





Emotional maturity and its relationship with self-confidence and decision-making among third-year high school students in Jeddah educational directorate

 Saleh b Yahya Al-Jarallah Al-Ghamdi¹

 Ahmad Mohammad Al Shabatat²⁺

¹Department of Psychology, College of Education, King Abdulaziz University, Saudi Arabia.

Email: syalghamdi@kau.edu.sa

²Department of Psychology and Special Education, Tafilah Technical University, Jordan.

Email: shabatat@gmail.com



(+ Corresponding author)

ABSTRACT

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This study aimed to investigate the relationship between emotional maturity, self-confidence, and decision-making among third-year high school students in Jeddah Educational Directorate. The study sought to determine the levels of emotional maturity, self-confidence, and decision-making skills, as well as to predict self-confidence and decision-making skills based on emotional maturity in a sample of 1245 students. A descriptive correlational research design was employed, considering its suitability for the study's nature. The research instruments included a scale for emotional maturity, a self-confidence scale, and a decision-making scale. The reliability and validity of the instruments were established using Cronbach's alpha, split-half method, and content validity. The findings revealed that the students exhibited high levels of self-acceptance, confidence, and emotional stability. However, their levels of interpersonal relationships and emotion management were moderate, resulting in an overall moderate score for these domains. The study also found that the students demonstrated high levels of both self-confidence and decision-making skills. A positive correlation was observed between self-confidence and emotional maturity, which was statistically significant across all dimensions of the emotional maturity scale. Similarly, a positive correlation was found between decision-making skills and emotional maturity, with statistical significance across all dimensions except for interpersonal relationships. The F-value for the overall emotional maturity variable was 364.643, with a statistical significance of 0.000, indicating that emotional maturity can significantly predict decision-making skills among the study sample.

Contribution/Originality: This study uniquely predicts self-confidence and decision-making skills based on emotional maturity among a large sample of third-year high school students in Jeddah, providing new insights for local educational guidance programs where such predictive models were not previously established.

1. INTRODUCTION

Emotional maturity is essential for adolescents in problem-solving, as it involves identifying choices among various options or alternatives to determine the course of action in achieving desired goals, particularly in career decision-making. Moreover, a high level of emotional maturity is positively correlated with making better decisions in professional life. Adolescents with greater emotional maturity tend to have a better understanding of their interests, talents, and personal values, and they possess a stronger ability to cope with the pressures and uncertainties associated with career selection. Additionally, other factors such as parental influence, interests, talents, societal perspectives,

and knowledge of career options also impact an adolescent's career decision-making process (Yulianti & Nurhayani, 2024).

Prasetiawan, Mulyani, and Usman (2023) emphasized that emotions and feelings significantly impact self-confidence and positive emotions, such as optimism and hope. They can enhance self-confidence, as emotional support from family members plays a crucial role in boosting self-esteem, particularly in the workplace. Additionally, self-confidence is influenced by self-judgment and implicit involvement in emotions. Trusting one's emotions and possessing emotional confidence can lead to better decisions and predictions, further reinforcing self-belief. Overall, emotions play a vital role in shaping self-confidence, both in academic settings and in personal judgments and decisions.

Individuals with high emotional intelligence will readily make sound career decisions. They are less likely to be easily swayed by negative emotions and are not easily provoked by things that upset them. They possess a high level of patience, are not easily offended, and do not impose their opinions on problem-solving (Mulyaningsih, Utami, & Muhtarom, 2021). Conversely, individuals with low emotional intelligence may feel hesitant when making career decisions and are more susceptible to negative emotions in their thinking. They may become easily agitated and could struggle to resolve issues.

Career decision-making as a complex process is a skill that can be learned. The stages of career decision-making involve identifying skills and processing information. However, career counselors face various challenges that individuals encounter when making career choices. Chance events, such as job fairs, have influenced the career decisions of 69.1% of the sample studied, and the level of control was moderately related to chance events (Legrand, Naschberger, Baruch, & Bozionelos, 2023).

The emotional dimension holds significant importance in shaping an individual's personality. Emotion is one of the most distinctive characteristics that set humans apart from other beings. It is also one of the most potent psychological forces possessed by humans. The power of the emotional aspect stems from its contribution to the preservation of life. Moreover, emotions play a pivotal role in motivation, drive, and behavior (Lane & Smith, 2021).

An individual's belief in their abilities to confront various life challenges fosters self-confidence and enables them to achieve their goals, which begin as mere thoughts in their minds and are then translated into reality. This self-confidence is nurtured from a young age as a child develops a sense of trust in their surroundings and grows with them until they can make sound decisions in life.

1.1. Problem Statement

The contemporary era is characterized by rapid and successful changes that have led to numerous psychological problems, pressures, and conflicts faced by individuals at all stages of life. Life has become a cycle of struggles requiring highly competent individuals to confront these challenges, which significantly impact their emotions. The emotional dimension holds considerable importance in shaping an individual's personality. It is one of the most distinctive characteristics that set humans apart from other beings and one of the most potent psychological forces possessed by humans. Emotions also play a pivotal role in motivation and drive. Therefore, individuals must reach a stage of emotional maturity to overcome these various conflicts. Emotional maturity is crucial in making individuals feel more valued and better equipped to cope with life's pressures. Low levels of emotional maturity can negatively impact an individual's mental health at all stages of life. Adolescence is one age group particularly affected by the various conflicts of this era. This stage is characterized by numerous physical and psychological changes that impact emotions. Adolescence is considered a critical period in human life, marked by high levels of psychological and emotional instability. Therefore, it is essential to invest optimally in the intellectual capacities of individuals during this stage and guide their behavior in the right direction. It is necessary to understand their thoughts and work to fulfill their desires. Emotional maturity is a significant change that individuals undergo during adolescence,

specifically in the third year of high school in our study, affecting various aspects of their lives and their ability to interact with society and its challenges.

High emotional maturity is positively correlated with better career decision-making among adolescents. Adolescents with well-developed emotional maturity tend to have a better understanding of their interests, talents, and personal values, and are better equipped to cope with the pressures and uncertainties of career choices. Therefore, it is imperative to adopt an integrated approach in guiding adolescents in developing their emotional maturity to make better career decisions. Educators and professionals can play a significant role in helping adolescents understand their interests, talents, and personal values, and manage their emotions to make better career decisions. The study findings highlight the need for improved educational and social upbringing to help adolescents understand themselves and the available career options. This can include providing more comprehensive information about the world of work, practical experience, and developing skills and competencies related to their careers (Khoriah & Lestari, 2023).

Investing in the development of emotional maturity in adolescents can yield long-term benefits in career decision-making. By fostering emotional maturity, adolescents can be better emotionally and mentally prepared to overcome the challenges associated with career decision-making. Khoriah and Lestari (2023) found that higher levels of emotional maturity are positively correlated with better career choices. Adolescents with more mature emotional development tend to have a better understanding of their interests, talents, and personal values, and they are better equipped to handle the pressures and uncertainties of career selection. Additionally, other factors such as parental influence, interests, talents, societal views, and knowledge of career options also impact an adolescent's career decision. The positive influence of parents, support from the social environment, and access to information about various career options play a significant role in helping adolescents make sound career decisions.

Raj (2017) confirmed that there is a relationship between emotional maturity under stress and self-confidence among students. Emotional maturity has a positive and significant correlation with self-confidence, while stress has a negative and significant correlation with emotional maturity. Emotionally mature management students exhibit a high level of self-confidence, whereas emotionally immature management students exhibit a low level of self-confidence. Stress levels would decrease among management students if they become emotionally mature, and stress would be more prevalent among emotionally immature management students.

Al-Mutawali (2022) confirmed the existence of a correlation between emotional intelligence and self-confidence. Likewise, Al-Sentrisi and Nabil (2021) recommended the importance of developing and enhancing self-confidence, as well as decision-making skills through training courses and scientific seminars in this field. Vyas and Gunthey (2017) indicated a positive relationship between emotional maturity and self-confidence among adolescents at an early age. There is a moderate difference and a significant correlation between males and females regarding emotional maturity and self-confidence. Early adolescent females tend to have higher levels of self-confidence than their male counterparts.

It is essential to determine the level of emotional maturity and its relationship with self-confidence and decision-making skills among third-year high school students in Jeddah Educational Directorate schools. Therefore, this study aims to answer the main research question: What is the relationship between emotional maturity and both self-confidence and decision-making among third-year high school students in Jeddah Educational Directorate schools?

The following sub-questions branch out from the main research question.

1. What is the level of emotional maturity among third-year high school students in Jeddah Educational Directorate schools?
2. What is the level of self-confidence among third-year high school students in Jeddah Educational Directorate schools?
3. What is the level of decision-making skills among third-year high school students in Jeddah Educational Directorate schools?

4. Is there a correlation between emotional maturity and both self-confidence and decision-making skills among third-year high school students in Jeddah Educational Directorate schools?
5. Can self-confidence and decision-making skills predict emotional maturity among third-year high school students in Jeddah Educational Directorate schools?

1.2. The Study Objectives

1. Determine the level of emotional maturity among third-year high school students in Jeddah Educational Directorate schools.
2. Assess the level of self-confidence among third-year high school students in Jeddah Educational Directorate schools.
3. Evaluate the level of decision-making skills among third-year high school students in Jeddah Educational Directorate schools.
4. Examine the nature of the relationship and the predictive power of emotional maturity, self-confidence, and decision-making skills among third-year high school students, and explore the possibility of predicting self-confidence and decision-making skills based on emotional maturity.

1.3. Significance of the Study

The significance of this study stems from two main aspects: theoretical and practical implications.

1.4. Theoretical Significance

The importance of the study lies in the significance of the research topic, which focuses on the predictive power of emotional maturity in relation to self-confidence and decision-making skills among third-year high school students in Jeddah. Additionally, the study highlights the sensitivity of emotional maturity issues, as they render individuals incapable of self-regulation in various life situations. Emotional maturity holds significant importance in the educational process for students, their peers, and teachers. Moreover, emotional maturity may play a role in equipping students with various skills and enhancing academic achievement through specialized guidance programs.

1.5. Practical Significance

The significance of the study is rooted in the importance of the selected phase, which is the third year of high school. This stage is considered one of the most critical periods in a person's life, characterized by various psychological and physical changes that impact their development. This study represents a scientific effort based on previous research, aiming to contribute new knowledge in line with rapid technological advancements. It is expected to open new scientific horizons in this field and provide opportunities for researchers to conduct derivative studies based on the study's variables and outcomes. The results of this study can offer valuable information to educators, especially teachers, on how to help students increase their self-confidence, identify the reasons behind low self-confidence, and assist them in making sound decisions in the face of challenges and conflicts through the development of guidance programs.

1.6. Study Terms

- Emotional maturity: the ability to use emotions in a healthy, spontaneous, and automatic manner, which occurs only when emotions align with an individual's other developmental levels, such as physical and social, ensuring that emotional age equals chronological age (Subaie & Al-Jarrah, 2014).

The researchers define it as emotions that occur spontaneously in an individual at all stages of development. Operationally, it is measured by the score obtained by the examinee on the scale used in the study.

- Self-Confidence: "It is the psychological coherence and balance regarding one's abilities, self-evaluation, and positive self-appraisal, as well as one's orientation towards the social environment"(Al-Sanbani, 2020).
The researchers define self-esteem as an individual's ability to evaluate and appreciate oneself in response to life events. Operationally, it is measured by the score obtained by the examinee on the scale used in the study.
- Decision-Making Skill: "The ability to confront situations and problems at work by providing sufficient information, finding suitable alternatives, and selecting the most appropriate option to achieve the desired goal according to the situation and circumstances"(Hantoush, 2016).
The researchers define it as: an individual's cognitive ability to select the best and most appropriate solution or alternative for a problem or specific issue in life. Operationally, it is measured by the score obtained by the examinee on the scale used in the study.

