

A Comparative Study on Emotional Maturity of Secondary School Students in Lakhimpur and Sonitpur Districts of Assam

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Abstract: *The present study investigated the emotional maturity of secondary school students in Lakhimpur and Sonitpur districts of Assam. This study is conducted on a sample of 1000 Students, out of 1000 students 500 boys and 500 girls selected randomly from 32 Government and Private secondary schools of both districts of Assam. The descriptive survey method is used for data collection using Emotional Maturity Scale (M. Bhargava and Y. Singh (1990)). The finding of the study reported that there was not any significant difference in various areas of emotional maturity of government and private school students; no significant difference in the emotional maturity level of boys and girls school students; and there is no significant difference between in the emotional maturity level of rural and urban secondary school students of both districts of Assam.*

Keywords: **Emotion:** Emotion may be defined as the stirred up condition of organism involving internal and external changes in body, **Maturity:** Maturity is the ability to stick with a project or a situation until it is finished, **Emotional Maturity:** Emotional Maturity is a process which the personal is continuously striving for greater sense of emotional health both intra-psychically and intra-personally, **Secondary School Students:** A student admitted to class X and appearing SEBA examination in the year 2014-2015 sessions

1. Introduction

Emotional pressure is increasing day by day at adolescent stage. Emotions are basic primeval forces by nature to enable the organism to cope up with circumstances which demand the utmost effort for survival. The emotions are a way of acting, as a way of getting along in the world; they may be constructive and destructive. Emotions have strong link with urges, needs and interests. A healthy emotional development cultivates in emotional maturity. Emotional maturity is the product of interaction between many factors like home environment, school environment, society, culture and to a great extent on the programmes watched on television. Emotionally matured person can make better adjustment with himself as well as with others. He accepts the reality and doesn't grumble for petty things. Emotional maturity can be called as a process of impulse control through the agency of self or ego. Dosanjh (1960), "Emotional maturity means balanced personality. It means ability to govern disturbing emotion, show steadiness and endurance under pressure and be tolerant and free from neurotic tendency". Singh (1990), "Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent's development. A person who is able to keep his emotions under control, to brook delay and to suffer without self-pity might still be emotionally stunned". A man who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature person will have more satisfaction in life, he will be satisfied with what he is and have a balanced attitude. During the period of adolescence, physical, emotional, psychological, cultural, intellectual and socio behavioural changes occur in life.

Suddenness of these changes results in anxieties and causes confusion and unrest among them.

2. Review of Related Study

Arya A (1984) conducted a study on emotional maturity and value of superior children in family. The objectives of the study were to found relationship between intelligence and emotional maturity of boys and girls separately. Second objective was to find out relationship between intelligence and values of boys and girls. The study found that superior boys and girls did well on the emotional maturity tests, superior intelligence showed high relationship with emotional maturity.

Gupta, Poonam, (1989) conducted a comparative study on "Male and Female Adolescent School going students on Emotional Maturity and Achievement in Curricular and Co-Curricular activities". The Objectives of the study were: 1. To compare male and female adolescent school going students on emotional maturity, co-curricular and curricular activities. 2. To compare behavior of boys and girls due to age level. The sample comprised 200 girls and 200 boys studying in high school and intermediate classes of Agra City who were selected on the basis of the random number table. The tools used in the study were Emotional maturity Scale developed by Yashvir Singh and Mahendra Bhargava and Curricular and Co-curricular Activities Questionnaire developed by the investigator. Statistical techniques used for data analysis were chi-square, *F*-ratio and *t*-ratio. The findings of the study were: (i) The girls were more sober and well behaved as compared to boys of this age. The characteristic behaviours of the girls were that they were shy, reserved and more sober as compared to boys. (ii) Boys

behaved more openly and were more interested in bold activities. 3. Boys were more interested in cricket and hockey while girls preferred the activities like painting, reading magazines, singing and decoration.

