



Emotional Maturity and Self-Actualization Among College Students

By

Dr. Ketan D. Sanchla

Adhyapak Sahayak

Department of Psychology

Sheth P.T. Arts and Science College, Godhra

ABSTRACT

The aim purpose of this research was to find out emotional maturity and self-actualization among males and females college students. Total 100 samples were studied, out of which 50 were males college students and 50 were females college students were taken from different college of Godhra City (Gujarat) were selected for study. The research tool for emotional maturity was measured by Sing & Bhargav Emotional Maturity scale was used. While the tool of self-actualization Dr. K. N. Sharma self-actualization inventory was used. Here 't' test was applied to check the significance of emotional maturity and self-actualization in males and females college students and check the correlation method is used. Result revealed that there is significant difference in emotional maturity among males and females college students. There is significant difference in self-actualization among males and females college students. While the correlation between emotional maturity and self-actualization reveals 0.71 positive correlations.

Keywords: - Emotional Maturity, Self-Actualization & College Students

INTRODUCTION

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 aspects of human growth. Emotion is a complex experience accompanied by generalised linear adjustment. Emotions help a person to become more aware of what he feels strongly about and which emotional needs are more important the transition into higher education marks a pivotal juncture in the human lifespan, often characterized by developmental psychologist Jeffrey Arnett as "emerging adulthood." This period, spanning the late teens through the twenties, is defined by identity exploration, instability, and a pervasive focus on the self. Amidst the intense demands of academic rigor, novel social environments, and nascent independence, students are compelled to move beyond rudimentary coping mechanisms and cultivate sophisticated internal resources. Central to navigating this complex terrain are the interdependent concepts of emotional maturity and self-actualization. Emotional maturity, at its core, is the psychological capacity to process, regulate, and express feelings in a balanced, realistic, and adaptive manner. It is characterized not by the absence of emotion, but by the presence of self-control, resilience, accountability for one's actions, and the ability to maintain emotional stability amidst disruptive forces. An emotionally mature student possesses the skills to delay gratification, engage in constructive conflict resolution, and maintain consistent relationships, traits that are vital for sustaining long-term well-being and productivity. In



contrast, self-actualization represents the aspirational peak of human development, defined by Abraham Maslow as the drive to realize one's full, unique potential—to become everything one is capable of becoming. For young adults, this involves personal values with academic and vocational pursuits, achieving creative expression, and attaining a deep, authentic understanding of the self. While this striving for fulfilment is often viewed as a purely motivational force, its successful execution is heavily reliant on the psychological foundations laid by emotional competence. This essay argues that emotional maturity is not merely an incidental side-effect of tertiary education, but rather the essential precursor and psychological infrastructure required for a sustained and meaningful pursuit of self-actualization. By providing the stability, self-awareness, and relational skills necessary to harness personal potential and overcome adversity, emotional maturity serves as the non-negotiable bedrock upon which true self-fulfilment can be built. Consequently, examining the dynamic interplay between these two powerful forces offers crucial insights into optimizing student support and promoting a holistic educational outcome.

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.

STATEMENT OF THE PROBLEM

"Emotional Maturity and Self-Actualization Among male and female College Students"

REVIEW OF LITERATURE

Chirag S. & Koul P. (2022) investigated on "Emotional maturity and self concept among under graduate college students". The objective of the study was to study emotional maturity of male and female undergraduate students. The study was conducted to examine the emotional maturity and self concept of male and female students of Jammu, 59 were male and 59 female students, age between 19-22 years. Data were collected using the Emotional maturity scale by Singh and Bhargava and self-concept questionnaire used by Saraswat. Findings of the study suggested that there was significant difference between emotional maturity of male and female undergraduate students.

Kondala Rao T. & Saxena A. (2021) conducted "A study on relationship between Internet usage and Emotional maturity of higher secondary students". The objective of the study was to investigate the effect of internet usage on emotional maturity of students at higher secondary level. The Descriptive study was conducted on a sample of 200 students (100 Boys and 100 girls) from rural and urban schools of Agra District. Data were collected using the Emotional maturity scale (Singh & Bhargava 2012) and



Internet usage scale (Saini & Kaur, 2017). The findings of the study suggested that there was a positive relationship between the emotional maturity and Internet usage.

Mahendran, T.G. K. (2015) conducted a study to find out the level of self-actualization of higher secondary students. Normative survey method has been used and by using simple random sampling technique 652 students were selected. Gathered data was analyzed by using the statistical techniques. The results showed that the level of self-actualization is average and there is significant difference in the self-actualization scores based on locality of school and parental income.

Kamath et.al, 2015 in their research paper examined the relationship between religiousness and self-actualization. The tool used was personal data collection based on 8 items that assessed the extent of religiousness attitudes and behaviours. The responses were analyzed using SPSS version 21 & student's 't' test. It interprets that degree of relationship does not differ significantly between people practicing any religious path and non-practitioners. Therefore, religiousness is not seen to covary with self-actualization.

Donovan et al, 2006 examined the theories and concepts in opinion of Maslow's hierarchy of needs. They conducted individual experiments on groups of people to condense the steps to self-actualization. Their research identified 8 ways in which people can achieve self-actualization

Objective of Present Study

The main objectives of study were as under:

1. To measure the emotional maturity of male and female college students.
2. To measure the self-actualization of male and female college students.
3. To measure the correlation between emotional maturity and self-actualization.