1.7. Study Limitations

1. Subject Matter Limitations: This study aims to identify the correlational relationship between the predictive power of emotional maturity, self-confidence, and decision-making skills among third-year high school students in Jeddah Educational Directorate schools.
2. Time Limitations: The academic year 2024/2025.
3. Geographical Limitations: Schools affiliated with the Jeddah Educational Directorate.
4. Sample Limitations: A sample of third-year high school students selected using a random sampling technique.
5. Procedural Limitations: This study is procedurally defined by the nature of the sample used, the instruments employed (emotional maturity scale, self-confidence scale, decision-making scale, and personal interview), the reliability and validity of the instruments, and the statistical methods used.

2. THEORETICAL FRAMEWORK AND RELATED WORK

2.1. Emotional Maturity

Human development is a complex phenomenon resulting from multiple and intricate processes that encompass various aspects, including cognitive changes related to an individual's thinking, intelligence, and language, as well as socio-emotional changes and the individual's relationships with others (Al-Kaabi, 2020). Among these changes, the most significant is the transformation that occurs within the individual's self and personality. This transformation influences one's behavior, contributes to achieving dreams and aspirations, overcoming challenges, and may hinder growth, development, and interactions with others. When an individual develops emotionally in a healthy manner, it assists them in achieving future adaptation (Tahat & Arabiyat, 2022). Emotional development is a crucial aspect of overall development, as emotions influence all activities that individuals engage in within their daily social situations. Hardly any experience, activity, educational situation, or thought process is devoid of some form of emotion, feeling, or sensation (Abu Ghazal, 2015).

Al-Qaisi (2022) pointed out that negative affect refers to the co-occurrence of negative mood states, meaning that an individual may experience fear, anger, sadness, and guilt simultaneously. Emotions vary based on an individual's personality and behavior. Some individuals possess emotional maturity that enables them to adapt to their social environment, while others may struggle to do so.

Emotions represent a fundamental and essential component of human psychological structure. Recent studies and research have unequivocally confirmed that the emotional system within human beings is complex, multifaceted, and highly resistant to change. It shapes the contours of an individual's personality from an early age. Emotions in human life can lead to anxiety, irritability, and imbalanced reactions (Al-Janabi & Bilal, 2020). These emotions may intensify to the point of filling an individual's psychological space, reducing periods of comfort and tranquility. In severe cases, these emotions can culminate in depression when accompanied by external pressures, crises, or aggravating factors (Ibrahim, 2018).

Emotional maturity is defined as “an individual's ability to express behavior without evoking any emotion, while being disciplined, self-reliant, confident, optimistic, and having a positive outlook on the future, as well as being adaptable to others” (Qatami, 2014). Al-Qaisi (2022) similarly defined it as "an individual's ability to express behavior without evoking any emotion, while being disciplined, self-reliant, confident, optimistic, and having a positive outlook on the future, as well as being adaptable to others" (Al-Qaisi, 2022).

Based on the previous definitions, personal attributes can be considered as dimensions or characteristics used to determine an individual's emotional maturity.

1. Independence: Emotional maturity involves moving beyond dependence on others, a characteristic prevalent in childhood, and progressing towards a stage where individuals can rely on themselves and make decisions based on their own beliefs and considerations (Al-Janabi & Bilal, 2020).
2. Social adjustment: This refers to the balance between an individual's needs and societal demands, implying social adaptation and conformity.
3. Self-control and emotional stability: This involves an individual's ability to regulate their emotions and control their behavior in emotionally provoking situations, avoiding tension and impulsivity (Basiony, 2021).
4. Realism: This refers to the ability to perceive reality accurately, think rationally, and utilize environmental resources, including one's own, productively.
5. Empathy: An emotionally mature individual shares the joys and sorrows of others willingly and sincerely, and is capable of giving to their family, friends, and community (Al-Mufarji, 2021).
6. Self-awareness and self-esteem: This enables individuals to develop healthy attitudes towards themselves, such as accurately identifying their strengths and weaknesses, accepting all of their personal attributes, and appreciating their unique value.
7. Integration: As human beings, individuals need to explore their environment and introspect to develop a unified, comprehensive, and coherent worldview that gives meaning to their unique actions and all aspects of their lives (Naeisa, 2014).

Emotional maturity has several indicators, as noted by Al-Qaisi (2022); Vyas and Gunthey (2017); Al-Mufarji (2021); Basiony (2021) and Al-Abdullah (2019). These include:

- A sense of security and trust: Emotionally mature individuals express feelings of love and affection towards others and accept others' expressions of love.
- The ability to face reality positively: Emotionally mature individuals are capable of confronting reality and solving problems.
- A focus on giving as much as receiving: Emotionally mature individuals respect and accept what others offer.
- The ability to connect and engage positively with life experiences: Mature individuals view life experiences as opportunities for learning.
- The ability to accept and cope with frustration: When faced with frustration, emotionally mature individuals do not become paralyzed but rather try to address the problem and find new solutions.
- Positive handling of aggressive feelings: When faced with frustration, emotionally mature individuals do not blame others, unlike immature individuals who may become aggressive.
- Relative freedom from stress symptoms: Emotionally mature individuals experience inner peace.
- The ability to resolve conflicts: Mature individuals possess effective conflict-resolution skills.
- Acceptance of differences and avoidance of intolerance: This enables peaceful coexistence with those who are different.
- Intrinsic motivation: Mature individuals are self-motivated and know what they need to do.
- The ability to work collaboratively: They accept diversity, value others, and are creative.

2.2. Behavioral Theories of Emotional Maturity

Numerous researchers in the field of psychology have delved into various aspects of the human psyche. Among the psychological theories that have attempted to study emotional maturity are behavioral theories. According to some behaviorists, emotions arise from internal conflicts experienced by an organism, leading to unstable responses. Others explain emotions in terms of disruptive behaviors. Melvin Marx argued that there are difficulties in defining the precise operational definitions of conflict as the basis of emotions. Watson treated emotions as inherited response patterns involving bodily changes in the entire organism. Watson approached emotions similarly to unconditioned responses that occur consistently to specific stimuli, and he did not focus on the physiological analysis of emotion or the role of the nervous system (Al-Abdullah, 2019). Watson advocated for objectivity and the experimental method in studying human behavior, rejecting the inferential approach involving psychological and mental explanations. He also laid the foundations of the methodological behavioral theory (stimulus-response theory) (Al-Kaabi, 2020; Al-Khateeb, 2021). This theory emphasizes that learned experiences are based on the process of stimuli, responses, and the associations between them. Therefore, it posits that emotional maturity and psychological health are the result of acquiring habits that help individuals interact with others in any situation that requires a decision. According to this perspective, emotional maturity is the product of learning and socialization (Maameria, 2014).

Ivan Pavlov, a prominent figure in behaviorism, argued that an individual's personality is based on a large, interconnected set of conditioned reflexes. He was the first to experimentally study conditioning in the early 20th century, and his findings have had a significant impact on the theoretical and applied study of psychology (Al-Qamash & Maaytah, 2014; Al-Khateeb, 2021).

2.3. The Holistic Integrative Approach

Proponents of the holistic integrative approach, including Pascoli, DiBasio, Tulisich, and Arnold mentioned in Al-Arabi and Qudouri (2020), emphasize that studying behavior requires viewing humans as organic beings with five dimensions: biological, psychological, cognitive, social, and spiritual. They argue that the nature of the interaction between these dimensions determines whether behavior is normal or abnormal. Human happiness is derived from the integration and continuous growth of these dimensions, going beyond mere avoidance of disturbance to achieve self-realization and life satisfaction.

The holistic integrative approach suggests that humans are integrated beings, not separate parts. The body and mind are not distinct entities. Just as the body is not composed of independent elements, the organism is a single unit, and what happens to one part affects the whole (Al-Mufarji, 2021).

Proponents of this approach believe that the unity, integration, and emotional maturity of an individual's personality lie in the organization of these five dimensions, which are the fundamental characteristics of their life. Individuals can express general psychological movement in the struggle to move from a negative to a positive state, leading to psychological comfort and restoring balance. Self-awareness is considered the core of integration and emotional maturity, which can only be achieved through feelings (Al-Abdullah, 2019). This maturity is closely linked to the ability to think rationally and other factors such as intelligence, creativity, and the ability to replace unhealthy patterns of integration with more balanced behaviors. When a mental disorder appears, it is largely determined by factors that prevent or disrupt healthy integration. Therefore, treating a mental disorder in an individual using various methods is often temporary until they can understand how their lifestyle affects their emotional maturity, as self-awareness is the primary axis of integration and psychological balance, and this can only be achieved through feelings (Al-Khateeb, 2017; Al-Qaisi, 2022).

In conclusion, emotional maturity is an individual's ability to control their behavior without being overwhelmed by emotions. It involves being disciplined, self-reliant, confident, optimistic, and having a positive outlook on the future, while also being adaptable to others. Emotional maturity is often used synonymously with emotional balance. It is based on personal attributes such as independence, realism, empathy, self-awareness, self-esteem, and integration.

This is why emotional maturity has become a focus of various psychological theories, each of which has proposed different rules and steps.

2.4. Self-Confidence

Self-confidence is defined as "an individual's ability to rely on oneself, make decisions, demonstrate determination and perseverance, and recognize one's social competence in terms of approaching and interacting with others, academic competence in terms of acquiring new knowledge and experiences, and physical competence and its effective utilization" (Mustafa, 2016). Schroeger defined self-confidence as "an individual's awareness of their competence, skills, and ability to effectively deal with various situations" (Najma, 2014). It is also defined as "an attitude that a person adopts towards oneself and the surrounding world, characterized by a clear understanding and perception of the external psychological reality surrounding the individual, including the objects and subjects within that reality" (Al-Hafizi, 2018). Al-Darabkeh (2021) defined it as the extent to which an individual is aware of their physical, psychological, social, and linguistic abilities and skills, through which they effectively interact with various life situations. Gordon Byron defined self-confidence as "belief in oneself, reliance on oneself, and faith in oneself. It is an outcome of an individual's feeling entitled to face life's challenges and deserve a happy life, with latent potential, self-sufficiency, and abilities" (Amr, 2014). Al-Otaibi (2021) defined it as a process of an individual's orientation towards oneself and one's social environment, and their awareness of their competence, skills, and ability to respond adaptively to stimuli and interact effectively with social situations while relying on oneself, perceiving others' acceptance of them, and having a high level of self-acceptance. Abdel Fattah (2017) defined it as the extent to which an individual is aware of their physical, psychological, social, and linguistic abilities and skills, through which they interact with various life situations.

Al-Qaisi (2022) viewed self-confidence as reflecting an individual's subjective sense of their capabilities and their ability to face various life situations. This ability develops through the achievement of personal goals that begin as ideas in the individual's mind and are realized through planning and the utilization of accumulated experiences (Najma, 2014). Preston defines it as "the ability to express oneself confidently, to commit to one's needs, desires, and values, while respecting others at the same time". According to Al-Motolli (2022), self-confidence consists of five components:

1. Perceiving oneself as capable of performing tasks and achieving goals like others.
2. Feeling a sense of belonging to others and being part of a group.
3. Optimism about the future and a positive outlook on life.
4. Facing failure by viewing failures as opportunities for learning and growth.
5. Possessing adequate sources of reinforcement of various kinds.

Self-confidence is a general emotional characteristic that plays a fundamental role in individuals' lives and in achieving psychological well-being. Psychologists and researchers suggest that self-confidence begins to develop in the early years of an individual's life through their relationship with their parents, especially the mother, who can provide care, attention, and a sense of security. Erikson believes that an infant's sense of trust in those around them forms the basis of a healthy personality, which, in turn, provides them with a sense of ability to achieve and overcome future challenges (Al-Otaibi, 2021).