Singh, R.P (1993) conducted a study on "Emotional Maturity of Male and Female Students of Upper and Lower Socio-Economic Status". The total sample consisted of 640 adolescent students of Aligarh. There were 321 male and female students of upper Socio-Economic Status and 320 male and female students of lower Socio-Economic Status in age ranging from 15 to 19 years. The subjects were chosen on the basis of Stratified Random Sampling method. These 640 subjects were then administered Emotional Maturity Scale of Yashvir Singh and Mahesh Bhargava. The findings of the study were: (i) The statistical analysis revealed that mean scores of male and female students of higher socio-economic status were lower than the corresponding mean scores of male and female students of lower socio-economic status in all the five areas of Emotional Maturity Scale. (ii) In the total area of the emotional maturity the mean scores of male and female students of higher socio-economic status were lower than the corresponding mean scores of male and female students of lower socio-economic status. The f value was significant. (iii) The mean scores of female students were slightly lower than the corresponding mean scores of male students in social disintegration. (iv) In the total area the mean score of male students was significantly lower than the mean score of female students.

Kaur, S. (2000) found significant relationship between emotional maturity, school, home and psychological environment. Girls were found to be more emotionally mature than boys. Rural students were found to be more emotionally mature than urban students.

Anju (2000) found that there existed a positive and significant relationship between emotional maturity and intelligence of student which implied that more intelligent the person was, more emotional mature he was. The relationship between emotional maturity and intelligence of girls came out to be significant.

Upadhyay, S.K. and Upadhyay, Vikrant. (2003) studied "Emotional Stability and Academic Achievement of Boys and Girls at Secondary Level." and concluded that emotions have both direct and indirect and indirect effect on personality. The direct effect came from physical and mental disturbances, while indirect came from reactions of members of the social group around the person who was experiencing the emotion. If the emotions were unpleasant or uncontrolled, they were damaging to the personality pattern. If pleasant and controlled then they had vice versa effect on life. The main findings were: (i) Boys were significantly emotionally stable than girls. (ii) There was no significant difference between boys and girls in academic achievement. (iii) There was no significant relationship between emotional stability and academic achievement of the students.

Gakhar S. C. (2003) conducted a study on "Emotional maturity of students at secondary stage: self-concept and academic achievement". The study used a sample of 200

students of secondary stage, the study revealed: (i) there is significant difference in the emotional maturity of students of government and private schools; (ii) there is significant difference in the emotional maturity of students who are hostellers and day scholars; and (iii) there is significant difference in the emotional maturity of children of working and non-working mothers and the academic achievement on self-concept. It was found a significant negative correlation as found between self-concept and emotional maturity. It was also found negative correlation between academic achievement and emotional maturity. There was significant difference in the emotional maturity of boys and girls. It was revealed that there was significant difference in the emotional maturity of students belonging to urban and rural areas and emotional maturity of students of rural areas is more as their mean scores on emotional maturity inventory was less. There was significant difference in the emotional maturity of students who studied in government and private schools. Further, emotional maturity of students of private schools was more as compared to their counterparts due to low mean score on emotional maturity scale. It also showed that there was insignificant difference in the emotional maturity of students who lived in hostels and those who are day scholars. The study also revealed that there was insignificant difference in the emotional maturity of children of working and non-working mothers.

Ronald E. McNairs (2004) in his research on "learning pace of school children in regard to emotional maturity" found that students with a high level of dedication, commitment, desire and emotional maturity can make effective learning and learn as much as they want.

Vikrant Upadhyay & S.K. Upadhyay (2004) studied "A study of emotional stability and academic achievement of boys and girls at secondary level" at Ph.D. level and concluded their main findings: (i) Boys are significantly emotionally stable than girls, (ii) There is no significant difference between boys and girls in academic achievement. (iii) There is no significant relationship between emotional stability and academic achievement of the students.

Markham (2005) conducted a study on "Effects of positive emotional refocusing on emotional intelligence and autonomic recovery from stress in high school students". The Study investigated the effect of positive emotional refocusing on emotional intelligence (the Intrapersonal, Stress Management, and Adaptability subscales of the EQ-i YV were used); heart rate variability, and trait anxiety in a sample of 99 grade nine students (62 trained, and 37 in the waiting group). No changes in EI or trait anxiety occurred due to training, though training did lead to significantly increased coherence during autonomic recovery from stress. Among students categorized as low anxiety, there was a positive correlation between EI and coherence and a negative relationship between trait anxiety, interpersonal intelligence and the stress management subscale.

Peter Lichtenberg (2005) in his research on "Emotional Maturity Across Life Span" found that only that man has ability to work with others who has emotional maturity and stability. He focussed on ageing as well as personality and emotional maturity across life span in his study.

