tools

In the present research, Emotional Maturity Scale by Y.Singh and M.Bhargava (1994) aimed at assessing emotional maturity of secondary school students. The scale consists of 48 statements divided

into five categories ie. Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence (Part A,B,C,D and E respectively). Self - Actualization Inventory by K.N.Sharma (1987) aimed to realize student's own potential. The scale consists of 75 statements.

#### Sample

The sample was raised through random sampling technique from Jalandhar district only. A unit of 160 students were selected from 4 rural and 4 urban schools. The unit consisted of 80 girls and 80 boys ie.40 each from rural and urban schools respectively.

#### Result and Discussion

It is evident from table 1, that

1. There is significant difference in emotional maturity of boys and girls in rural and urban areas. Gakhar (2003) also found that there was significant difference between the emotional maturity of students of government and private schools. There is no significant difference in self-actualization of boys and girls in rural and urban areas.

Table 2 reveals, that

2. The correlation between emotional maturity of students in relation to their self-actualization is -0.12 which is not significant. Manhas (2014) also found that there was insignificant correlation between emotional maturity and self-actualization of adolescents in Jammu City.
3. There is a negative correlation between the emotional maturity of students in relation to their self-actualization whereas Bhagyashri (2013) found that the correlation between emotional maturity and self-actualization was positive in nature at graduate and post graduate level.

**Table 1 : Showing Mean Scores, S.D. and T-Ratio on Emotional Maturity of Boys and Girls on the Basis of Location of School**

Dimension	LOS	N	Mean	S.D.	S. E.d	t-value	Level of Significance
Emotional Maturity	Urban Boys	40	124.65	39.184	6.68	2.65	Significant at 0.01 level
	Rural Boys	40	106.95	15.86			
	Urban Girls	40	122.07	31.49	5.75	2.90	
	Rural Girls	40	105.17	18.21			
Self-Actualization	Urban Boys	40	168.45	18.90	3.18	2.32	Not significant at 0.01 level
	Rural Boys	40	161.05	6.94			
	Urban Girls	40	164.35	14.52	2.60	-1.52	
	Rural Girls	40	168.47	7.77			

**Table 2 : Showing Correlation between the Emotional Maturity of Students in Relation to their Self-Actualization**

Variables	N	'r' value	Significance
Relationship between the emotional maturity of students in relation to their self-actualization.	160	- 0.12	Not significant

## Conclusion

Students irrespective of their residence are emotionally mature. Boys and girls of rural and urban areas differ in their emotional maturity level. It may be due to different home environment, education of parents and different socio-economic status. All the students have same level of self-actualization irrespective of the gender and residence. They have an urge and potential to pursue their aim in life. Difference in emotional maturity does not effect the self-actualization among rural and urban students. It shows that there is a negative correlation between the emotional maturity of students in relation to their self-actualization.

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