

A Study on Emotional Maturity and Self Esteem among Working and Non-Working Women: A Comparative Study

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Abstract

Emotional maturity enables you to create the life you desire. A life filled with happiness and fulfillment. You define success in your own terms, not society's, and you strive to achieve it. Self-esteem is how we value ourselves; it is how we perceive our value to the world and how valuable we think we are to others. Self-esteem affects our trust in others, our relationships, our work – nearly every part of our lives. Positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection. The present study aimed to investigate the difference of emotional maturity and self esteem among working and non working women. The study also attempts to find out the relationship between emotional maturity and self esteem. The sample consisted of 100 working and 100 non working in the age range of 30 to 50 years. Two tools were administrated to the participants of data collection. The scale which used are 1. Rosenberg Self-Esteem Scale (RSES) (1965), 2. Emotional Maturity Scale (EMS; Singh and Bhargava, 1991).

Keywords: Emotional Maturity; Self esteem

Introduction

Emotion is the complex psycho physiological experience of an individual's state of mind as interaction with biochemical (internal) and environmental (external) influences. In humans, emotion fundamentally involves "physiological arousal, expressive behaviours and conscious experience." Emotion is associated with mood, temperament, personality, disposition, and motivation. Motivations direct and energize behavior, while emotions provide the affective component to motivation, positive or negative. A related distinction is between the emotion and the results of the emotion, principally behaviours and emotional expressions. People often behave in certain ways as a direct result of their emotional state, such as crying, fighting or fleeing. If one can have the emotion without a corresponding behavior, then we may consider the behavior not to be essential to the emotion.

The emotional aspect of maturity is the most important factor in the development of the comprehensive mature personality, especially for the gifted. This is the global factor of emotional maturity which is the strength to actualize individual abilities within the frame of social demands.

According to Goleman (1995), we have two minds, one that thinks and one that feels, these two fundamentally different ways of knowing, interact to

construct our mental life. The rational mind is the mode of comprehension we are typically conscious of more prominent in awareness, thoughtful, able to ponder and reflect. The emotional mind is impulsive and powerful and sometimes illogical. These two minds operate in harmony with each other, most of times feelings are essential to thought, and most of the times thoughts to feeling. But when passions surge the balance tips: it is not just I.Q., but emotional intelligence that matters. Goleman rightly points out that, "It is not that we want to do away with emotions and put reason in its place, but instead find an intelligent balance of two".

According to Walter D. Smitson (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra physically 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 situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family and his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully. There are many various factors are put its

effect on Emotional Maturity one of them is women. Present research is done to know that effect of working and non working women on Emotional Maturity.

Self-esteem is used to describe a person's overall sense of self-worth or personal value. Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions, and behaviors. According to one definition (Braden, 1969), there are three key components of self-esteem: Self-esteem is an essential human need that is vital for survival and normal, healthy development. Self-esteem arises automatically from within based upon a person's beliefs and consciousness. Self-esteem occurs in conjunction with a person's thoughts, behaviors, feelings, and actions. Rosenberg (1965) termed the self-esteem as a distinct phenomenon called 'self' having societal responses, either positive or negative. Self-esteem is a reciprocal psychological interaction; between the social indicators (for example culture and norms) and the person's type of personality for example introvert Vs open or sober Vs talkative.

Rosenberg also explained that self-esteem is a compound response of one's perception of self worth and one's image in others mind. A person reflects the people thinking towards him/her, every human with normal or high self-esteem takes him/her self wanted and valuable. In contrast, a person with low self-esteem feels rejected, incapable and worthless.

Self-esteem can be defined in numerous ways. Most commonly, self-esteem is defined on the basis of two psychological processes: evaluation and affect (Mruk, 2006). Evaluation accentuates the role of cognition, while affect emphasizes the role of feelings as they pertain to self-esteem. As such, Mruk (2006) defines four basic ways that self-esteem is defined: (1) as a certain attitude, (2) based on discrepancy, (3) as a psychological response a person holds toward himself or herself, and (4) as a function of personality. In the attitudinal definition, it involves positive or negative cognitive, behavioral, and emotional reactions. When people base their self-esteem on discrepancy, they are measuring the difference between what they see as their ideal self and their perceived self. The closer these two percepts are, the higher their self-esteem is thought to be. The psychological response a person holds towards himself or herself is described as feeling-based, rather than attitudinal alone. Finally, in the function of personality definition, self-esteem is viewed as part of a system that is concerned with motivation or self-regulation, or both. While there are numerous different definitions for self-esteem, even outside of this spectrum, the listed definitions cover the broadest range of definitions.

Schwalbe and Staples (1991) properly defined self-esteem as the feelings an individual has about him/herself that affect the way he/she views him/herself. These views include self-observations, perceived feelings

of him/herself: and self-knowledge. High self-esteem is dependent on attitudinal factors. This differs from self-concept in that self-esteem addresses feelings and emotions. Additionally, while self-concept tends to be a construct that varies little over time, self-esteem can ebb and flow throughout an individual's lifetime. This change can be influenced by varying circumstances and life events.