Darwin Nelson (2005) in his research related to "Emotional Intelligence and Emotional Maturity" says that if we want our children to be emotionally mature, we must focus on their early childhood education, which affects certain level of social and emotional maturity.

Geeta S., Vijaylaxmi A. (2006) conducted a study on impact of emotional maturity on stress and self-confidence of adolescents and found that adolescents with high emotional maturity had significantly higher stress and self-confidence than those with lower emotional maturity.

Ayodhya P. (2007) conducted a study on "Emotional problems in secondary school children and its relation to life events and scholastic achievement". In this study aimed at studying the emotional problems of school children and their relation to stressors (life events) and school achievement, on a sample drawn from class 10 students using survey method. The objectives of the study were; to find out the difference in mean life event scores in students who have and who do not have emotional problems; to identify emotional problems in secondary school children; to calculate mean life event scores; to compare the difference in the mean life event scores in respect of gender between students who have and those who do not have emotional problems; to find out the difference in the number of life events in respect of gender between students who have and those who do not have emotional problems; to compare the difference in mean life event scores in respect of socio-demographic factors between students who have and who do not have emotional problems; to investigate scholastic achievement; to find out the difference between scholastic achievement in students with and without emotional problems; to find out the difference in mean life event scores in students with and without emotional problems in relation to scholastic achievement; to find out the difference in mean life event scores in students with and without emotional problems in relation to IQ; to compare the difference between levels of IQ and scholastic achievement; to find out the difference in emotional problems in respect of socio-demographic factors; to investigate the difference mean life event scores in respect of socio-demographic factors; to find out differences in scholastic achievement in relation to socio-demographic factors; and to find out differences in mean life event scores in respect of gender and scholastic achievement. Based on the results it was concluded that; secondary school students had significantly high rate of emotional problems; emotionally disturbed students had high life event scores and more number of events; boys had high life event scores and more no. of events; boys outnumbered girls in decreased scholastic achievement; the emotional problems found were of minor nature. Depression was the commonest emotional problem; emotional problems did not have influence on scholastic achievement in the present study; life events too did not have influence on scholastic achievement; no difference was found with regard to socio-demographic factors and emotional disorders, scholastic achievement and life events; no association was found between scholastic achievement and intelligence in the present study because the scholastic achievement stabilized at the lower level as the sample had low mean IQ at the beginning of the study.

Charu, Vyas (2008) conducted a comparative Study of "Anxiety, Emotional Maturity, Security-Insecurity among Adolescents of Co-Education and Unisex Education Schools". The objectives of the study were: (i) To study the effect of nature of school on anxiety of adolescent girls and boys. (ii) To study the effect of nature of school on emotional maturity and security- insecurity of adolescent girls and adolescent boys. The sample of 120 students of class XI was obtained by purposive sampling, out of which 30 girls and 30 boys of co-education school and 30 girls and 30 boys from uni-sex education school were chosen. All of these belonged to middle socio-economic status. The tools used were:

- 1) Anxiety Scale: S.E. Kurg, I.H. Scheier and A.B. Cattell,
- 2) Emotional Maturity Scale: Dr. Yashvir Singh and Mahesh Bhargava,
- 3) Security - Insecurity Scale: Dr. Beena Shah.

The findings reported were: (i) No significant difference in anxiety, emotional maturity, emotional instability and emotional regression of adolescent boys and adolescent girls coming from co-education and uni-sex education school was observed. (ii) Significant difference in emotional instability, emotional regression and social maladjustment of adolescent girls coming from co-education and uni-sex education school was reported. (iii) There was significant difference in lack of independence of boys coming from co-education and uni-sex education school. (iv) No significant difference in security-insecurity, family and school security of boys and girls coming from co-education and uni-sex education school was seen.

Suman (2009) made a study of learning achievement in science of students in secondary schools in relation to their metacognitive skills and emotional competence. The study was conducted over a sample of 500 students of class IX (age between 13 to 15 years) from six secondary schools situated in South West Zone of Delhi. In this study he found that there were significant positive relationship between (i) emotional competence & learning achievement (ii) metacognitive skills & learning achievement (iii) emotional competence & metacognitive skills of the students studying in secondary schools.

