

SELF-CONCEPT PLAYS A DYNAMIC ROLE IN THE DEVELOPMENT OF EMOTIONAL MATURITY

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Abstract: *Self-concept is beliefs oneself. Self-concept describes how we understand our nature, behavior, abilities and characteristics. Self-concept is made up of one's self-schemas and interacts with self-esteem, self-knowledge and the social self to form the self as a whole. It includes the past, present and future oneself. According to Rogers, everyone strives to reach an ideal self. He thinks that a person gets to self-actualize when they show to themselves that they are capable enough to achieve their aims and wish, but in order to attain their filled potential, the person must have been raised in healthy neighborhood which consist of "actuality, acceptance, affinity with", however, the lack of relationships with people that have healthy personalities will stop the person to grow. The senses of being separate and different from others, the realization of the loyalty of the material self. Our body and other things in our lives, our feelings, wishes, needs, values etc. Emotional maturity and motivating force are known as the dynamic of behavior. 'Dynamic' refers to the spirit of strength that initiates activities. 'Emotion' is derived from a Latin 'emovere' which means to strip up or move, move out. According to modern psychologists, emotion refers an activating, energizing state of the organism. Emotion does not refer to specific behavior patterns but it stands for a wide range of behavior like love, irritation, desire etc.*

Key Words: *Self-Concept, Emotional, Behaviour, Abilities, Maturity.*

1. INTRODUCTION:

Self-concept One's self-concept (also called self-construction, Self-identity, Self-perspective & self-structure) is a collection of beliefs about oneself. Normally, Self-Concept personifies the questions to answer "Who am I?". Self-concept, however, is anything but a simple variable. In fact, many studies in this field do not focus on self-concept as a general notion, but rather deal with specific kinds of self-concepts such as intellectual, sexual, physical, academic, ability-based, ethnic and racial, musical, professional, religious. People can express their thoughts and feelings about themselves in numerous forms, sociologists are forced to categorize them into a few, meaningful types, which they often describe as "dimensions" of the self-concept. Two key "dimensions" that can be considered in that context are whether a given self-concept consists of relatively "factual" descriptions or self-evaluations of various kinds. Dimension is viewed as having its root in social roles and identified as "self-esteem", though some researchers treat it as a separate 'self-concept' variable with its own sub-divisions. Self-esteem is often studied as a variable on its own; this is because it is associated with the motivational level of an individual in various social contexts. Normally, understanding the motivation effect of self-concept constitutes a primary discuss – as well as kind of justification – for most empirical research in this area (Gecas1982; Ward 1996)

Emotional maturity

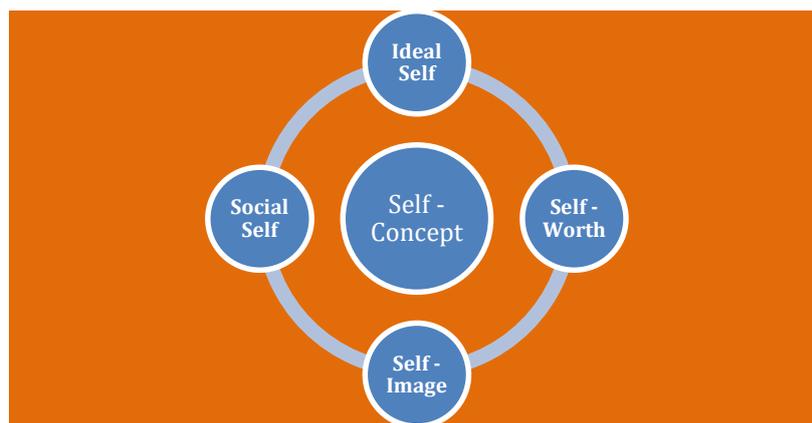
Emotional maturity is all the time relative. A five -year-old child has emotional maturity if he is competent in the emotional behaviour of our justice fit for a five -year -old. It's called "Emotional maturity", and is not like your personality or disposition. It's something that you can develop in time and with effort. Emotional maturity is the operation by which you learn to successfully negotiate your entire emotional spectrum, taking responsibility for how you feel yourself, others, the world around you.