"Azar (2006) studied on the association among quality of life, hardness, self efficacy and self-esteem on working and non-working married women. 500 women were taken as a sample. Among 500 women 250 were employed and 250 were unemployed. The main control for the research were age-range (24- 41), status (low, middle and high). To analyze the result Pearson r value was used. Results showed the positive relation among quality of life, hardness, self efficacy and self-esteem on working and non-working married women".

Higher self-esteem among professional working women as compared to unemployed could be due to the fact that these women would something positive (such as higher status and economic independence) in an opportunity to work outside the home. A feeling of contributing to the welfare of their families as well as society might enhance their self-esteem. Taylor and Spencer (1988) found that working mothers acknowledge the joys of combined employment and family responsibilities. When a woman goes out to work, she shakes off the feeling of subordination (Stein, 1978). Work provides a woman with more self-esteem and to some extent satisfies her need for recognition, freedom, power, independence, and the need for social contacts. And sometimes, job might operate as a safety valve through which frustrations which could be expressed in the family are avoided or diverted (Ross, Mirowsky, and Huber, 1983; Krouse, 1984). In a way, working outside the home provides a set of social ties for women (Baruch et al., 1987). Beside, women are quite communicative and want to discuss their problems with others (Gupta, 1998). This opportunity would be there more in case of working rather than non-working women leading to their better self-esteem.

The reason for higher self-esteem among professionally employed women than non-professionally employed women may be because of the fact that employment is associated with enhanced self-esteem and life satisfaction only when it is regarded as a career or significant life work. For those women who did not think of the paid work role as a long-term life goal, employment was not linked to higher self-esteem or life satisfaction. Satisfaction with job and salience of the occupational role has been found to be higher in professional working women and this explains their being higher on self-esteem than non-professionally employed women.

The present study also established significant positive correlation of emotional maturity and self-esteem and mental health. These findings are in agreement with the

findings of, Dagenais, F. (1981), Zervas, L.J. and Sherman, M.F. (1994), Battle J. (1977). who found that self-esteem score correlated with personality factors indicating positive relationship with emotional maturity, psychological adjustment and intellectual behavior. This finding is also supported by studies of Thakur, (2002) Bledsoe, 1964; Brookover, Thomas and Patterson, 1964 and Bodwoin (1962), Kaur, R. (2001), Anand, S.P. (1989) who concluded that children who feel better about their abilities to perform and who expect to do well actually perform better in school. They also reported a positive significant relationship between mental health and emotional maturity. Similarly, the finding is also supported by Mukherjee, J. (2000) who pointed out that emotionally mature people are mentally healthy, well adjusted and high on emotional intelligence.

Method

AIM: To investigate the difference of emotional maturity and self esteem in working and non working women.

Objective: To see the difference of emotional maturity and self esteem in working and non working women.

Hypothesis

1. There will be significant difference of emotional maturity among working and non working women.

Participants

The data for the present study was drawn through purposive sampling method. Data was collected from a sample of 100 working and 100 non working women.

Females	Urban	Total
Working females	100	100
Non-working females	100	100
Total	200	200

Procedure

Each participant was reminded that their participation was completely voluntary, and that their responses would remain anonymous and reported only in aggregate form. Participant completed a self-report questionnaires including the Rosenberg Self-Esteem Scale (RSES) (1965) Emotional Maturity Scale (EMS; Singh and Bhargava, 1991). After completing the questionnaires, participants thanked for their participation. The time required to complete the test was approximately 45 minutes for each participant in the original studies.

Tools

A total of two tools were administrated to the participants of data collection. Participants completed

these set of standardized measure that have been widely used in previous research. A brief summary of following tools are provided –

Rosenberg Self-Esteem Scale (RSES) (1965)

The scale is widely used to measure the self-esteem. The scale consists of total 10 items with 4-point Likert-type scale; 1 is strongly disagree, 2 is disagree, 3 is agree, 4 is strongly agree. 50% of the items are reversely scored that indicates that lower the scores, higher the self-esteem. Greater than 20 scores depict the positive self-esteem. Normally, participants take 5-10 minutes to complete the questionnaire. The scale has high Reliability and Validity. "The internal consistency range from 0.75-0.92 and test-retest reliability is 0.85-0.88 concurrent validity of Rosenberg self-esteem scale is 0.60-0.72" (Rosenberg, M. (1965).