Thukral, Praveen and Singh, Surjit (2010) made a study on a social maturity and academic achievement of high school students. The study was conducted over a sample of 400 (200 boys and 200 girls) high school students studying in Xth class in 8 different schools (4 urban and 4 rural) affiliated to CBSE, New Delhi. In his study he found that there existed significant relationship between social maturity and academic achievement of high school students. No significant differences were observed between boys and girls as well as rural and urban high school students on the basis of their social maturity.

Surjit Singh, and Parveen Thukral, (2011) conducted a study on "Emotional Maturity and Academic Achievement of High School Students". The objectives of the study were: (i) To investigate the relationship of emotional maturity with academic Achievement of high school students; and (ii) To see the sex and regional difference on the basis of their emotional maturity. The sample comprised of 400 students of class X, out of them 200 were boys (100 rural and 100 urban)

and 200 were girls (100 rural and 100 urban). The sample was collected by using multi-stage random sampling technique. The tool used was Emotional Maturity Scale (EMS) developed by Singh and Bhargava (1990). The findings of the study were: (i) There exist no significant relationship between emotional maturity and academic achievement. (ii) No significant differences were observed between boys and girls and rural and urban students on the basis of their emotional maturity.

Lakshmi and Krishnamurthy (2011) constructed a study on "Emotional Maturity of Higher Secondary School Students". The study used a sample of 220 Higher Secondary Students who were selected from various schools in Coimbatore District. In this study they found that there existed significant difference between all the sub-samples except the age group of Higher Secondary Students. It also found that there was significant difference between male and female students, urban and rural students and the students who lived in joint family and nuclear family system in respect of their Emotional Maturity.

Puar, Surjit Singh (2012) made a study on the role of social maturity in academic achievement of high school students. It was found that the social maturity contributed the highest in the academic achievement of high school students in a given set of variables. Moreover, the total variance accounted for the variable of social maturity in case of boys was lesser than those of girls and the total sample. The reduced values of partial coefficients of correlation between social maturity and academic achievement indicated the weakness in relationship between social maturity and academic achievement which was more marked in case of girls than the boys and the total sample. Boys and girls as well as rural and urban high school students did not differ significantly in their social maturity.

Singh, Rashee (2012) made a study on a comparative study of rural and urban senior secondary school students in relation to emotional maturity. She found no significant difference between rural and urban, male and female, rural male and rural female and urban male and urban female senior secondary school students in relation to emotional maturity.

Kumar, Tiwari Vinit (2012) made a study on a comparative study of emotional maturity among 8th to 12th class Students with the reference of internet surfing. In his study he carried out with incidental sampling at Hardwar district on 100 students. Among them 50 (25 boys, 25 girls) were using internet and 50 (25 boys, 25 girls) with no interest in internet surfing. Results indicated that those who were not using internet regularly were more emotionally mature than internet users. It was also found that boys students were better than girls with regard their emotional maturity.

Preethi & Rosa (2012) made a study on the academic stress and emotional maturity among higher secondary school students of working and non-working mothers. In his study he conducted on a sample of 240 higher secondary students from Palakkad and Trissur districts. The findings of the study revealed that Emotional maturity of children of non-working mothers was lesser than that of children of working mothers. The study revealed that negligible relationship existed

between Academic stress and Emotional maturity of higher secondary school students. Children of working mothers were more emotionally matured than children of non-working mothers. Children of non-working mothers were lower stressed than children of working mothers. Children of working mothers possessed high Emotional maturity and at the same time, they were more indisposed to stress and strain.

Lohita & Satsangi (2013) conducted a study on "Career Maturity in relation to Family Environment of Senior Secondary Students". The study used a sample of 120 (60 boys and 60 girls) senior secondary students studying in XII class UP Board. In this study they found that there was significant independent effect of gender and family environment on career maturity. They also found that there were significant difference of scores between high and moderate, low and high and high moderate and low family environment on career maturity was found to be significant at 0.01 level of significance.

Kaur, Manjeet (2013) made a study on a comparative study of emotional maturity of senior secondary school students. In his study he investigated the emotional maturity of adolescents of Chandigarh. He conducted on a group of 200 students, 100 boys and 100 girls from govt. and private senior secondary schools of Chandigarh. The findings of the study revealed that there was not any significant difference in various areas of emotional maturity of govt. and private school students; no significant difference was found in the emotional maturity level of boys and girls of senior secondary schools of Chandigarh.