2.5. The Importance of Self-Confidence

Self-confidence holds significant importance for individuals. Its value is evident in the fact that no one can function optimally without it. As highlighted by Al-Qaisi (2022), Zhao, Zheng, Pan, and Zhou (2021), Al-Hafizi (2018), and Mustafa (2016), the importance of self-confidence is multifaceted:

1. Achieving Psychological Well-being: There is a strong correlation between self-confidence, mental health, and happiness. Happiness is a state of psychological comfort that primarily relies on feelings of reassurance and

self-confidence. An individual cannot feel reassured without this confidence. A psychologically well-adjusted person enjoys self-assurance, while those lacking in self-confidence may experience internal conflicts and difficulties in relating to others. Moreover, self-confidence acts as a protective factor against aggressive behaviors.

2. Continuous Acquisition of Experience: Humans are born without experience. This experience can be categorized into two types: unconscious and involuntary experiences, and conscious and voluntary experiences. A significant factor contributing to the acquisition of conscious and voluntary experiences is an individual's management of this acquisition through practice, coupled with a certain degree of self-confidence. Without a minimum level of self-confidence, one cannot acquire new experiences.
3. Success in Work: Belief in one's ability to perform tasks is a crucial factor in achieving success. An individual who lacks confidence in their abilities cannot effectively carry out the responsibilities assigned to them. Consequently, they may not exert the necessary effort, even if they try harder, as their efforts may be scattered and far from the correct approach.
4. Love and Belonging: The love and acceptance of others are essential to human beings. Without the love of others and our love for them, we cannot feel a sense of human existence. The completeness of our social existence depends on the mutual exchange of love. Self-confident individuals do not use the love of others or their love for others as a means of personal gratification, nor do they allow a lack of love from others to cause them pain. The love and acceptance of others by self-confident individuals are primarily based on respect for human dignity (Mustafa, 2016).
5. Facing Challenges and Problems: Life does not always unfold as we desire, and our experiences often deviate from our expectations. Self-confidence plays a crucial role in how individuals cope with the challenges and difficulties they encounter. Overcoming these obstacles requires resilience and significant mental energy (Al-Qaisi, 2022).

It is evident from the above discussion that self-confidence plays a vital role in an individual's life. It is the pathway to achieving one's ambitions and goals, influences psychological states, and contributes to overall psychological well-being. Additionally, it helps individuals acquire experiences and succeed in various areas of life.

2.6. Theories Related to Self-Confidence

Numerous psychological theories have focused on the concept of self-confidence, considering it a hallmark of a psychologically and socially well-adjusted individual. Among these theories are:

2.7. Humanistic Perspective

The term "self-confidence" is central to humanistic theories. This perspective distinguishes humans by believing that people are inherently good and capable, and that individuals are creative, with actions based on self-awareness of experience. It emphasizes the healthy and positive aspects of personality and the uniqueness of each individual (Al-Amar & Kabour, 2022). This perspective also assumes that individuals are driven towards personal growth and self-actualization (Zghoul, Al-Omari, & Saleh, 2019). With the development of these theories, the topic of self-confidence has become one of the most studied subjects in counseling psychology and psychology in general. Rogers, a pioneer of the humanistic model, emphasized the strong relationship between well-being, psychological and social adjustment, and an individual's self-confidence. Human nature is inherently positive, and humans strive for growth and seek to build close relationships with others. Rogers believed that people naturally seek acceptance and love from others, which is known as positive regard (Al-Khateeb, 2021).

Rogers considered self-confidence to be an indicator of well-being and psychosocial adjustment, making it the cornerstone of his counseling approach. The drive towards self-actualization refers to the motivation expressed by individuals through the realization of their potential. The primary goal of self-actualization is to help individuals address their fundamental need for self-enhancement by maintaining continuous progress towards growth and self-improvement. The process of self-actualization is an essential part of every person's expression and desire for personal growth (Zghoul et al., 2019).

2.8. Psychoanalytic Perspective

Psychoanalytic theory emphasizes the importance of analyzing personality dynamics to understand unconscious experiences, as this theory reflects or influences the unconscious motivations behind behavior. Personality has been defined as a set of forces, dynamic psychological processes, and unconscious influences that drive behavior (Al-Motolli, 2022). Mustafa (2016) argues that behavior is the product of the interaction of a set of unconscious forces and motivations, where personality expresses itself in overt behavior, manifested in actions, words, gestures, and covert behavior, represented by non-observable responses that express personality. This theory suggests that internal forces drive individuals to behave, and that love, self-realization, sharing, and other motivations drive behavior (Al-Ahmad, 2021).

Personality is also viewed as dynamic, changing through stages that individuals go through. Progress through these stages depends on the individual and their internal factors, as well as external influences. Thus, each individual has a history, and this history is important in understanding their behavior (Ben Ali & Ben Msabbah, 2022).

Alfred Adler contributed by focusing on the concepts of social interest and feelings of inferiority, which together form a goal that individuals strive for in their pursuit of perfection and superiority. Therefore, self-confidence is influenced by our feelings of inferiority. Every individual has their own unique style that they adopt to achieve psychological and social superiority. This style, which Adler called the "style of life," is influenced by family and social structure. Adler also emphasized the conscious mind, in contrast to Freud's emphasis on the unconscious, and argued that humans strive for superiority and overcoming inferiority, seeking self-realization to achieve a prominent position in society (Al-Amar & Kabour, 2022). Al-Aza and Abdul Hadi (2015) emphasize that "individuals strive in their lives for superiority, overcoming inferiority, and seeking self-realization to achieve a prominent position in society. The behavior that an individual follows in the absence of a complete sense of social belonging and inferiority reveals a lack of confidence in the face of any social problem. This lack of confidence plays a decisive role in undermining resistance, but it helps the individual adopt a new direction. These physical changes lead to chaos and usually cause functional disturbances. The individual's feelings of inferiority can crystallize in their life path, and they face life's problems to fill the void they suffer from" (Adler, 2019).

The self within the individual represents the driving force toward achieving harmony between the general and specific aspects, the masculine and feminine aspects, and the conscious and unconscious aspects. The failure of the self to achieve unity and harmony may lead to the growth of one aspect of personality at the expense of others. Self-realization lies in the future, and the self is like the driving force that pulls us forward rather than pushes us backward. All of this contributes to the individual's self-confidence (Zghoul et al., 2019).

2.9. Sociocultural Perspective

This perspective emphasizes the importance of social and cultural factors, highlighting the significance of the quality of relationships between the individual and their social environment. The contributions of this perspective, led by figures such as Horney, Fromm, and Sullivan, were more mature in their approach to human personality than the classical psychoanalytic perspective. Therefore, the theories of this perspective, which were influenced by Freudian psychoanalysis and the works of Adler (2019) and Jung (1969), presented a vision that challenged the deterministic view of the ego's weakness and negativity. This vision enriched the cognitive and research movement,

leading to the emergence of more positive and objective perspectives, most notably Erikson's psychosocial theory. Proponents of this perspective argue that individuals are social beings driven to achieve social goals through self-reliance (Al-Khateeb, 2017; Al-Motolli, 2022).

2.10. Psychosocial Theory

Erik Erikson's psychosocial theory proposes that humans go through eight fundamental stages of life, and at each stage, individuals face certain crises. These crises can either lead to personality integration or disintegration. Each stage presents a crisis arising from physiological maturation and social demands. If acceptable solutions are found for these psychological and social crises, a personal identity is formed. Moreover, each crisis is linked to the others (Al-Motolli, 2022; Zghoul et al., 2019).

Erikson considers adolescence to be a stage of identity crisis. During this period, all previous developmental stages are evaluated, and it is the stage where true personality is formed. It is at this stage that the foundation of trust, independence, and initiative is built, as opposed to a lack of trust, guilt, and feelings of inferiority and helplessness (Eid, 2015).

2.11. Theory of Self-Acceptance and Self-Confidence

Proponents of this theory have sought to investigate self-confidence. According to Cooper Smith, self-confidence encompasses self-evaluation processes, reactions, and defensive responses. It also includes evaluative attitudes toward the self. These attitudes are highly emotional. For him, self-confidence is the judgment an individual makes about themselves, including the attitudes they perceive as accurately describing them. Smith identified two types of changes in an individual's self-confidence: self-expression, which is an individual's awareness and description of themselves, and behavioral expression, which refers to observable behaviors that reveal an individual's self-confidence (Al-Demini, 2020). He also distinguished between true self-confidence and defensive self-confidence. True self-confidence exists in individuals who genuinely feel valuable, while defensive self-confidence exists in individuals who feel worthless but cannot admit it and base their interactions with themselves and others on this feeling Al-Motolli (2022). He proposed four determinants of self-confidence: successes, values, aspirations, and defenses. He also suggested that three parenting styles are associated with the development of higher levels of self-confidence: parental acceptance of children, parental reinforcement of positive child behavior, and respect for children's initiative and freedom of expression (Al-Otaibi, 2021).

Gordon Allport, referring to all the functions of the self or ego, introduced the concept of "proprietary functions," which include bodily sense, self-identity, self-esteem, self-extension, rational coping, self-image, and proprietor striving. Proprietary striving and rational coping are vital parts of personality and work together to give a sense of significance. Together, they form the proprium, which encompasses all aspects of personality individually, distinguishing it from others and granting it internal coherence, rational thinking, and a sense of significance. Allport viewed the proprium as a continuous growth process that begins at birth. The sense of body, self-identity, and self-esteem reach full maturity in the first three years of a child's life, while other proprietary functions develop later (Al-Otaibi, 2021).

2.12. Cognitive Perspective

The cognitive perspective is a contemporary approach in psychology, particularly in counseling psychology. It emphasizes cognitive processes in explaining normal and abnormal behavior, as well as in treating psychological disorders. Albert Ellis, a pioneer in this field, views self-confidence as a criterion for a healthy personality. He identified thirteen criteria for a healthy personality, including: an individual's interest in oneself and the fulfillment of their healthy desires, receiving social attention from others, accepting frustration and dealing with it effectively, the

ability to self-direct and be self-reliant, the ability to achieve happiness, the ability to think rationally and realistically, self-acceptance and self-confidence, and taking personal responsibility for emotional disturbances (Al-Hafizi, 2018).

This cognitive perspective suggests that an individual's self-confidence is the product of internal positive dialogues that form cognitive structures, resulting in positive behavior manifested in a high level of self-confidence.

2.13. Self-Confidence and Decision-Making Skills

Noble (2023) emphasized that the ability to make confident and effective decisions can significantly impact our overall success. The decision-making process is closely linked to self-confidence, a quality that enables individuals to trust themselves and make choices aligned with their values and aspirations. The key characteristics of self-confidence include:

- Belief in abilities: Self-confident individuals have faith in their skills, knowledge, and talents. They understand their strengths and recognize their limitations, yet remain confident in their ability to overcome challenges.
- Positive self-image: Self-confidence is closely tied to a positive self-image. It involves embracing one's unique qualities, accepting flaws, and recognizing personal worth. This allows individuals to approach the decision-making process from a place of self-acceptance and self-love.

2.14. Decision Making

Researchers have provided various definitions of decision-making, each reflecting their perspective and scientific background. However, they all converge on the same core meaning. Musa (2016) defined the decision-making process as "the process by which a choice is made among a set of available options, based on the preference for achieving the goals pursued by the decision-maker with the highest efficiency and effectiveness within a given environmental context." Decision-making is defined as a complex human activity, similar to other complex human thinking processes. It is a mental process that crystallizes in the processes of searching, comparing alternatives, and choosing (Malham, 2014). It has also been defined as the process that leads to the selection of one alternative from among several possible alternatives to solve a problem. Psychological and social variables influence the decision-making process (Raba'a, 2015). Al-Otaibi (2021) defined it as the process by which a choice is made among a set of available options, based on the preference for achieving the goals pursued by the decision-maker with the highest efficiency and effectiveness within a given environmental context. Al-Gharaibeh (2016) defined it as a process that involves how individuals behave in situations that require choosing one alternative from among several alternatives. Abdel-Aal (2019) stated that decision-making is a rational choice of one alternative from the available options to overcome a particular situation. The nature of decision-making revolves around a set of elements: the decision-maker who faces a number of alternatives about what to do, the social consequences of the chosen alternative, and the need for the decision-maker to determine the importance and value of each alternative. Belhaj (2016) defined it as "a conscious choice among a number of possible alternatives to achieve a specific goal or goals, accompanied by the determination of implementation procedures" (Belhaj, 2016). Decision-making can be defined as the need to justify a person's actions, which can lead the individual to choose the same alternative whether asked to accept or reject something (Anderson, 2016). It is an organized approach to dealing with situations and problems at work by providing sufficient information, identifying suitable alternatives, and selecting the most appropriate option among them to achieve the desired goal according to the circumstances (Hantoush, 2016).