Emotional Maturity Scale (EMS; Singh and Bhargava, 1991)

This scale measures a list of five broad factors of Emotional Immaturity-Emotional Unstability, Emotional regression, social maladjustment, personality disintegration, lack of independence. It is a self reporting five point scale. Items of the scale are in question form demanding information for each in either of the 5 options: Always, Mostly, Uncertain, Usually, Never. The items were scored as 5,4,3,2,1 respectively. Therefore, the higher the score on the scale, greater the degree of the emotional immaturity and vice versa. The scale has total 48 items. There are 10 items per factor except the fifth factor which has 8 items. The highest possible score for the first 4 areas are 50 and the lowest is 10 while for the fifth factor the highest score is 40 and lowest is 8. (For all the first 4 factors the extremely unstable range from 10-20 (for 5th factor-8-16), moderately unstable from 21-30 (17-24), unstable from 31-40 (25-32), stable from 41-50 (33-40)). Reliability of the scale was determined by test retest reliability which was 0.75 and internal consistency for various factors ranged from .42-.86. The scale was validated against external criteria, i.e., the (d) area of the adjustment inventory for college students by Sinha and Singh (1995). The inventory has 'd' area measuring emotional adjustment of college students. The no of items of this area is twenty one. Product moment correlation obtained between total scores on all twenty one (d) items and total scores on EMS was .64 (N=46). Scoring was done as per the manual. The five factors: Emotional instability represents syndrome of lack of capacity to dispose off problems, irritability, needs constant help for ones day to day work, vulnerability, stubbornness and temper tantrums. Emotional regression represent such syndromes as feelings of inferiority, restlessness, hostility, aggressiveness and self adaptability. Personality disintegration where person suffers from inferiorities and hence reacts to environment

through aggressiveness, destruction and has distorted sense of reality. Lack of independence shows persons parasitic dependence on others, lack of objective interests in people and think of him as an unreliable person.

Statistical Analysis Used For Analysis Of The Data

The present study utilized quantitative techniques that included descriptive statistics, such as means, standard deviations and t-test. Subjects who did not complete the questionnaires were not included.

Result

Table 1 Result table 1 showing the Mean and Standard deviation of self esteem among working and non working women.

Grouping	N	Mean	Std. Dev.
Working Women	100	20.9500	0.50380
Non Working Women	100	21.9500	0.48166

Table 2 Result table 2 showing the Mean and Standard deviation and t test score self esteem among working and non working women

Grouping	N	Mean	Std. Dev.	t
Working Women	100	20.9500	0.50380	1.435
Non Working Women	100	21.9500	0.48166	

The result shows a significant difference of Mean and SD between the Self Esteem level of working and non working women. There was a significant difference found of Mean between working women [Mean=20.9500] and non working women [Mean=21.9500]. There was also a significant difference found of SD between working women [SD=0.50380] and non working women [SD=0.48166] but in Table no. 2 that shows insignificant result of t -test score of self esteem among working and non working women and the t score is [1.435].

Table 3 Result table 3 showing the Mean and Standard deviation of emotional maturity among working and non working women

Grouping	N	Mean	Std. Dev.
Working Women	100	112.070	25.36611
Non Working Women	100	84.5600	13.43245

The result shows a significant difference of Mean and SD between the Emotional Maturity level of working and non

working women. There was a significant difference found of Mean between working women [Mean=112.070] and non working women [Mean=84.5600]. There was also a significant difference found of SD between working women [SD=25.366111] and non working women [SD=13.43245] but in Table no. 2 that shows insignificant result of t -test score of emotional maturity among working and non working women and the t score is [9.584].

Table 4 Mean and Standard deviation and t test score emotional maturity among working and non working women

Grouping	N	Mean	Std. Dev.	t
Working Women	100	112.070	25.36611	9.584
Non Working Women	100	84.5600	13.43245	

Limitations

- The sample size was less.
- The result is insignificant because the subjects gave random answer while filling the questionnaire.

Discussion

The concept of emotional maturity has not received a great deal of explicit attention in the literature. The most outstanding mark of emotional maturity, according to cole (1944) is ability to bear tension. Other mark are an indifference toward certain kinds of stimuli that affect the child or adolescent and he develops moodiness and sentimentality. Besides, emotionally mature person persists the capacity for fun, and recreation. He enjoys both play and responsibility activities and keeps them in proper balance. According to fred McKinney "The characteristics of an emotionally mature are hero sexuality, appreciation of attitude and behavior of others, tendency to adopt the attitudes and habits of others and capacity to delay his own responses". Self esteem is possessing little self-regard can lead people to become depressed, to fall short of their potential, or to tolerate abusive situations and relationships. Too much self-love, on the other hand, results in an off-putting sense of entitlement and an inability to learn from failures. (It can also be a sign of clinical narcissism.) Perhaps no other self-help topic has spawned so much advice and so many (often conflicting) theories. Here are our best insights on how to strike a balance between accurate self-knowledge and respect for who you are. Rogers (1947) explained that one's self worth grows gradually with social net working and relations. Self-esteem develops when a person receives "unconditional positive regard". The conditional positive regard affects the self-esteem making it dependent on others expectations rather than its natural

capability. One unduly attempts to please others to gratify its own needs of appreciation and belongingness.

Conclusion

The present study aimed to investigate the difference of emotional maturity and self esteem among working and non working women. The result of the study shows that the self esteem among working and non working women is insignificant but the result of emotional maturity among working and non working women is significant. It is concluded that non working women are likely moderately stable than working women in this study mostly working women are unstable.

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