Malliick Rinku, Singh Archana, Chaturvedi Poonam & Kumar Narendra (2014), "A Study on Higher Secondary Students Emotional Maturity and Achievement". This study found that (i) There is significant difference between male and female higher secondary students with respect to level of emotional maturity. (ii) There is no significant difference between rural and urban higher secondary students with respect to level of emotional maturity. (iii) There is no significant difference between government and aided higher secondary students with respect to level of emotional maturity. (iv) There is significant difference between day scholar and hostel staying higher secondary students with respect to level of emotional maturity and (v) There is significant difference between male and female higher secondary students with respect to level of achievement in economics.

Dutta, Jadab et al., (2014), conducted a study on "A Comparative Study of Delinquency Prone and Non-Delinquency Prone Adolescents with regards to Self-Concept, Emotional Maturity and Academic Achievement in Assam". This study is conducted on a sample of 500 adolescents comprised of 200 delinquencies prone and 300 non-delinquencies prone adolescents selected randomly from 12 secondary and higher secondary schools. The descriptive survey method is used for data collection using Lidhoo's Delinquency Proneness Scale (1989), Self-concept Questionnaire (R.K. Saraswat (1981), Emotional Maturity Scale (M. Bhargava and Y. Singh (1990), and the Students Performance Record from the School. The study reported

that delinquency prone adolescents have low self-concept, low emotional maturity and poor academic achievement than that of non-delinquency prone adolescents. Further, the study showed the positive co-relation among self-concept, emotional maturity and academic achievement. In another study conducted by Pranab, Jadab and Soni (2015) found that on (i) There exists a highly statistically significant relationship about self-concept among adolescents with respect to their delinquency proneness. The level of self-concept is high among adolescents with non-delinquency proneness than that of those who has proneness to delinquency. Therefore, the null hypothesis formulated here is rejected. (ii) The self-concept of female adolescents who have proneness to delinquency is comparatively higher than male. Therefore, the null hypothesis is rejected. (iii) The level of self-concept is found better among male non-delinquency prone adolescents in comparison to female. So the null hypothesis is rejected. (iv) The non-delinquency prone male adolescents possess better self-concept than delinquency prone one. So, here also the null hypothesis is rejected. (v) The non-delinquency prone female adolescents possess better level of self-concept than delinquency proneness counterpart. Therefore, the null hypothesis is rejected. (vi) The delinquency prone adolescents possess a lower level of emotional maturity than non-delinquency prone counterpart. So, here also the null hypothesis is rejected. (vii) The emotional maturity of delinquency prone female adolescents is comparatively lower than male counterpart. Therefore, the null hypothesis is rejected. (viii) The level of emotional maturity is found better among female non-delinquency prone adolescents in comparison to male. So, the null hypothesis is rejected. (ix) The male delinquency prone adolescents have a lower level of emotional maturity than the male adolescents with non-delinquency proneness. So, the null hypothesis is rejected. (x) The female adolescents with non-delinquency proneness possess a better level of emotional maturity than delinquency proneness counterpart. Therefore, the null hypothesis is rejected.

3. Implications of the Review of the Related Literature with the Present Study

Review of related literature allows the researcher to acquaint himself with current knowledge in the area in which he has proposed to conduct his research. It serves the following purposes:

- It provided as sources of problems and helped in identifying and selecting a problem of interest.
- It gave an understanding of the status of research in the problem area.
- It enabled researcher to develop an understanding of the research methodology which refers to the way the study is to be conducted. It developed an insight into tools and instruments, and statistical methods through which validity of the results is to be established.
- It enabled the researcher to define the limits of his field. It helped the researcher to delimit and define his problem.
- It made researcher up to date on the work which others have done.
- It provided researcher to avoid unintentional duplication of well-established findings

- It provided clues to the research approaches, methods, instrumentation and data analysis.

4. Need of the Study

Emotional Maturity is said to be the foundation for leading a happy and contented life. If anyone lacks Emotional Maturity the life of the individual will be a sorrowful affair. It is a process which the personal is continuously striving for greater sense of emotional health both intra-psychically and intra-personally. In the present circumstances, youth as well as children are facing many difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, frustration and emotional troubles in day-to-day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities. Therefore, the emotionally mature is not the one who necessarily has all conditions that arouse anxiety and hostility but it is continuously seeing himself involved in a struggle of healthy integration of feeling, thinking action. This motivates the Investigator to conduct a comparative study on Emotional Maturity of Secondary School Students of Lakhimpur and Sonitpur Districts of Assam.