In my view, emotional maturity is one of the six primary ingredients of a happy and fulfilling life. Emotionally mature individuals can continue healthy and actual relationships, a most important understanding for lasting happiness. For emotionally mature individuals, a failed business or a relationship that comes to an end is part of the journey, not the end of the world. Nothing can stay on a winning streak forever, so it's vital to handle setbacks with self-restraint and self-compassion. Human life progresses through several phases. Adolescence is also known as the storm and stress in human life.

2. SELF-CONCEPT:

Self-concept refers to the experience of one's own beginning, including what people come to know about themselves through experience, reflection and feedback from others. It is an organization cognitive of a set of attitudes, abilities, outlook, ideas, and emotions of a person. There are different components of Self-concept: physical, academic, social, transpersonal. The physical aspects of self-concept relates to that which is disturbed. What we look that's like, our sex, height, beauty, weight, etc. What kind of clothing to wear what kinds of cars to drive. The social self-concept describes how we relate to other people and transpersonal self-concept. He is totally to develop the skills of concepts about things and events available in his environment. Franken (1990) states that "There is a great deal of researchers that shows that the self-concept is for all motivated behaviour. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behaviour. Self-concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, actions.

2.1 TYPE OF SELF-CONCEPT:



Figures 1.1

Self -Image

Self-image is mental image that we have of ourselves. Self-image is an "internal dictionary" that describes the characteristics of the self-concept, including things as intelligent, beautiful, ugly, talented, selfish and kind. When you look in the mirror, what you see is your self-image. Self-image and self-concept one are strongly associated, but they are not quite the same. Self-concept is more overarching construction than self-image.

Self – Worth

Self-worth and self-value are two related terms that are frequently used interchangeably. A meaning of self-worth means that you have yourself, and a sense of self value means that you are worthy. The difference between the two enough that both terms can be used to describe the same general concept. We require to be positively regarded by others, we need to feel valued, respected, cared, and how we think about self-worth.

Ideal Self

The ideal self, the person you want to be. That person has the qualities you are either working toward or want to possess. It's who you to be if you were exactly as you wanted. The ideal self is idealized version of yourself created out of what you have learned from your life experiences, the demands of society and what you admire in your role models. The "ideal you" is therefore "you", however, it is not the person you are today, but rather the person you are trying to become tomorrow, next week, next month, next year, and so on. Yet this ideal self is not a state of perfection. It is not a fixed destination or a finished product. This ideal self is constantly evolving and changing, and as such it has somewhat of an elusive nature.

Social Self

An individual's sense of worth in social interactivities. Social self refers to how we perceive ourselves in relation to others. It involves relationship building, communicating. A healthy or not so healthy, social self also impacts your

overall mental wellbeing and ability to meet life goals. That is because much of our world is social and involves interactions with others.

2.2 FACTORS AFFECTING SELF -CONCEPT:

Self-concept is affected by an individual life experience, hereditary, culture, stress, coping.

Life experience

Life experience, including success and failure, will expand a person's self-concept life experience. Individuals have practiced a goal and achieved success will positively reinforce the process of health self- concept.

Heredity

Individuals mostly grow up and combine their family heredity and culture into their life. Self -concept individuals who incorporate their heredity and lifestyle into their life tend to have a Self - identity and self-concept.

Stress and coping

Every person experiences stress at several stages day-to-day. Common stressors include relationships, health issues, and stress in different ways, depending on their history and success, failure deals with stress. Individuals who learn and use efficient coping strategies to deal with stress, most likely develop a positive self-concept. Everyone who becomes besieged with stress may feel fruitless and helpless leading to a feeling of low self-concept confidence.

Age

Mature with experience and some people have a real problem with the number. How young or old you opinion yourself in your head also matters. Many people think they are sad.

Appearance

How pretty, ugly, thin, fat or however you perceive or yourself how others perceive you have a huge impact on our self -concept.

Culture

You can either go against each article's way of life ever taught you or spend your life accepting it. Personally I don't take culture as a part of my identity so it's full of refuse. It is clear that something that is good about culture but in my view that bad outweighs good.

2.3 ASPECTS OF SELF -CONCEPT:

The Three Aspects of Self

- **The Constructed Self**

That is the self- concept that very much of us have come to identify with. The constructed self grows out of our personal history and is what we have come to believe about ourselves through our relationship with others and our environment. Constructed self is, in the way, the story that we have created about what we tell ourselves to define our sense of identity. Without question, the constructed self becomes our automatic default in response to what is happening in life. When we explore the question who am I? come to see the limitations of our protective patterning, we create an opening in the constructed self and invite the possibility of a more expansive self-knowing.