2.15. Stages of Decision Making

The decision-making process involves determining the required course of action and usually involves choosing between desired options. The goal of problem-solving is typically to reach a solution, answer, or final conclusion. Conversely, the product of thinking is the generation of new ideas (Adir, 2014). This is what is called the stages of

decision-making, which will be discussed in some detail. Scholars do not agree on the stages involved in the decision-making process. Some identify three stages, while others identify five, seven, or more.

The following are the stages of decision-making:

- Problem identification: A problem is the difference between what should be and what is. Identifying and diagnosing a problem are crucial and can sometimes be difficult. Problems can be classified into traditional problems, which occur repeatedly and permanently; vital problems, which relate to plans and policies and require decisions by experts; and emergency problems, which occur without warning and require a quick and decisive response from the person who must make the decision (Anderson, 2016). Accurately identifying a problem is the most important step in the decision-making process. The first step is to review the problem from all angles, then search for its causes. If there are multiple causes, the main cause of the problem should be identified, examined, and studied, taking into account accuracy in diagnosis, as an error at this stage may lead to subsequent errors in the following stages (Malham, 2014).
- Collecting, analyzing, and studying information: This stage involves gathering data, facts, and information related to the problem. Some of this information may be readily available, while other information may be incomplete. It is necessary to ensure the accuracy of the collected information and verify its sources. The nature of the required data may vary from one problem to another. The soundness of decisions depends on the accuracy of data and information. It is advisable not to make decisions in the absence of important information that is difficult to obtain immediately, provided that it is acceptable to postpone the entire plan (Adir, 2014).
- Searching for alternatives: At this stage, the decision-maker searches for solutions and different alternatives to solve the identified problem. The number of alternatives and solutions varies from one problem to another, depending on the nature of the problem, the time available to solve it, and the skill and willingness of the decision-maker to reach the right solution. There is no fixed rule for setting a number of alternative solutions for each problem (Malham, 2014).
- Each alternative solution should be thoroughly examined based on available, up-to-date, and accurate data and information. The solution that is least costly and most effectively achieves the goal should be chosen. At this stage, the decision-maker must compare the identified alternatives. Through this comparison, the advantages and disadvantages of each alternative can be determined. The decision-maker should then assess the positive and negative consequences of each alternative, eliminating any option whose drawbacks outweigh its benefits in light of the satisfaction and fulfillment it provides. However, this process can be extremely challenging, as the advantages and disadvantages of these alternatives may not be apparent during the research phase but may emerge in the future. In any case, this stage helps to reduce the number of proposed alternatives that do not satisfy the decision-maker, thus addressing the most significant problem: the limited time available to evaluate different options (Al-Otaibi, 2021).
- This is not an easy stage. It involves selecting the optimal solution to the problem. It is influenced by the internal and external circumstances of the individual. Therefore, it is a very difficult stage because, after identifying and evaluating the alternatives, the decision-maker is in a position to choose the best alternative to solve the existing problem based on the available facts and information. The decision-maker must also consider ranking the alternatives according to their advantages, disadvantages, costs, results, and complications, then selecting the most suitable alternative to resolve the problem (Abu Eid, 2016).
- Some believe that the decision-maker's role ends once the best alternative to solve the proposed problem has been chosen. However, this belief is naturally incorrect. The chosen alternative requires implementation to address the existing problem and eliminate its effects in a way that achieves adaptation and restores the individual's balance. Therefore, the decision-maker must provide all the requirements for the successful implementation of their decision and remove any obstacles that hinder its implementation to achieve effective results and attain the desired goal (Malham, 2014).

Theories of decision-making vary in their approaches based on the decision-maker's conceptual framework in identifying the problem, different alternatives, and addressing them. Among the most important theories of decision-making are:

Classical Theory: This theory is based on the fundamental idea that individuals aim to achieve the highest level of utility and benefit from any decision they make. This means choosing the best alternative to address the problem. This theory assumes that individuals are capable of accurately identifying the problem and rationally and vocally enumerating all possible alternatives for addressing it. This perspective views the decision-maker as a rational human being with the ability to form sound judgments based on a thorough understanding of the problem and alternatives. This theory focuses on individual decision-making and has four dimensions: information, decision rules, risk, and decision support, as noted by [Al-Otaibi \(2021\)](#); [Al-Awad \(2018\)](#) and [Malham \(2014\)](#).

- **Information:** This refers to data and statistics available before making a decision to determine expected results and returns.
- **Decision rules:** These are guidelines that clarify the method and approach a decision-maker should take. These rules may be based on both probable and improbable outcomes, meaning they may be accurate or inaccurate.
- **Risk:** Risk means that many individuals make decisions based on risk without relying on information and without being sure that the results are certain or sound. Therefore, the decision may be a type of risk and may be correct or wrong.
- **Decision support:** This refers to the use of various means in decision-making, such as electronic data processing, advanced mathematical methods, and other techniques that assist in reaching correct or appropriate decisions.

Behavioral Theory: Behavioral theory considers human behavior to be an instinctive reflex; that is, it is an action or what is called a "stimulus-response." Behavioral theory does not recognize the existence of innate predispositions inherited by the human species. In their view, humans are like machines that respond to stimuli around them and are not motivated by internal drives toward goals but by external and internal stimuli. They see instinctive actions as a series of automatic movements that follow one another without the need for feelings or the assumption of a purpose or motive that directs a specific goal ([Al- Qamash & Maaytah, 2014](#)). This theory emphasizes the need for decision-makers to pay attention to teamwork, social and psychological factors, individual and group behavior, morale, and social acceptance, as these are sources for decision-making ([Musa, 2016](#)).

The relationship between emotional maturity, self-confidence, and decision-making, and their impact on students:

Societies are deeply concerned with their youth, as they are the future assets and pillars of their progress and development. Among the aspects of this concern is the interest in studying the personality traits of students at all educational levels, especially during adolescence, as they are the future leaders and the hope of the nation ([Al-Kaabi, 2020](#)).

Rapid changes in all aspects of life are a distinctive characteristic of this era. Change is inevitable and necessary for human survival. However, humans also need to adapt effectively to themselves and to the changing circumstances and rapid developments that life is witnessing at all levels, especially scientific, social, and psychological. This has given rise to many problems for students ([Al-Janabi & Bilal, 2020](#)), one of the most important of which is their feeling of anxiety, emotional imbalance, and understanding about the future.

To be able to keep pace with rapid developments and changes, we must prepare a knowledgeable and organized generation to be the backbone of building a sound society. This is one of the goals of modern education, as students are the backbone of society, and their active energy is capable of bringing about change in various areas of life. Since the student segment is one of the most important segments of society and is most affected by surrounding circumstances, they bear the responsibility of facing and dealing with these circumstances in a way that ensures they maintain their emotional balance and intellectual abilities, which are developed through acquiring knowledge that qualifies them for the process of construction, development, and prosperity ([Al-Arabi & Qudouri, 2020](#)).

Undoubtedly, emotional maturity has a significant impact on the process of acquiring knowledge, which is linked to the student's personality as the axis around which the educational process revolves. The educational goal is to equip the student with information as well as to care for his/her personality as a whole in its intellectual and psychological aspects, to make him/her a balanced individual who is confident in his/her abilities and potential, faces challenges, and is decisive in making important decisions.

He/she must also be able to control and regulate the expression of his/her emotions and have a presence with others based on love and interaction that does not negate his/her privacy and uniqueness but rather works to integrate him/her with others and achieve self-actualization (Atiya, 2016). He/she must realize his or her self-responsibility and work to create connections with others by building social relationships based on mutual interaction that allow him or her to express his or her unique self and his or her distinctiveness from others (Al-Otaibi, 2021).

Al-Otaibi (2021) believes that trust in the environment and self-trust, which are acquired during the first years of a person's life, are fundamental to the development of a healthy personality.

These two aspects parallel Erikson's concepts of a sense of security and a sense of autonomy in personality development. Moreover, the growth of trust allows an individual, in subsequent stages, to become independent from their parents, then from their peers, ultimately becoming a psychologically and socially integrated individual. Furthermore, this stage requires self-confidence, which supports and strengthens the personality. Self-confidence manifests in specific ways in healthy social, emotional, and behavioral activities, which are noticeably reflected in the individual. This is evident through social relationships characterized by love, cooperation, and a desire to share with others.

We notice its impact on feelings of competence, the ability to make decisions when facing life's challenges, the individual's acceptance of themselves and others, and feelings of reassurance and social-emotional balance. This balance is also a characteristic of a well-adjusted personality, marked by courage in the face of challenges, decisiveness in making important decisions, and the ability to control and regulate the expression of emotions. This individual maintains a presence with others based on love and interaction that does not negate their uniqueness but rather works to integrate them with others and achieve self-actualization (Atiya, 2016).

Self-confidence plays a pivotal role in students' academic achievement. Those who possess self-confidence are optimistic about attaining academic success that meets their aspirations and expectations. This confidence drives them to engage in research, work diligently, and read critically. Once an individual experiences success in any field, their self-confidence is reinforced, motivating them to repeat such successes. This is because success serves as positive reinforcement, encouraging further achievements. Moreover, individuals cannot acquire new skills unless they believe in their ability to learn them (Amr, 2014).

The need to adjust confidence and foster signs of maturity as they emerge through real-life situations encountered by children and adolescents. This includes recognizing personal behavior and granting a degree of personal freedom to develop problem-solving and decision-making abilities, starting with simple tasks like time management and gradually progressing to more complex ones.

This approach helps cultivate leadership qualities and the ability to make personal decisions. Self-confidence serves as a shield against stressors that can negatively impact an individual's mental and physical health (Al-Aasem, 2020).

Recognizing the importance and respect given to an individual, as well as granting them freedom of expression and discussion, makes them feel more valued and capable of facing challenges. Conversely, feeling unaccepted or unimportant can lead to feelings of inferiority, inefficacy, and helplessness. A sense of self-worth, competence, and the ability to overcome frustrations and life's problems help individuals regain their balance and continue to face various pressures and setbacks (Al-Otaibi, 2021).

Khoriah and Lestari (2023) pointed out that high emotional maturity is positively correlated with making better career decisions. Adolescents with higher emotional maturity tend to have a better understanding of their interests,

talents, and personal values, and they are better able to cope with the pressures and uncertainties related to career choices. Additionally, other factors such as parental influence, interests, talents, societal perspectives, and knowledge of career options also influence adolescents' career decision-making. Support from the social environment and access to information about various career options play a significant role in helping adolescents make sound career decisions.

2.16. *Related Work*

Saad, El-Metwally, and Hassan (2022) conducted a study to identify significant factors contributing to emotional maturity among students in the Faculty of Education at Helwan University in Egypt, as well as to explore gender differences in emotional maturity levels. To achieve this, the researchers developed an emotional maturity scale and administered it to a random sample of 350 undergraduate students from the Faculty of Education at Helwan University.

The sample included students from both science and humanities departments, as well as from the first and fourth years. Factor analysis revealed three primary factors contributing to the measurement of emotional maturity: self-confidence and psychological reassurance, self-control and emotional stability, and psychological adjustment. The results indicated no significant gender differences in emotional maturity or its three components.