5. Statement of the Problem

The problem of the present study has been stated as follows: **“A Comparative Study on Emotional Maturity of Secondary School Students in Lakhimpur and Sonitpur Districts of Assam”**

Objectives of the Study

The study is designed with the following objectives:

1. To study the emotional maturity of government and private secondary school students of Lakhimpur and Sonitpur districts of Assam.
2. To find out the difference between rural and urban secondary school students in relation to emotional maturity of Lakhimpur and Sonitpur districts of Assam.
3. To compare the gender differences a. rural, b. urban, c. government, d. private in relation to emotional maturity of secondary school students of Lakhimpur and Sonitpur districts of Assam.

Hypotheses of the Study

The hypotheses are stated as under:

1. There is no significant mean difference in emotional maturity of government and private secondary school students of Lakhimpur and Sonitpur districts of Assam.
2. There is no significant mean difference between rural and urban secondary school students in relation to emotional maturity of Lakhimpur and Sonitpur districts of Assam.
3. There is no significant mean difference between male and female of government secondary school students in relation to emotional maturity.
4. There is no significant mean difference between male and female of rural secondary school students in relation to emotional maturity.

5. There is no significant mean difference between male and female of urban secondary school students in relation to emotional maturity.
6. There is no significant mean difference between male and female of private secondary school students in relation to emotional maturity.
7. There is no significant mean difference between rural male and female of private secondary school students in relation to emotional maturity.
8. There is no significant mean difference between urban male and female of private secondary school students in relation to emotional maturity.

Methodology of the Study

The Descriptive approach is used in the study. The present study is a comparative study on Emotional Maturity of Secondary School Students in Lakhimpur and Sonitpur districts of Assam. Keeping in view the nature of study, the survey method was found to be more suitable.

Population of the Study

The population of the present study constitutes all the secondary school students studying in class X who are the emotionally mature of Lakhimpur and Sonitpur districts of Assam.

Sample of the Study

The sample is of small number of representative individuals from the population. This study is conducted on a sample of 1000 Students, 500 boys and 500 girls selected randomly from 32 Government and Private secondary schools of Lakhimpur and Sonitpur districts of Assam. The final sample is selected randomly.

Tools Used

Emotional Maturity Scale by Singh and Bhargave (1990) was employed by the researchers for the purpose of data collection.

Statistical Techniques Used

In this study various statistical measures such as Mean, SD and t-test are used.

6. Result and Discussion

Collected data through above mentioned inventories were analyzed in terms of mean, standard deviation and t-test method. The results have been presented in the tables.

Hypothesis 1: There is no significant mean difference in emotional maturity of government and private secondary school students of both the districts of Assam.

Table 1: Mean, Standard deviation and t-value of the government and private secondary school students of both the districts of Assam.

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Government	744	113.02	24.07	10.92	Highly Significant
	Private	256	98.17	16.52		

It is found that the mean scores of both government and private students are 113.02 and 98.17 respectively. When the

t-test was applied to test the significance of the mean difference between these groups, it reported a t-value 10.92. This was found to be highly significant. Hence hypothesis 1 is rejected. This means that there is a great difference in emotional maturity of government and private secondary students of both districts.

Hypothesis 2: There is no significant mean difference between rural and urban secondary school students in relation to emotional maturity of both the districts of Assam.

Table 2: Mean, Standard deviation and t-value of the rural and urban secondary school students of both the districts of Assam.

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Rural Students	500	111.03	23.38	2.46	Significant
	Urban students	500	107.41	23.09		

It is found that the mean scores of both rural and urban students are 111.03 and 107.41 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=2.46) is greater than the table value 1.96 at 0.05% level of significance. This means that the mean difference is significant. Hence, hypothesis 2 is rejected. This further means that rural and urban secondary school students are a great difference of emotional maturity in both the districts.

Hypothesis 3: There is no significant mean difference between male and female of government secondary school students in relation to emotional maturity.

Table 3: Mean, Standard deviation and t-value of the male and female of government secondary school students of both the districts of Assam.