Null-Hypothesis of Present Study

To related objectives of this study null-hypothesis were as under:

1. There is no significant difference in emotional maturity among male and female college students.
2. There is no significant difference in self-actualization among male and female college students.
3. There is no significant correlation between emotional maturity and self-actualization.

METHODOLOGY

TOOLS

For this purpose, the following test tools were considered with their reliability, Validity and objectivity mention in their respective manuals. In present study two inventory used in research.

(I) Emotional maturity scale: Emotional maturity scale made by Dr. yashvir sing & mahes bhargave. It consisted 48 items. Each was to be rated five-point scale. The test-retest reliability of whole test was 0.75 and validity 0.64 of this scale

(II) Self-Actualization Inventory: Self-actualization inventory made by Dr. K. N. Sharma. It consists 75 items. Each of these items is answerable by making tick mark into one of the three boxes marked with 'Never', 'Same time', and 'Always.' The test-retest reliability of whole test was 0.85 and validity of this scale is very high.

SAMPLES

According to purpose of present study 50 males' college students and 50 female college students were taken from different parts of Godhra city (Gujarat).



Variables

(I) In dependent Variables

- Male and female college students.

(II) Dependent Variables

- The score obtained on the Emotional Maturity scale
- The score obtained on the Self-Actualization Inventory

(III) Controlled Variable

- The instructions were given to both groups of college students were same. The peaceful environment was maintained during filling the scale and inventory.

PROCEDURE

According to purpose of present study, for data collection. The investigator explained the purpose of the study to the subjects, for these total 50 males college students and 50 females college students were taken as a sample from different college of Godhra City (Gujarat). Emotional maturity and self-actualization inventory was administered to male and female college students the investigator assured them that their responses would be kept strictly confidential and would be utilized for the research purpose only, after these the data were collected individually.

RESEARCH DESIGN

The aim of present research was to study of emotional maturity and self-actualization among male and female college students. For these 50 males college students and 50 females college students were taken as sample. To check difference in emotional maturity and self-actualization among male and female college student. Here 't-test' was used to check the difference between groups, and the Karl-Pearson 'r' method was used to check the correlation.

RESULT AND DISCUSSION:

Table No.1

Showing the Mean, SD and t-value of Emotional Maturity (N=100)

Gender	N	Mean	SD	t	Sig.
College Male Students	50	55.32	11.17	2.16	0.05
College Female Students	50	60.05	12.68		Lev.

The above table No.1 shows that the number of male college students and female college students are 50. the mean score of emotional maturity for male college students and female college students 55.32 and 60.05 respectively whereas SD value was 11.17 and 12.68 respectively. The "t" value difference between them is 2.16 which is significant even at 0.05 level, therefore the null hypothesis is rejected. Here for it can be said that there is significant difference between emotional maturity in college student's male and female.

Table No.2

Showing the Mean, SD and t-value of Self-Actualization (N=100)

Gender	N	Mean	SD	t	Sig.
College Male Students	50	59.93	13.80	2.15	0.05
College Female Students	50	55.62	10.45		Lev.



The above table No.2 shows that the number of male college students and female college students are 50. the mean score of self-actualization for male college students and female college students 59.93 and 55.62 respectively whereas SD value was 13.80 and 10.45 respectively. The "t" value difference between them is 2.15 which is significant even at 0.05 level, therefore the null hypothesis is rejected. Here for it can be said that there is significant difference between self-actualization in college student's male and female.

Table No.-3
Showing the correlation between Emotional Maturity and Self-Actualization

Variable	N	R
Emotional Maturity	100	0.71
Self-Actualization	100	

The above table No.3 show that the positive correlation between emotional maturity and self-actualization male and female college students. There **0.71** positive correlation between emotional maturity and self-actualization. Emotional maturity is a very important factor that effect on self-actualization. It means the emotional maturity increases the self-actualization and vice-versa. Here important emotional maturity than important self-actualization.

Conclusion

There was significant difference in emotional maturity among male and female college students. There was significant difference in self-actualization among male and female college students. There were **0.71** positive correlations are seen between emotional maturity and self-actualization

Limitations

In the Research work taken sample was not achieved with concentration on particular area. The study was restricted to only male and female college students. Therefore, other person is not affected with the result. The present research includes 100 samples. So, generalization the result might be unfelt here. No other mental except questionnaires had been doped the present research work for the collection of information. In sample selection for this research random method was followed. The present research is only part of the study; thus, generalization should not be consummated, and the scientific is not approached in the selection of sample. The conclusions of the present research are significant so one aspect the limitation reveals that both **Emotional Maturity and Self-Actualization** are internal aspect of a person's personality and character. There for in this practical world all persons take differently and act differently. So, it is inevitably complicated task to determine the proportion of **Emotional Maturity and Self-Actualization** person's character.

Suggestions of Future Study

Endeavour can be executed to analyse more than 100 data of sample with efficacy to attain better results. For the accumulation of information, variegated methods except questionnaires can be adopted selection of sample can be accomplished with the intake of different peoples from different state and district to ascertain their emotional maturity and self-actualization. To crown the edifice of the research work, other method of selecting sample can be appropriated.



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