Basiony (2021) conducted a study to investigate the extent to which emotional maturity and psychological security predict psychological resilience among students in the Faculty of Education at Damietta University. Using a descriptive approach, the researcher developed a set of instruments, including scales for emotional maturity, psychological security, and psychological resilience. The sample consisted of 50 students from the Faculty of Education at Damietta University to assess the reliability and validity of the research instruments, followed by a larger sample of 350 students to test the research hypotheses. The results showed that emotional maturity dimensions—self-control, emotional stability, social adjustment, and independence—can predict psychological resilience among university students. Additionally, psychological security contributes to predicting psychological resilience. The study recommended emphasizing the importance of emotional maturity and conducting further research in this area.

Al-Qaisi (2022) conducted a study to investigate the relationship between emotional intelligence and self-confidence among students at Tafila Technical University. A random sample of 500 students was selected, and the researcher developed scales for both emotional intelligence and self-confidence. Results showed that students had high levels of emotional intelligence but moderate levels of self-confidence. A positive correlation was found between emotional intelligence and self-confidence.

Additionally, there were significant gender differences in emotional intelligence, with females scoring higher. However, males scored higher in self-confidence. The study also found no significant differences in emotional intelligence based on faculty, but there were significant differences in self-confidence based on faculty, with students in humanities faculties scoring higher.

Based on the results, the researcher recommended teaching positive psychology in various disciplines to promote students' psychological and social adjustment.

Al-Amar and Kabour (2022) conducted a study to determine the levels of self-confidence and achievement motivation among students at the Second Teachers College in Sweida, Syria. The study also explored the relationship between self-confidence and achievement motivation and examined gender differences in these variables. A random sample of 200 students was selected, and scales for self-confidence and achievement motivation were used. Results showed low levels of self-confidence and moderate levels of achievement motivation among students. A significant positive correlation was found between self-confidence and achievement motivation. There were no significant gender differences in self-confidence, but there were significant gender differences in achievement motivation, with males scoring higher.

Al-Damini and Hadie (2022) conducted a study to investigate the relationship between self-efficacy and career decision-making skills among first-year secondary school students in Sana'a, Yemen. A random sample of 696 students was selected from government schools. The researchers developed scales for self-efficacy and career decision-making skills.

Results showed a significant positive correlation between self-efficacy and career decision-making skills. The study also found significant gender differences in self-efficacy, with females scoring higher, and significant gender differences in career decision-making skills, with females also scoring higher. The study concluded that self-efficacy can predict career decision-making skills.

Al-Otaibi (2021) conducted a study to examine the decision-making process and its relationship with self-efficacy and social support among school counselors in Taif Governorate. The researcher used a descriptive approach and applied the study to a sample of 242 school counselors working in public schools. The study employed a decision-making test, a self-efficacy scale, and a social support scale. Results showed a positive correlation between decision-making ability and self-efficacy, as well as various forms of social support. There were no significant differences in decision-making ability, self-efficacy, or social support based on workplace, years of experience, or salary. The study concluded that self-efficacy and social support can predict decision-making ability among school counselors.

Khoriah and Lestari (2023) conducted a study to analyze the impact of emotional maturity on career decision-making among adolescents. A qualitative and descriptive approach was used. Results showed that high emotional maturity was positively correlated with better career decision-making. Adolescents with higher emotional maturity tend to have a better understanding of their interests, talents, and personal values, and they are better able to cope with the pressures and uncertainties related to career choices. Additionally, other factors such as parental influence, interests, talents, societal perspectives, and knowledge of career options also influence career decision-making. The study recommended that educators and career counselors help adolescents develop emotional maturity and make better career decisions.

3. RESEARCH METHODOLOGY AND PROCEDURES

3.1. Research Design

The researcher employed a descriptive-correlational research design due to its suitability for the nature of this study. The descriptive-correlational method involves collecting data and information from books and studies related to emotional maturity, self-confidence, and decision-making skills.

The study describes and analyzes the relationship between the predictive power of emotional maturity, self-confidence, and decision-making skills among third-year high school students in Jeddah Educational Directorate schools. This is achieved by describing and analyzing the research problem and interpreting it to achieve the study's objectives.

A specialized questionnaire related to the study's topic was designed and distributed to the study participants. The reliability of the instrument was verified, and it was reviewed by experts.

Study Population: The population consisted of all third-year high school students in public schools under the Jeddah Educational Directorate.

Study Sample: A random sample of third-year high school students in public schools under the Jeddah Educational Directorate, totaling 1245 students.

3.2. Research Instruments

The researcher employed a scale for emotional maturity, a scale for self-confidence, and a scale for decision-making after reviewing the relevant literature and previous studies.

3.3. *Validity of the Instruments*

The reliability of the instruments was established through several methods. First, a panel of experts reviewed the items to assess their relevance and clarity. The agreement rate among the experts was 80%, indicating the suitability of the scale. Bloom, Hastings, and Madaus (1971) suggested that an agreement rate of 75% or more is acceptable for item validity.

Second, the internal consistency of the scales was measured using the Kuder-Richardson-20 (KR-20) formula. The KR-20 coefficient for the emotional maturity scale was 0.85, indicating high internal consistency. For the self-confidence scale, the coefficient was 0.801, and for the decision-making scale, it was 0.890, both indicating good reliability.

3.4. *Reliability of the Instruments*

To assess the reliability of the emotional maturity scale, a test-retest reliability analysis was conducted on a pilot sample of 30 students. Cronbach's alpha was calculated and found to be 0.763, indicating good reliability. Similarly, Cronbach's alpha for the self-confidence scale was 0.801, and for the decision-making scale, it was 0.890, confirming the reliability of these scales.

3.5. *Statistical Methods Used*

After data collection, coding, and processing using appropriate statistical methods, the questionnaire data will be analyzed using the Statistical Package for the Social Sciences (SPSS). The following statistical methods will be employed:

- Frequencies and Percentages: To describe the study sample.
- Mean, Weighted Mean, and Standard Deviation: To measure central tendency and dispersion.
- Cronbach's Alpha: To assess the internal consistency of the questionnaire items.
- Pearson Correlation Coefficient: To measure the degree of correlation between variables. This test is used to examine the relationship between two variables. The researcher will use it to calculate the internal consistency and construct validity of the questionnaire, as well as to study the relationship between different domains.
- t-test and one-way analysis of variance (ANOVA): to identify differences between groups.

3.6. *Factor Analysis Results for the Emotional Maturity Scale*

The following procedures were conducted to assess the factor structure of the scale:

- Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity: The KMO measure was 0.614, indicating that the sample size was adequate for factor analysis. Bartlett's test of sphericity yielded a chi-square value of 394.808 with 253 degrees of freedom, which was significant at the 0.000 level. This indicates that the correlation matrix is not an identity matrix, supporting the use of factor analysis.
- Principal Component Analysis (PCA) with Varimax Rotation: PCA was used to extract the underlying factors, and Varimax rotation was applied to simplify the factor structure by maximizing the variance explained by each factor.
- Factor Extraction Criteria:
 - Kaiser's criterion: Eigenvalues greater than or equal to 1 were retained.
 - Factor loadings: Loadings of 0.40 or higher were considered significant.
 - Number of items per factor: Each factor should have at least three items loading on it.
 - Scree plot: Cattell's scree plot was used as a visual aid to determine the number of factors to retain as shown in Figure 1.

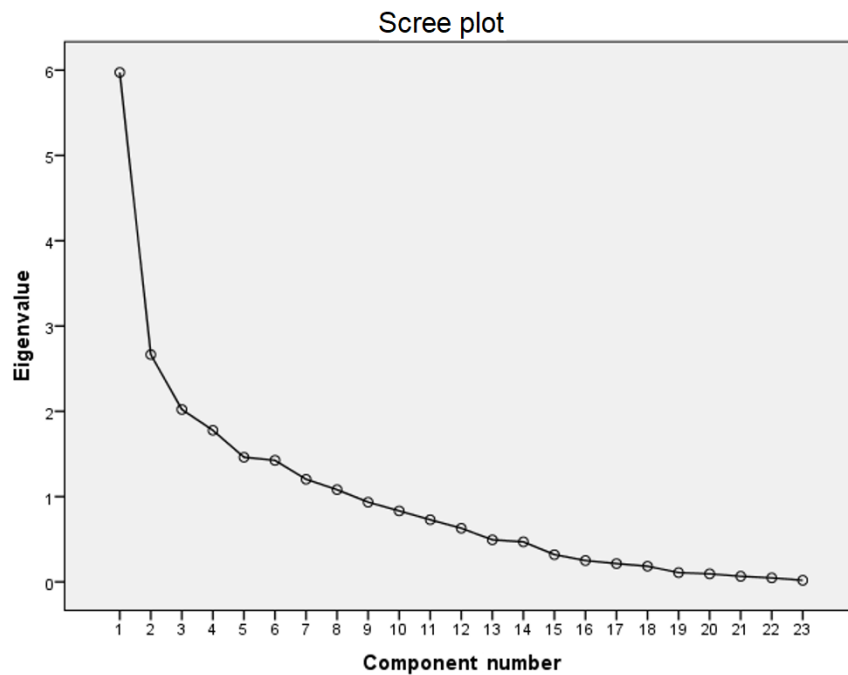


Figure 1. Number of expected factors from factor analysis of the emotional maturity scale.

Factor analysis yielded five factors with eigenvalues greater than one, accounting for 76.56% of the total variance. It is worth noting that two items were removed from the scale, leaving a final version with 21 items distributed across five factors. Three factors were eliminated because they did not meet the required criteria, primarily due to the lack of at least three items loading on each factor. Table 1 presents the results of the exploratory factor analysis of the emotional maturity scale.

Table 1. Number of expected factors from factor analysis of the emotional maturity scale.

Statement	Factors				
	1	2	3	4	5
At peace with myself.	0.59				
I tend to make rational decisions.	0.53				
My reactions are balanced.	0.81				
I handle academic responsibilities responsibly.	0.75				
I avoid people who disrespect my feelings and emotions.	0.61				
I am satisfied with my accomplishments.	0.58				
I believe I am a person worthy of others' respect.		0.54			
I overlook minor matters.		0.79			
I strive to acquire new skills.		0.79			
I can resolve conflicts with my classmates.		0.55			
I have the ability to think objectively.		0.55			
I care about giving as much as I care about receiving.		0.57			
I accept differences and avoid prejudice.			0.61		
I express my feelings honestly.			0.80		
I understand the feelings of my classmates			0.75		
At peace with myself.				0.80	
I tend to make rational decisions.				0.52	
My reactions are balanced.				0.75	
I handle academic responsibilities responsibly.					0.80
I avoid people who disrespect my feelings and emotions.					0.81
I am satisfied with my accomplishments.					0.65

3.7. Factor Analysis Results for Self-Confidence Questionnaire

The procedures for calculating factor reliability were as follows:

- **Data Suitability:** The suitability of the data for factor analysis was examined using the Kaiser-Meyer-Olkin (KMO) and Bartlett's tests. The chi-square test value was 377.347, which was statistically significant at the 0.000 level of significance with 286 degrees of freedom. The significance of the chi-square value indicates that the data are suitable for factor analysis. The KMO test value was 0.721, indicating that the sample is appropriate for factor analysis.
- **Factor Extraction:** Principal component analysis was used to conduct the factor analysis, and the factors were rotated orthogonally using the Varimax with Kaiser normalization method, assuming the independence of the factors.
- **Determining the Number of Factors:** The following criteria were adopted to determine the number of factors:
- **Kaiser's Criterion:** This is one of the most common criteria and is based on the eigenvalue being equal to or greater than one.
- **Factor loading:** A factor loading of at least 0.40, as suggested by Guilford.
- **At least three items should load on a factor.**
- **Cattell's Scree Plot:** This is a graphical method, and Figure 3 shows the scree plot for predicting the number of factors as shown in Figure 2.