- **The Free - Self**

The free self inherently underlies the constructed self - concept. Our recognition is filled with a feeling of presence and a complete being—we are here, now. For many of us, the process of development leads us to lose awareness of our nature. We forget who we really are. The behaviour of free self is that of continually developing potential, calling us to see through the constructed self- concept and to remember the fullness of our being. The impulse towards depth, expansion and evolution within this free self-activates and supports our true love of learning.

- **No self, or spirit**

The psychological traditions use various names for the transpersonal or transcendent including. Primordial presence, ground of being, atma, buddha mind, the still point, etc. While we do not focus on these refined states in our courses, we do acknowledge and draw the imminent unity of consciousness, an ultimate and inclusive Presence. In all aspects of our work' we point towards the transpersonal and the mysterious intelligence of the field.

3. EMOTIONAL MATURITY:

"Emotional maturity " means a level of understanding or events of some kind, eyes of a certain age or persona. Emotional maturity is not only the effective determinant of personality pattern but also helps to control growth of adolescent development. The concept "mature" emotional behaviour of any level in which reflects fruits of normal emotional development. A person who is able to keep his emotion under control, which is able to break and to suffer without self -pity, might still be emotionally stunted childish. Emotional maturity can't necessarily grow with chronological age, you do not get emotional maturity when you get older. Some adults are very emotionally immature, some never mature emotionally. The term emotional maturity two words (emotion +maturity) Emotion is a state of mind

in which a person feels happiness, fear and sorrow. Emotions are a "read-out mechanism" because they provide information about your states in relation to the term. Maturity words that gain performance in natural growth and development. Emotional maturity defines, "A process in which one personally continually strives for greater emotional health".

3.1 CHARACTERISTICS OF EMOTIONAL MATURITY:

- **Capacity to stand emotional tension**

The emotional maturity person controls his feelings. Emotional immature people speak out of mind during emotional conditions.

- **Indifference towards some emotional stimulus**

Emotional maturity people may show be not careful to those emotions that provoke children and adolescents right now.

- **Absence of sentimentalism**

During adolescence an individual may be simply affected by something and show great annoyance. The emotionally mature immature person is free from such bad appearance.

3.2 TYPE OF EMOTIONAL MATURITY:

- **Being flexible-** It's all too easy to suppose things go according to a plan, that a situation or event will go smoothly. Since it has happened each time in the past. When it does not and that is often a "when" then an "if", an emotionally mature person is able to think out and come up with a able Plan B or even C as needed so that a situation deal with, and still move forward not letting the bump in the road run the entire plan.
- **Taking ownership & responsibility-** An emotionally mature person is able to own up to their own mistakes and not right now look to blame others. This takes a level of self-honesty and receipt. If things keep going wrong, an emotionally mature person will look inwards for answers to what thoughts or actions may be contributing to the situation and work towards a better understanding and course of action moving forward.
- **Knowing that they don't know everything-** An emotional mature person knows what they do not know, and also knows that their own way of doing things may not be the only way, or even the better way. They don't argue "just to be right" or to show superiority to be in charge. They keep an open mind and have open ears and eyes to look for situations where they may learn something, as well as know when they may have something positive to contribute to a condition that can help others.
- **They look for learning and growth from every opportunity-** An emotional matured person is on the lookout for what can be learned from any condition or opportunity, and searches for the growth opportunity within it, asking "How can I learn and grow from this"?
- **They actively seek out multiple points of view to help inform their own-** Emotionally mature people actively to inform their own views by actively seeking out the points of view of others. They don't feel threatened by differences of opinion, but look to be informed by people, and are afraid to question both their own convictions, knowing that they don't exist in a vacuum. It is not about an argument to prove who is right. It's about wanting to be informed by different points of view to further clarify their own points of view, or recognizing that perhaps their point of view may even be wrong.
- **They stay resilient-** In the face of upset, or disappointments, an emotionally mature person will acknowledge their feelings, identify what can be done, and then decide what steps to take to move on.
- **They have a calm disposition-** Emotionally mature people do get mentally ill, but do not let the emotion dictate their reactions. They aim to have a clear mind with the goal of having rationality dictate how to effectively deal with a condition and also see all the available options to come to a successful resolution. They know that when emotions disallow rationality, not clearly thought gets blurred and can limit the options for dealing effectively.
- **They believe in themselves-** Emotionally mature people don't have a false sense of self that is based on ego. But they do have optimism in their own ability to use effort and self-restraint as a way to establish the belief that they are equipped to deal with whatever life may throw their way.
- **Approachability-** Emotionally mature people are able to prefer to talk with people, not at them. They have genuine empathy for others, an open mind, and work towards not being judgmental of other people, knowing that judgments are often based on preconceived notions that can impede their ability to know someone and their truth.
- **A good sense of humor-** Emotionally mature people realize that all of life can't be taken seriously. They do realize the importance of getting done what needs to get done, but they realize the importance of having fun and laughter in life is a great coping mechanism and pressure release from stress.

