

Emotional Maturity and Personality Adjustment in Relation to Self-actualization of Academically Bright and Dull Secondary School Student in Kashmir Province

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ABSTRACT

The study was undertaken on Emotional Maturity and Personality Adjustment in relation to self-actualization of academically bright and dull secondary school student in Kashmir province. A representative sample comprised of 600 hundred academically bright and dull secondary school students (300 hundred bright and 300 hundred dull students) were selected with the help of systematic random sampling technique. The 10th grade government school students were selected as a sample subject of district Srinagar, Baramulla and Anantnag in Kashmir province. Self-actualization scale inventory K.N Sharma was used for the study. Result indicated that there is positive and significant correlation between academically bright and dull secondary school students.

Key Words : Self-actualization, Bright and Dull Students

INTRODUCTION

Self actualization has been variously thought of –A need, A cognitive style, A trait, A life process etc. it may either cover one or more such components. Maslow (1954) who started with need theory thought of self-actualization only as a highest order need but later on in 1970 he extended its concept to be source of well being. His pyramid of need hierarchy indicated physiological, security, social/belongingness, esteem and self actualization as needs placed respectively in order of their degree of highness and chronological origins. He believed that without the fulfillment of a lower need, a higher need next to it could not be fulfilled. He postulated, “A person who does not have a basic need fulfilled is sick, just as a man is sick who lacks vitamins and minerals” (Maslow, 1954).

Self actualization means actualizing ones potentials becoming everything one is capable of becoming. He said, “What a man can be, he must be”. He must be true to his own nature, a musician must make music, and artist must

paint, a poet must write, if he is to be at peace with himself. Maslow has given fifteen characteristics to be found in self actualized individuals. He emphasized that the need for self actualization is a healthy mans prime motivation. Cangemi (1976) studied the characteristics of self actualized individuals and found that such individuals have become fully human and have used their capacities to the maximum. Such individuals have discovered their latent potential and perfected uniqueness. They have learned what is possible and what is not and have taken appropriate steps to bring about the possible. The individual must feel that he is very important and useful specimen of the nature and is made for the work he is doing. He has all adequate potentials to do the taken up job and he can be successful man in that profession. Without emotions man becomes crippled in terms of living his life in a normal way. Emotional maturity means the degree to which the person has realized his potential for richness of living. A person who has well emotional maturity perceives things in real perspective and does not run away from realities and take his decisions by his

own judgment which is based on facts by utilizing his creative potential. He has ability to a feeling of adequate advancement and growing vitality of emotions in relation the environment to ensure a positive thinking imbued with righteousness and contentment. In any situation he can maintain and adapt a desired relationship with environment. Studies shows emotionally mature person have possess adequate self-concept and self-respect and never engages himself in such a behavior like antisocial. Adjustment and personality are unifying concepts because they include the various subordinate processes of motivation, emotion, and cognition. Adjustment holds a cardinal place in all progress and prosperity of human endeavor. Man is unable to attain the height of excellence without adjustment. Psychologically, the term adjustment is different from adaptation with respective to social and inter-personal relations of an individual in the society. Personality adjustment means to maintain the balance of cordial relationship not only with personal but also with social environment in general. Adjustment not only copes with the demands and pressures of the outside world but also needs desires and conflict experiences from within. Gates, Jersild, crow and crow define adjustment as the maintenance of a harmonious relationship between man and his environment. An individual need to modify himself in some way or the other to accommodate himself with his environment. For example, adjustment is accomplished through the exercise of cognitive activities such as perception and thought, processes by which the person has transactions with the world about him. All human behavior is purposeful and directed towards the attainment of some goals or satisfaction of some need and these goals should be socially desirable. A person is said to be well adjusted in the environment if there is harmony among his needs and which they are attainable.

The present investigator wants to know the relationship of self-actualization with respect to emotional maturity and with personality adjustment of academically bright and dull secondary school students which are hardly found above mentioned studies. The above discussion clearly demonstrates that happy and contended life is improper without the development of these personality traits. These traits are very essential for integrated personality especially in secondary school students who are passing adolescent period. At this stage, pupils are psychologically and physically disturb due to hormonal changes and higher risk to challenge with anxiety, frustration, immorality and maladjustment problems and

have often high inclination to indulge in drug abuse and other antisocial activities. With this background the present investigator has undertaken the problem with the following objectives and hypothesis.

Objectives:

1. To find out relationship between self-actualization and emotional maturity of academically bright and dull secondary school student.
2. To find out relationship between self-actualization and personality adjustment of academically bright and dull secondary school students

Hypothesis:

1. There is positive relationship of academically bright and dull secondary school students among self-actualization, and emotional maturity.
2. There is positive relationship of academically bright and dull secondary school students among self-actualization, and personality adjustment.

Operational definition of variables:

Self actualization:

Self actualization refers to the scores obtained by the subjects on K. N. Sharma Self actualization scale. It has 75 items.

Academically Bright Students:

Academically Bright students for the study refer to the students who have obtained 80% and above marks in their 8th class examination

Academically dull students:

Academically dull students refer the students who have obtained below 40% marks in their 8TH class examination.

METHODOLOGY

This study falls under the category of descriptive research. Thus survey method is adopted to carry out the work.

Sample:

Looking at the nature of the study. Systematic random sampling technique used to select the required sample of Bright (300) and dull (300) secondary school students. The sample for the investigation consists of 600 students taken from the 10th grade of various secondary

schools of three (3) districts in Kashmir province viz., Srinagar, Baramulla, and Anantnag. The breakup of the sample is as under:

Group	Three Districts			Sample	Total
	Srinagar	Baramulla	Anantnag		
Academically Bright	100	100	100	300	600
Academically Dull	100	100	100	300	

RESULTS AND DISCUSSION

The Table 1 perusal the coefficient of correlation between Self-actualization and Emotional maturity of academically bright and dull secondary school students. Result shows it clear that there is positive and significant relationship between self-actualization and Emotional maturity. The calculated r value between emotional maturity and self-actualization ($r = .172$) exceeds the tabulated r value at 0.01 level. This means higher the self-actualization higher will be the emotional maturity.

Table 1 : Correlation of academically Bright and dull secondary school students between self-actualization and emotional maturity (N = 600)		
Variable	Correlation	Level of significance
Self-actualization Vs Emotional maturity	.172	0.01 level

In the evidence of the Table 1. The hypothesis no 1 which reads as “There is positive and significant relationship between self-actualization and Emotional Maturity” stands accepted.

The Table 2 perusal the coefficient of correlation between self-actualization and personality adjustment of academically bright and dull secondary school students. Result shows it clear that there is positive and significant relationship between Self-actualization and personality adjustment. The calculated r value between self-actualization and Personality adjustment ($r = .121$) exceeds the tabulated r value at 0.01 level. This means higher the self-actualization higher will be the personality adjustment.

In the light of Table 2. The hypothesis no 2 which reads as “There is positive and significant relationship

Table 2 : Correlation of academically Bright and dull secondary school students between self-actualization and personally adjustment (N=600)

Variable	Correlation	Level of significance
Self-actualization Vs Personally adjustment	.121	0.01 level

between self-actualization and personality adjustment” stands accepted. The result is in line with the investigation carried out by Yogesh *et al.* (2013) found that the correlation between self-actualization and emotional maturity reveals 0.41 Positive correlations.

The above results are in line with the previous studied like Ali and SAN (2013), Danapani (2010), Feidman (1995). Ireena (1999), Yogesh *et al.*, (2014).

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