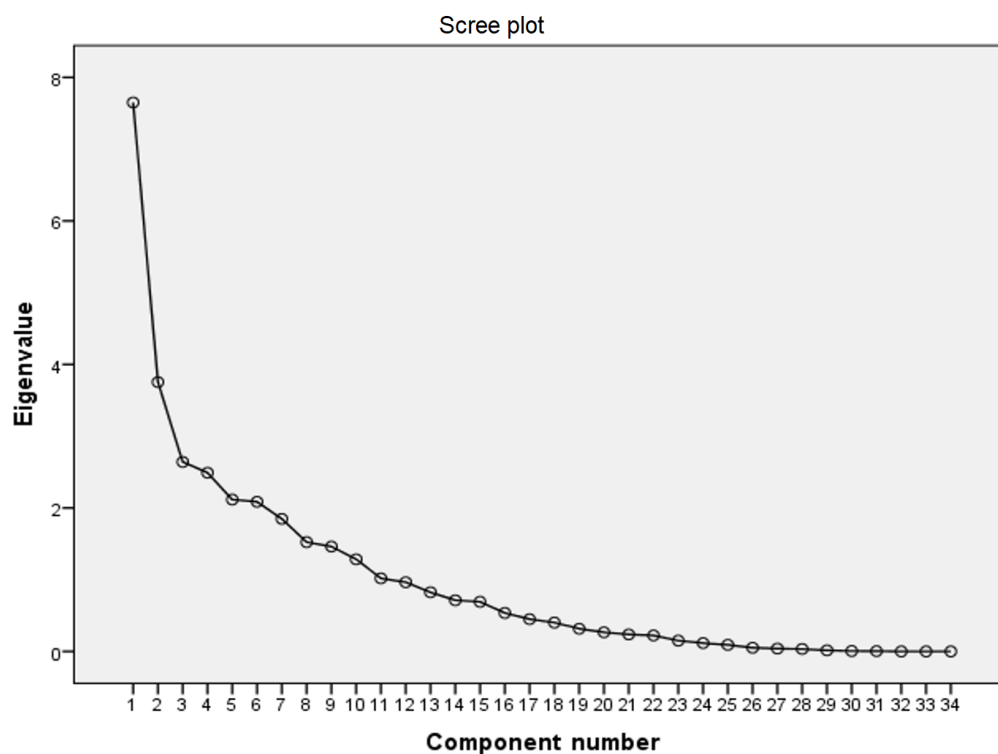


Figure 2. The number of factors expected from the factor analysis of the self-confidence questionnaire.

- The factor analysis yielded five factors with eigenvalues greater than one, explaining 81.97% of the total variance. It is worth noting that five items were removed from the scale through the factor analysis, resulting in a final scale comprising 29 items distributed across five factors, out of an initial eleven factors. Six factors were excluded because they did not meet the required conditions, most importantly, the lack of three or more items loading on the factor as shown in Table 2.

Table 2. Exploratory factor analysis results of the self-confidence questionnaire.

Statement	Factors				
	1	2	3	4	5
I feel good about myself.	0.68				
I can speak to my classmates very frankly.	0.71				
I believe I have the ability to be creative.	0.60				
I am proud of myself.	0.53				
I am an optimistic person.	0.53				
I strive to develop my self-confidence.	0.51				
I occupy myself with helping others.	0.60				
I listen to my classmates.	0.69				
I am satisfied with my academic level.	0.54				
I can identify my strengths.	0.82				
I can cope with reality.	0.73				
I discuss with my classmates boldly.	0.72				
I respect and appreciate myself.	0.60				
I ask my classmates for help when I need it.		0.57			
I praise the efforts of my classmates.		0.54			
I can work as part of a team.		0.50			
I can control my emotions.		0.63			
I believe in the principle of individual differences.		0.62			
I can defend my ideas.		0.48			
I can control my fears.		0.50			
I update myself with what I would like people to say to me.			0.64		
I feel good about myself.			0.57		
I can speak to my classmates very frankly.			0.44		
I believe I have the ability to be creative.				0.73	
I am proud of myself.				0.64	
I am an optimistic person.				0.43	
I strive to develop my self-confidence.					0.47
I occupy myself with helping others.					0.53
I listen to my classmates.					0.65

3.8. Factor Analysis Results for a Decision-Making Skills Questionnaire

The procedures for calculating reliability and factor analysis were as follows:

- Data Adequacy:
- The Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity were conducted to assess the suitability of the data for factor analysis. The KMO value was 0.672, indicating that the sample size was adequate for factor analysis. Bartlett's test of sphericity yielded a significant chi-square value of 456.091 ($df = 253$, $p < 0.001$), suggesting that the correlations among the variables were sufficiently large to proceed with factor analysis.
- Factor Extraction and Rotation:
- Principal component analysis (PCA) was employed for factor extraction. Varimax rotation with Kaiser normalization was used to achieve an orthogonal solution, assuming that the factors were uncorrelated.
- Determining the Number of Factors:

The following criteria were used to determine the number of factors:

- Kaiser's criterion: Eigenvalues greater than or equal to 1 were retained.
- Factor loadings: Loadings of 0.40 or higher were considered significant, as suggested by Guilford.
- Item-factor complexity: Factors were retained only if they had at least three items loading on them.
- Cattell's scree plot: The scree plot ([Figure 3](#)) was visually inspected to determine the point of inflection, indicating the optimal number of factors.

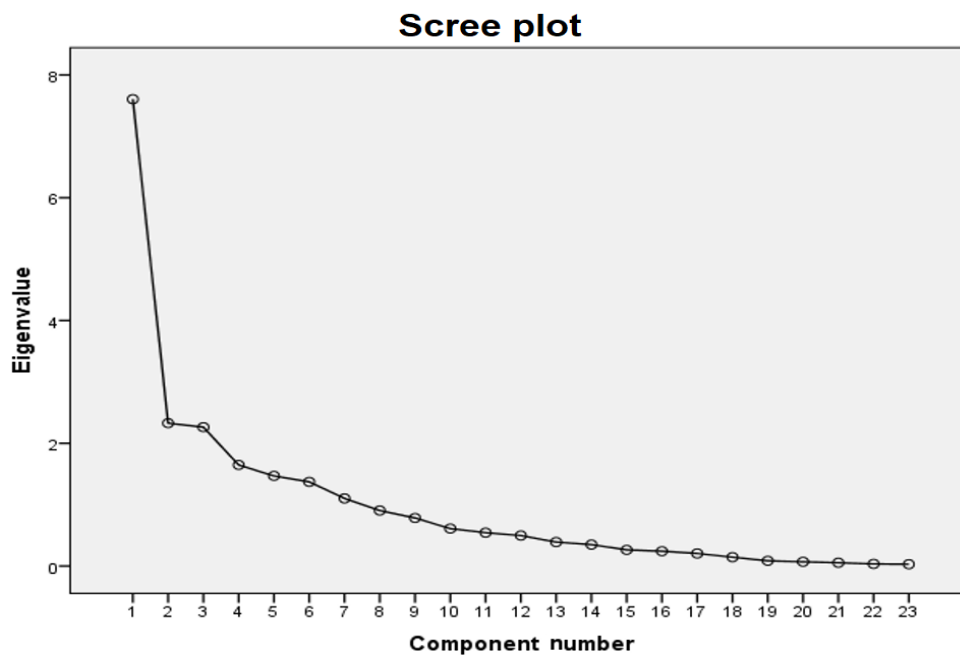


Figure 3. The expected number of factors from the factor analysis of the decision-making skills questionnaire.

The factor analysis yielded two factors with eigenvalues greater than one, explaining 77.33% of the total variance. Notably, five items were removed from the scale, leaving 18 items distributed across the two factors. Five factors were eliminated because they did not meet the required criteria, primarily the lack of at least three items loading significantly on each factor.

3.9. A More Detailed Translation with Some Additional Context

Figure 3 presents a visual representation of the expected number of factors extracted from the factor analysis conducted on the decision-making skills questionnaire. The results of the factor analysis revealed two primary factors, each with an eigenvalue exceeding unity. These two factors collectively accounted for 77.33% of the total variance observed in the data. It is important to note that the analysis led to the removal of five items from the original questionnaire. The final version of the scale consists of 18 items, which were successfully grouped into the two identified factors as shown in Table 3.

Table 3. Results of exploratory factor analysis for the decision-making skills questionnaire.

Statement	Factors	
	1	2
I can find suitable solutions to problems.	0.71	
I look for the easiest solution.	0.56	
I prioritize my tasks before making a decision.	0.65	
I can make decisions in emergencies.	0.60	
I gather necessary data and information to make a decision.	0.57	
I take responsibility for the consequences of my decisions.	0.68	
I consider societal norms and traditions when making decisions.	0.66	
My family supports my study-related decisions.	0.51	
I communicate well with teachers who respect my decisions.	0.78	
I respect my peers' decisions.	0.65	
I am willing to reverse my wrong decisions when necessary.	0.56	
I learn from my past experiences to make new decisions.	0.83	
My plan is flexible enough to be adjusted when needed.	0.72	
Listening to others' ideas helps me make decisions.	0.67	
I believe my decisions shape my future.	0.70	
I tend to rush into decisions.		0.51
I am open to criticism of my decisions.		0.65
I seek support from those who will implement my decisions.		0.60

The researcher adopted the following scale to estimate the level of assessment for the areas and items of the three scales. The range of each interval ($3 = 2-5$) was calculated and then divided by the number of response scale items to obtain the interval length ($1.33 = 5/3$). The relative importance equation included three levels: high, medium, and low (Abdulahdi, 2023) as shown in Table 4.

Table 4. Criteria for judging the arithmetic means of the first three questions.

Judging criteria	Assessment level
(Below 2.33)	Low
(2.33 - 3.66)	Medium
(3.67 - 5)	High

4. RESULTS AND DISCUSSIONS

4.1. Results Related to Research Question One

The question was: "What is the level of emotional maturity among third-year high school students in Jeddah Educational Directorate schools?"

To answer this question, ranks, means, and standard deviations for the emotional maturity scale were extracted, as shown in the following Table 5.

Table 5. Ranks, means, standard deviations, and assessment levels for emotional maturity scale dimensions among third-year high school students in Jeddah Educational Directorate Schools.

Rank	Dimension	Means	Standard deviation	Assessment level
1	Self-control and emotional stability	4.00	0.77	High
2	Self-acceptance	3.82	0.58	High
3	Self-confidence and reassurance	3.80	0.55	High
4	Emotion regulation with oneself and others	3.43	0.65	Medium
5	Interpersonal relationships	2.63	1.07	Medium
Total score		3.63	0.49	Medium

The results indicated that self-acceptance, self-confidence, reassurance, self-control, and emotional stability were high, while interpersonal relationships and emotion regulation with oneself and others were moderate. Consequently, the total score for these dimensions was moderate at 3.63.

The rank, mean, standard deviation, and assessment level for each item of the emotional maturity scale were extracted, as shown in Table 6.

Table 6 reveals that the overall level of emotional maturity among Grade 12 students in schools under the Jeddah Education Directorate is considered moderate, with a mean score of 3.63. The mean scores for individual items ranged from 2.27 to 4.53. The statement "I believe I am a person worthy of others' respect" ranked highest with a mean score of 4.53, while the statement "I respect the feelings of my classmates" ranked lowest with a mean score of 2.27. Consequently, the overall mean score for all items was 3.63, indicating a moderate level.

The results indicated that the students demonstrated high levels of self-acceptance, self-confidence, and emotional stability. However, their ability to relate to others and manage their emotions, both internally and externally, was found to be at a moderate level. Consequently, the overall score for these domains was moderate at 3.63. The overall level of emotional maturity among Grade 12 students in schools under the Jeddah Education Directorate was assessed as moderate. The statement "I believe I am a person worthy of others' respect" ranked highest, indicating a positive self-perception. Conversely, the statement "I disregard the feelings of my classmates" ranked lowest, suggesting potential challenges in empathy and social skills. The overall mean score for all items was 3.63, confirming a moderate level of emotional maturity.