3.3 FACTORS AND EFFECTS ON EMOTIONAL DEVELOPMENT IN CHILDREN:

- **Hereditary factors**

It has been seen that some equalities are found between the emotional development of parents as well as children.

- **Maturation**

As the best children develop mentally, he also gets emotionally mature. It has been proved by experiments by psychologists that development of emotions of the children depends upon the level of maturation of the children.

- **Training**

Watson has proved that children learn through conditioning. He experimented on a nine months-old baby. The baby is shown a rat and in background a loud sound was made. Some time it was taken in that the baby started crying at the sight of the rat.

- **Health**

Children with sound health are able to control their emotions in a better way. Children who are weak remain irritable, easily excitable.

- **Intelligence**

Children who are intelligent are emotionally stable. Children with low intelligence are emotionally unstable.

- **Family relation**

Childhood with each family member and how they activities their emotions affects the emotional nature of the child. If the nature of the parents is stable and they express their emotions in a subdued and balanced manner, they will also learn to express his emotion in balanced manner. If parents' behaviour is good, then the child's behaviour is also behaving well. If the parents, in anger, show violent behaviour, the baby also has the same behaviour and shows temper tantrums. He will throw his toys and anything in a fit of anger. Parents who are not able to give time to their children or somehow don't show any affection, their children become submissive or introverted.

- **Social environment**

Just like family, neighbourhood, school, society members on the emotional development of the child. If the environment of the society is tense and emotional feeling charged the child will also become emotionally unstable. If people around children are emotionally stable, they express their emotions in a socially approved way. If people have control over their emotions the child also imitates and follows the same pattern regarding his emotions. He will learn better control over his emotion and will always try to confirm the socially approved way of expressing his emotions.

- **Control over -emotions**

To keep physical and mental health, it is very compulsory to have control over emotions. At the time of emotional state, the body undergoes many changes like change in blood circulation, pulse rate, effect on digestive system, stretching of eyes, closing of fists, etc. When these emotional states are created in the body frequently it affects the body badly. That is why it is very necessary to exercise control over emotions and they should be expressed in a socially approved manner so that the person and the people around him can live in peace and harmony.

Emotional development involves learning what feelings and emotions are, how and why they occur, recognizing your own feelings and those of others, and developing effective ways for managing those feelings. Emotional maturity development is a complex task that begins and continues into adulthood. The first emotions behaviour that can be recognised in babies include joy, anger, sadness and fear. As children's sense of self develops, more complex emotions like surprise, elation, embarrassment, shame, pride and empathy emerge. School age children and young people are still learning to identify emotions, to understand why they happen, and how to manage them appropriately.

Influences on emotional expression include:

When we're children, our parents, and teachers generally set our paths towards personal growth. But when we move out of the house and into the adult world, it's up to us to set goals. Self-development is a long-life process—but not a linear process. New conditions will require new and different skills, and new challenges often arise in adult life when you least expect them. But that process of setting personal goals and looking inside yourself is some of life's most rewarding work. If this process is new to you, that's okay—start small. Here are a few examples of soft skills to develop. That helps you in your friendships, romantic relationships, family life, workplace, and more. Improving these will also help improve your overall quality of life

- **Communication:** Not a person can read your mind. Thinking about who needs to know what information and the best way to convey. It is an art, and it's worth spending time working on it because there is no relationship in which communication necessary
- **Interpersonal skills:** If you feel like might want to develop closer relationships with co-workers or roommates, or make more friends, you might want to develop your interpersonal skills-think relating to others, paying

attention to nonverbal cues, setting and respecting boundaries, making and keeping social plans, and handling conflict.