Table 6. Rank, mean, standard deviation, and assessment level for items of the emotional maturity scale among third-year high school students in Jeddah Educational Directorate Schools.

Rank	Statement	Means	Standard deviation	Assessment level
1	I believe I am a person worthy of others' respect.	4.53	0.66	High
2	I strive to acquire new skills.	4.32	0.85	High
3	I avoid people who disrespect my feelings and emotions.	4.19	1.16	High
4	I am at peace with myself.	4.17	0.89	High
5	I am able to think objectively.	4.12	0.84	High
6	I tend to make rational decisions.	4.11	0.89	High
7	I understand the feelings of my classmates.	4.11	0.93	High
8	I can resolve conflicts with my classmates.	4.04	0.92	High
9	I care about giving as much as I care about receiving.	4.04	1.01	High
10	I am satisfied with my achievements.	4.01	0.92	High
11	I handle my academic responsibilities with care.	3.94	1.06	High
12	I express my feelings honestly.	3.93	1.03	High
13	I accept differences and avoid prejudice.	3.85	1.08	High
14	My reactions are balanced.	3.84	0.92	High
15	I overlook minor issues.	3.45	1.18	Medium
16	I lose my ability to control myself.	2.87	1.29	Medium
17	I constantly blame myself.	2.72	1.20	Medium
18	I am overly sensitive to others.	2.64	1.28	Medium
19	I enjoy teasing my classmates.	2.46	1.41	Medium
20	I lack the ability to connect with others.	2.38	1.33	Medium
21	I disregard the feelings of my classmates.	2.27	1.30	Low
	Total score	3.63	0.49	Medium

The researchers attributed this finding to the incomplete emotional maturity of students at this stage. They require more guidance in interacting and communicating with others. Their emotions often govern their interactions with peers, indicating a need for greater self-regulation. A review of the literature on emotional maturity revealed that this study aligns with those conducted by [Saad et al. \(2022\)](#); [Besyoni \(2021\)](#); [Al-Arabi and Qudouri \(2020\)](#); [Al-Janabi and Bilal \(2020\)](#); [Cassandra and Singh \(2020\)](#); [Tripathi \(2020\)](#); [Sayehobi \(2020\)](#); [Al-Abdullah \(2019\)](#) and [Bayswas \(2019\)](#) in their use of the emotional maturity scale. However, it diverged from the studies of [Al-Mufarji \(2021\)](#) regarding the dimensions of emotional maturity, [Al-Kaabi \(2020\)](#) concerning moral awareness and its relationship to emotional maturity, and [Ubeid \(2020\)](#) regarding vocational and moral maturity. Additionally, it differed from the studies of [Al-Aasem \(2020\)](#) on emotional balance, as well as those by [Fiyas and Janthi \(2017\)](#); [Javlik \(2018\)](#); [Al-Rashidin \(2017\)](#); [Wani and Msia \(2015\)](#); [Dutta \(2015\)](#); [Rani, Kumar, and Singh \(2015\)](#) and [Safar \(2014\)](#).

4.2. Results Related to Research Question Two

Secondly, the results related to the second question, which asks, "What is the level of self-confidence among Grade 12 students in schools under the Jeddah Education Directorate?" were analyzed. To answer this question, the rank, mean, standard deviation, and rating level for each item of the self-confidence scale, as well as the overall scale, were calculated and presented in [Table 7](#).

Table 7. Rank, mean, standard deviation, and rating level of self-confidence domains among Grade 12 students in schools under the Jeddah Education Directorate.

Rank	Dimension of the scale	Means	Standard deviation	Assessment level
1	Interaction with self and others	4.17	0.60	High
4	Social dimension	3.33	0.71	Medium
5	Psychological dimension	2.85	0.98	Medium
3	Self-acceptance	3.88	0.70	High
2	Coping with situations	3.97	0.83	High
	Overall domain/ Total scope	3.76	0.53	High

The mean score was found to be 3.76, indicating a high level. The domains of “interaction with self and others,” “self-acceptance and coping with situations,” and “independence and acceptance of others” showed high scores. However, the "social dimension" and "psychological dimension" scored moderately. Additionally, the rank, mean, standard deviation, and rating level for each item of the self-confidence scale were extracted and presented in Table 8.

Table 8. Rank, mean, standard deviation, and rating level of self-confidence items among Grade 12 students in schools under the Jeddah Education Directorate.

Rank	Statement	Means	Standard deviation	Assessment level
1	I respect and appreciate myself	4.55	0.71	High
2	I am proud of myself.	4.54	0.69	High
3	I strive to improve my self-confidence	4.45	0.76	High
4	I feel good about myself	4.42	0.74	High
5	I stand up for my beliefs	4.41	0.78	High
6	I am an optimistic person	4.15	1.06	High
7	I can work in a team	4.15	0.98	High
8	I discuss things with my peers confidently	4.14	0.95	High
9	I can identify my strengths	4.10	0.93	High
10	I can accept reality	4.08	1.17	High
11	Listen to my classmates	4.08	0.87	High
12	I believe I have the ability to be creative	4.08	0.89	High
13	I can talk to my peers openly and honestly.	4.04	1.03	High
14	I can control my fears.	4.03	0.96	High
15	I believe in individuality.	4.00	1.10	High
16	I am satisfied with my academic performance	3.88	1.09	High
17	I usually go along with my peers.	3.85	1.04	High
18	I commend my peers' efforts	3.84	1.02	High
19	I can control my emotions.	3.77	1.10	High
20	I enjoy helping others	3.73	1.13	High
21	I feel at ease around my peers	3.67	1.08	High
22	I ask my peers for help when I need it	3.41	1.14	Medium
23	I feel shy when I receive compliments or thanks.	3.30	1.30	Medium
24	I tell myself what I want people to say to me	3.21	1.38	Medium
25	I hesitate to express my thoughts and feelings.	3.18	1.28	Medium
26	I fear failure in front of my peers	3.01	1.40	Medium
27	I feel like my school friends are jealous of me.	2.75	1.34	Medium
28	I rely on others to solve my problems.	2.48	1.37	Medium
29	I feel less confident around the opposite sex.	2.41	1.45	Medium
	Overall domain/ Total scope	3.76	0.53	High

Table 8 shows that the overall level of self-confidence among Grade 12 students in schools under the Jeddah Education Directorate was high, with a mean score of 3.76. The mean scores for individual items ranged from 2.41 to 4.55. The highest-ranking item was “I respect and appreciate myself,” with a mean score of 4.55, while the lowest-ranking item was “I feel less confident around the opposite sex,” with a mean score of 2.41.

The mean score for self-confidence among Grade 12 students in Jeddah Education Directorate schools was found to be high at 3.76. The domains of “interaction with self and others,” “self-acceptance and coping with situations,” and “independence and acceptance of others” showed particularly high scores. Conversely, the "social dimension" and "psychological dimension" scored moderately.

The overall level of self-confidence among these students was high, with the item “I respect and appreciate myself” ranking highest with a mean score of 4.55. Conversely, the item “I feel less confident around the opposite sex” ranked lowest with a mean score of 2.41.

The researchers attributed these findings to the high level of self-confidence among Grade 12 students, which leads them to be satisfied with themselves, proud of their accomplishments, and respectful of themselves and others. This, in turn, facilitates their ability to adapt to their environment and interact smoothly with their peers and surroundings.

A review of the literature on self-confidence revealed that this study aligns with the findings of Al-Qaisi (2022); Al-Amar and Kabour (2022); Al-Motolli (2022); Al-Ahmad (2021); Zahaw, Al-Rashid, and Khalaf (2021); Al-Demini (2020); Moneefa and Trepanalo (2020); Ali (2016), and Ahmed (2015). However, it differs from the studies of Ben Ali and Ben Msabbah (2022) and Al-Drabika (2021) in their approach to the relationship between achievement motivation and self-confidence.

4.3. Results Related to Research Question Three

Thirdly, the results related to the third research question were analyzed. The third research question was: "What is the level of decision-making skills among Grade 12 students in schools under the Jeddah Education Directorate?"

To answer this question, the mean, standard deviation, and rating level for each domain of the decision-making skills scale, as well as the overall scale, were calculated and presented in Table 9.

Table 9. Rank, mean, standard deviation, and rating level of decision-making skills domains among Grade 12 students in schools under the Jeddah Education Directorate.

Rank	Dimension of the scale	Means	Standard deviation	Assessment level
1	Decision-making ability	4.03	0.65	High
2	Taking responsibility for decisions	3.58	0.75	Medium
Overall domain		3.92	0.62	High

The domain of "decision-making ability" was found to be high, while the domain of "taking responsibility for decisions" was moderate. Consequently, the overall score for the entire scale was high, at 3.92. Additionally, the rank, mean, standard deviation, and rating level for each item of the self-confidence scale were extracted and presented in Table 10.

Table 10. Rank, mean, standard deviation, and rating level of self-confidence items among grade 12 students in schools under the Jeddah education directorate.

Rank	Statement	Means	Standard deviation	Assessment level
1	I learn from my past experiences to make new decisions.	4.25	0.90	High
2	My family supports my study-related decisions.	4.24	1.03	High
3	I communicate well with teachers who respect my decisions.	4.17	1.03	High
4	I can find appropriate solutions to problems.	4.17	0.87	High
5	I am responsible for the consequences of my decisions.	4.16	0.92	High
6	I respect my peers' decisions	4.06	0.95	High
7	I can make decisions in emergency situations.	4.05	0.98	High
8	I believe my decisions shape my future	4.03	0.97	High
9	I prioritize before making a decision.	4.03	1.01	High
10	Listening to others' ideas helps me make decisions.	3.97	0.98	High
11	I gather necessary data and information to make decisions.	3.95	1.03	High
12	My plan is flexible enough to be changed if needed.	3.93	0.97	High
13	I am willing to reverse my wrong decisions in a timely manner.	3.90	1.04	High
14	I seek the support of those who will implement the decision.	3.87	1.05	High
15	I consider societal norms and traditions when making decisions.	3.84	1.15	High
16	I look for the easiest solution.	3.77	1.26	High
17	I accept criticism of my decisions	3.60	1.18	Medium
18	I rush into making decisions	3.28	1.22	Low
Overall domain/ Total scope		3.92	0.62	High

Table 10 shows that the overall level of decision-making skills among Grade 12 students in schools under the Jeddah Education Directorate was high, with a mean score of 3.92. The mean scores for individual items ranged from 3.28 to 4.25. The highest-ranking item was "I learn from my past experiences to make new decisions," with a mean

score of 4.25, while the lowest-ranking item was "I rush into making decisions," with a mean score of 3.28. The item "I accept criticism of my decisions" scored moderately at 3.60, and the item "I rush into making decisions" scored low at 3.28. The results for question three indicate a high level of decision-making ability, while the ability to take ownership of decisions was rated as moderate. Consequently, the overall score for the entire domain was high at 3.92.

The overall decision-making skills of Grade 12 students in the Jeddah Education Directorate were rated as high, with a mean score of 3.92. The item "I learn from my past experiences to make new decisions" ranked highest with a mean score of 4.25, while "I rush into making decisions" ranked lowest with a mean of 3.28. The item "I accept criticism of my decisions" received a moderate rating of 3.60.

The researchers attributed these results to the high self-confidence of Grade 12 students in the Jeddah Education Directorate in making life decisions. This is evidenced by their ability to learn from past experiences, find solutions to problems, make sound decisions, accept the consequences of their choices, and respect the decisions of their peers.

A review of the literature on decision-making revealed that this study aligns with previous research by [Al-Damini and Hadie \(2022\)](#); [Al-Sentrisi and Nabil \(2021\)](#); [Al-Otaibi \(2021\)](#); [Yusuf \(2020\)](#); [Al-Adwani and Al-Azmi \(2018\)](#); [Beshiri \(2018\)](#); [Al-Awad \(2018\)](#); [Goul and Kaglan \(2018\)](#), and [Ramisa \(2017\)](#) in their exploration of decision-making skills. The study also concurred with these studies in the use of the decision-making scale. However, it differed from [Aba Al-Khail \(2017\)](#) as it focused on the level of professional self-efficacy in making career decisions."

4.4. Results Related to Research Question Four

Fourthly, the results related to the fourth question: "Is there a correlation between the predictive power of emotional maturity in relation to self-confidence and decision-making skills among Grade 12 students in Jeddah Education Directorate?" To investigate this, the researchers calculated the correlations between the emotional maturity scale and its dimensions and both self-confidence and decision-making skills, as shown in [Table 11](#).

Table 11. Correlations between emotional maturity, self-confidence, and decision-making skills.

Dimensions of Emotional Maturity Scale	Self-confidence		Decision-making skills	
	Pearson correlation	p-value	Pearson correlation	p-value
Self-congruence	0.66	0.00	0.60	0.00
Self-confidence and psychological reassurance	0.70	0.00	0.59	0.00
Interpersonal compatibility	0.15	0.00	-0.09	0.42
Emotional regulation and stability	0.65	0.00	0.64	0.00
Emotion management with oneself and others	0.59	0.00	0.49	0.00
The scale as a whole	0.74	0.00	0.61	0.00

[Table 11](#) reveals a significant positive correlation between self-confidence and emotional maturity. This relationship is statistically significant across all dimensions of the emotional maturity scale and the overall scale, with correlation coefficients ranging from 0.15 to 0.74. Four of these correlations are positive and strong, while one, with the dimension "managing emotions with oneself and others," is positive and moderate at 0.59.

Furthermore, [Table 11](#) indicates a positive correlation between decision-making skills and emotional maturity. This relationship is statistically significant across all dimensions of the emotional maturity scale except for "compatibility with others," where the correlation is negative, inverse, and not statistically significant. The correlations for this relationship range from 0.49 to 0.64, indicating moderate to weak positive correlations.

A positive correlation was found between self-confidence and emotional maturity. This relationship was statistically significant across all dimensions of the emotional maturity scale and for the overall scale. Correlation coefficients ranged from 0.15 to 0.74. Four of these correlations were positive and strong, while one was positive and

moderate, with a correlation coefficient of 0.59 for the dimension of “managing emotions with oneself and others.” One negative and weak correlation was found, with a coefficient of 0.15 for the dimension of “social adjustment.”

The researchers attribute the strong relationship between self-confidence and emotional maturity in the areas of self-acceptance, self-confidence, psychological well-being, self-control, emotional stability, and managing emotions with others to the fact that students in this group have high self-confidence and a high level of emotional maturity. However, the relationship was inverse for the dimension of social adjustment, with self-confidence and emotional maturity being negatively correlated among students in this phase.

These results align with the studies of [Fiyas and Janthi \(2017\)](#) and [Rani et al. \(2015\)](#) but diverge from other studies in this area.

A positive correlation was found between decision-making skills and emotional maturity. This relationship was statistically significant across all dimensions of the emotional maturity scale, except for “social adjustment,” where the relationship was negative, inverse, and not statistically significant.

Correlation coefficients ranged from 0.49 to 0.64, indicating moderate to weak relationships. The researchers attribute this to a strong correlation between decision-making ability and emotional maturity in various areas of study, except for social adjustment, suggesting a lack of adaptability to others in this regard. These findings align with [Al-Rashidin \(2017\)](#) but focus on professional maturity rather than emotional maturity and its relationship with self-confidence.

4.5. Results related to the Research Question Five

Question 5: Can emotional maturity, self-confidence, and decision-making skills predict the performance of third-year high school students in the Jeddah Educational Directorate?

To answer this question and ensure there was no overall variance between the variables leading to false statistical significance between the emotional maturity scale and its dimensions, self-confidence, and decision-making skills, the researchers used multiple linear regression to identify which variables would enter the regression equations. R^2 and adjusted R^2 were used as indicators. The researchers addressed the question by answering the following sub-questions:

First: What is the predictive power of emotional maturity on self-confidence among third-year high school students in the Jeddah Educational Directorate?

To answer this question, the researchers used multiple linear regression to identify which variables would enter the regression equations. [Table 12](#) shows the results of the multiple linear regression analysis for self-confidence in light of emotional maturity.

Table 12. Results of multiple linear regression analysis for self-confidence in light of emotional maturity.

Source of variation	Sum of squares	df	Mean squares	F	Statistical significance
Regression value	81.122	1	81.122	644.269	0.000
Residual value	65.097	517	0.126		
Total variance	146.218	518			

[Table 12](#) shows that the overall F-test value for the emotional maturity variable was 644.269, with a statistical significance of 0.000. This indicates that emotional maturity can be used to predict self-confidence among third-year high school students in the Jeddah Educational Directorate. To determine the relative predictive power of each dimension of emotional maturity, a regression analysis was conducted with emotional maturity as the predictor variable and self-confidence as the outcome variable. [Table 13](#) shows the results of this analysis.

Table 13. Relative regression of emotional maturity on self-confidence.

Model	Regression models (Variables entered into the equation)	Regression coefficient	Standard error	β value	t-value	Statistical significance
Intercept		0.861	0.116		7.444	0.000
1	Overall emotional maturity	0.801	0.032	0.745	25.382	0.000
2	Social adjustment	0.939	0.034	0.874	27.866	0.000
		-0.133	0.016	-0.862	-8.552	0.000
3	Self-confidence and psychological well-being	0.828	0.065	0.770	12.752	0.000
		-0.120	0.017	-0.242	-7.119	0.000
		0.104	0.052	0.109	2.009	0.045
4	Self-control and emotional stability	0.665	0.092	0.619	7.260	0.000
		-0.084	0.022	-0.169	-3.781	0.000
		0.135	0.053	0.141	2.541	0.011
		0.087	0.035	0.127	2.498	0.013
5	Emotion regulation	0.517	0.112	0.481	4.596	0.000
		-0.074	0.022	-0.149	-3.288	0.001
		0.167	0.055	0.174	3.051	0.002
		0.106	0.036	0.154	2.965	0.003
		0.084	0.037	0.104	2.263	0.024

Table 13 indicates that the overall emotional maturity dimension was the strongest predictor of self-confidence, with a regression coefficient of 0.801, which was statistically significant at the 0.05 level. The second regression model, which included both overall emotional maturity and social adjustment, had regression coefficients of 0.939 and -0.133, respectively, and was also statistically significant at the 0.05 level. The third model, which included overall emotional maturity, social adjustment, self-confidence, and psychological well-being, had regression coefficients of 0.828, -0.120, and 0.104, respectively, and was statistically significant. Similarly, the fourth and fifth models, which included additional dimensions of emotional maturity, were also statistically significant. However, the social adjustment dimension did not have any predictive power for self-confidence, with a regression coefficient of 0.135 and a non-significant p-value of 0.286. The intercept of the regression equation was 0.861, which was statistically significant, with a t-value of 7.444. It was statistically significant at the 0.05 significance level. The regression equation can be formulated as follows: Self-confidence = $0.861 + (-0.133 * \text{Social adjustment}) + (0.104 * \text{Psychological well-being}) + (0.087 * \text{Self-control and emotional stability}) + (0.084 * \text{Emotion regulation})$.

Secondly: What is the predictive power of emotional maturity on decision-making skills among third-year high school students in Jeddah Educational Directorate?

To answer this question, the researchers used multiple linear regression analysis to identify which variables would enter the regression equations as predictors, as shown in Table 14.

Table 14. Presents the results of the multiple linear regression analysis of decision-making skills in light of the emotional maturity variable.

Source of variation	Sum of squares	df	Mean squares	F-ratio	Statistical significance
Regression value	82.489	1	82.489	364.643	0.000
Residual value	116.955	517	0.226		
Total variance	199.444	518			

Table 14 shows that the overall F-test value for the emotional maturity variable was 364.643, with a statistical significance of 0.000. This indicates that emotional maturity can be used to predict decision-making skills among third-year high school students in the Jeddah Educational Directorate.

To determine the relative predictive power of each dimension of emotional maturity, a regression analysis was conducted with emotional maturity as the predictor variable and decision-making skills as the outcome variable as shown in Table 15.

Table 15. The results of the predictive power of emotional maturity for decision-making skills.

Model	Regression models (Variables included in the equation)	Regression coefficient	Standard error	β value	t-value	Statistical significance
Intercept		1.859	0.11		16.845	0.000
1	Self-control and emotional stability	0.516	0.027	0.643	19.096	0.000
2	Self-confidence and psychological well-being	0.360	0.033	0.449	11.033	0.000
		0.352	0.046	0.314	7.726	0.000
3	Self-acceptance	0.288	0.035	0.359	8.169	0.000
		0.252	0.049	0.225	5.123	0.000
		0.235	0.049	0.221	4.832	0.000
4	Social adjustment	0.260	0.037	0.324	7.105	0.000
		0.282	0.05	0.252	5.611	0.000
		0.257	0.049	0.241	5.22	0.000
		-0.050	0.019	-0.086	-2.591	0.010
5	Emotion regulation	0.235	0.037	0.292	6.380	0.000
		0.237	0.051	0.211	4.654	0.000
		0.213	0.05	0.2	4.277	0.000
		-0.080	0.021	0.139	-3.908	0.000
		0.159	0.041	0.168	3.891	0.000

Table 15 analysis of the text indicates that the dimension of self-control and emotional stability was the strongest predictor of decision-making skills, with a regression coefficient of 0.516, which was statistically significant at the 0.05 level. The second regression model, which included both self-control and emotional stability, as well as self-confidence and psychological well-being, had regression coefficients of 0.360 and 0.352, respectively, and was also statistically significant at the 0.05 level. The third model, which incorporated additional dimensions of emotional maturity, remained statistically significant. However, the predictive power of each dimension decreased as more variables were added to the model. The fifth model, which included all dimensions of emotional maturity, had regression coefficients ranging from 0.235 to 0.150, with all coefficients being statistically significant at the 0.05 level.

The intercept of the regression equation was 1.859, which was statistically significant. The t-value was 16.845, also statistically significant at the 0.05 level. The regression equation can be formulated as follows: Decision-making skill = $1.859 + 0.516 * \text{Self-control and emotional stability} + 0.352 * \text{Self-confidence and psychological well-being} + 0.235 * \text{Self-acceptance} + 0.050 * \text{Social adjustment} + 0.159 * \text{Emotion regulation}$.

5. CONCLUSION

This study explored the relationship between emotional maturity, self-confidence, and decision-making skills among third-year high school students in Jeddah. Key findings revealed that students exhibited high levels of self-acceptance, self-confidence, and emotional stability, although interpersonal relationships and emotion management scored moderately, resulting in an overall moderate level of emotional maturity. Notably, self-confidence and decision-making skills were rated highly, with students demonstrating strong problem-solving abilities and responsibility for their choices.

Statistical analyses confirmed significant positive correlations between emotional maturity and both self-confidence ($r = 0.74$) and decision-making skills ($r = 0.61$), except for interpersonal relationships, which showed no significant link to decision-making. Regression models further validated emotional maturity as a robust predictor of self-confidence ($F = 644.269$, $p < 0.001$) and decision-making skills ($F = 364.643$, $p < 0.001$).

The findings underscore the critical role of emotional development in adolescent education. While students display resilience in personal confidence and rational decision-making, moderate scores in social adaptability highlight areas for growth. Educators and policymakers should prioritize programs that enhance emotional regulation, empathy, and collaborative skills. Recommendations include teacher training workshops, fostering open communication, and integrating decision-making practice into curricula to reinforce experiential learning.

Strengthening emotional connections through supportive school environments and community engagement can further bolster students' holistic development.

Ultimately, nurturing emotional maturity during adolescence not only improves self-confidence and decision-making but also equips students to navigate academic, social, and future career challenges effectively. This study advocates for a balanced educational approach that harmonizes cognitive and emotional growth, ensuring students thrive as well-rounded individuals.

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