- **Time management:** The day only has 24 hours, and we have to spend some of it sleeping. How will you choose to allocate the remaining time? Effective time period management skills and good habits will help ensure your actions match your g.
- **Learning mindset:** Your education does not stop when you get a diploma or degree in hand. But actually, some might say that's when your real education begins. How you approach lifelong learning will determine how easily you pick up new habits and what types of activities. How do you want to approach learning, and how can you find ways to exercise that approach?
- **Getting outside your comfort zone:** Being experienced is a real skill. If you are someone who isn't prone to taking risks but wants to have new learning experiences, maybe you can set your mind to expanding your horizons a little bit at a time.
- **Goal-setting:** Even the way you want to approach setting and personal goals can be an area for improvement. How will you hold yourself answerable and reach your goals?

Self- Concept Development Strategies

The above list may feel daunting to outfit all at once, so choose an area or two to start with and set real goals for yourself to improve your knowledge and skills.

- **Read books and listen to podcasts**

Reading books is a cost-effective way to get to perspective other than your own. Many people swear that reading novels is all one needs to improve oneself. Others tend to opt for self-help and documentary books. Self-help books, while once considered embarrassing or stuffy, are having a renaissance—experts from a huge variety of fields and backgrounds have published essay collections, research meant to give readers a chance to reflect on their own lives. Popular modern self-help books include. The defining decade, how to do the work, tiny beautiful things, daring greatly, and the subtle art. There are podcasts that dole out advice, tell stories, and offer insight if Your learning style is more auditory than visual.

- **Peer Support**

Whether it's through a formal group like a religious organization, an online community or just among your friends, it can be helpful to reach out to others who are also on a journey of self-development. Having a support group can help you feel less alone, give ideas, foster empathy, and make you feel fulfilled when you offer support to others.

- **Care for your body**

If you are the type of person who tends to forget they have a body, losing yourself in care and feeling, love, books, games, or other cerebral activities, you might want to work on movement, self-care, and nourishment.

4. IMPORTANCE OF SELF- CONCEPT AND EMOTIONAL MATURITY:

Self-concept is most important because it impacts how we think, feel, and act in everyday organizational life. Understanding the self is particularly important for managers because self-knowledge helps controllers understand why they do the things they do and how their beliefs and behaviors affect themselves, others, and the organization—for better and worse. The self-concept is, of course, only one of the many factors that affect managerial thinking, feeling, and behavior, but it is one of the most powerful influences on many important behaviors. Special self-concept influence. It's important because it's the foundation for expression in life. Most importantly, there are limitations, limitations based on what we already experienced, dissembling to state the future of what we can experience. We know one thing about the brain, it's actually most adaptive. This is why we can learn something new. Our self-concept is both the potential that we can achieve, and the figures that we set ourselves into. It's many times hard to grasp what it is because the very "real" parts of our self-concept are aspects that we consider the "hard-and-fast reality". It's safe to say that people who have not become conscious of the subjective nature of their self-concept are, in the way, at a sleeping stage, in terms of their self-awareness. This could be likened to a mechanical, almost self- acting existence. The discovery of our malleability, in turn, a rise to higher consciousness, higher awareness.

An emotionally mature person knows what they don't know, and also knows that their own way of doing things may not be the only way or even the best way. They don't argue "just to be right" or to show dominance in charge. They keep an open mind and have open ears and eyes to look for condition where they may be able to learner something, as well as know when they may have something positive to contribute to a situation that can help others. A Good Sense of humour emotionally mature people realize all of life cannot be taken seriously. They do realize the importance of getting done what needs to get done, but realize the importance of having fun and laughter in life as a great coping mechanism and pressure release from stress.

5. CONCLUSION:

Self-Concept is the most important part of an individual. Self-Concept is a very important factor in interaction. It is very helpful for education planners and psychology. Self-concept is not only the effective determinant of personally personality but it's also effect on emotional maturity of any individual. The concept mature emotional behaviour of any level is that which reflect the fruits of normal emotional development a person who is able to keep his emotional under control that is able to the development of self-concept. Self-concept is the total of all an individual can call his on self-including both physical and mental data the self is the totality of our Impressions thoughts and feeling such that we can we have a continuing conscious sense of being.

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