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Male	372	114.89	23.60	2.13	Significant
	Female	372	111.15	24.42		

It is found that the mean scores of government male and female students are 114.89 and 115.15 respectively. The computed t-value between their mean differences is 2.13 which is found great significant at 0.05 level. Hence the hypothesis 3 is rejected. Therefore male and female students of government schools are found to great difference of emotional maturity in both the districts.

Hypothesis 4: There is no significant mean difference between male and female of rural secondary school students in relation to emotional maturity.

Table 4: Mean, Standard deviation and t-value of the rural male and female secondary school students of both the districts of Assam.

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Male	250	113.69	24.33	2.79	Significant
	Female	250	107.85	22.44		

It is found that the mean scores of both male and female of rural students are 113.69 and 107.85 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=2.79) is greater than the table value 1.97 at 0.05% level of significance. This means that the mean difference is significant. Hence hypothesis 4 is rejected. This further means that male and female of rural secondary school students have great difference of emotional maturity in both the districts.

Hypothesis 5: There is no mean significant difference between male and female of urban secondary school students in relation to emotional maturity.

Table 5: Mean, Standard deviation and t-value of the urban male and female secondary school students of both the districts of Assam.

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Male	250	108.37	22.12	0.69	Not Significant
	Female	250	106.96	23.77		

It is found that the mean scores of both male and female of urban students are 108.37 and 106.96 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=0.69) is less than the table value 1.97 at 0.05% level of significance. This means that the mean difference is not significant. Hence hypothesis 5 is accepted. This further means that male and female of urban secondary school students have similar level of emotional maturity in both the districts.

Hypothesis 6: There is no significant mean difference between male and female of private secondary school students in relation to emotional maturity.

Table 6: Mean, Standard deviation and t-value of the private male and female secondary school students of both the districts of Assam.

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Male	128	99.81	18.69	1.92	Not Significant
	Female	128	96.52	13.91		

It is found that the mean scores of both male and female of private students are 99.81 and 96.52 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=1.92) is less than the table value 1.98 at 0.05% level of significance. This means that the mean difference is not significant. Hence hypothesis 6 is accepted. This further means that male and female of private secondary school students have similar level of emotional maturity in both the districts.

Hypothesis 7: There is no significant mean difference between rural male and female of private secondary school students in relation to emotional maturity.

Table 7: Mean, Standard deviation and t-value of the private rural male and female secondary school students of both the districts of Assam.

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Male	64	102.36	21.13	2.42	Significant
	Female	64	94.55	14.86		

It is found that the mean scores of rural male and female of private students are 102.36 and 94.55 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=2.42) is greater than the table value 2.00 at 0.05% level of significance. This means that the mean difference is significant. Hence hypothesis 7 is rejected. This further means that rural male and female of private secondary school students are a great difference of emotional maturity in both the districts.

Hypothesis 8: There is no significant mean difference between urban male and female of private secondary school students in relation to emotional maturity.

Table 8: Mean, Standard deviation and t-value of the private urban male and female secondary school students of both the districts of Assam.

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Male	64	97.27	15.64	0.49	Not Significant
	Female	64	98.5	12.69		

It is found that the mean scores of urban male and female of private students are 97.27 and 98.5 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=0.49) is less than the table value 2.00 at 0.05% level of significance. This means that the mean difference is not significant. Hence hypothesis 8 is accepted. This further means that urban male and female of private secondary school students have similar level of emotional maturity in both the districts.

7. Conclusion

The study showed that there are major differences in the emotional maturity of secondary school students of both districts whether they belong to rural and urban male/female, government and private male/female, rural male/female and private rural male/ female secondary schools students. This study also showed that there is a no difference between urban male/female, private male/female and private urban male and female secondary students of both the districts on emotional maturity.

8. Suggestions for Further Research

1. Studies can be carried out in relation to emotional maturity of students at whole level.
2. Studies can be carried out in relation to emotional maturity and emotional intelligence of students at whole level.
3. Similar study on senior secondary students will be a significant area of research to depict their personality characteristics.

4. The present study is conducted on class-X students. Similar studies may be undertaken on this variable at the other levels of education as well.
5. In the present study cross sections that have been investigated are male/female, rural/urban and government/private. Many others cross sectional comparison of various other categories of students like poor/rich, tribal and non-tribal studying in government/private schools may be carried out.
6. Studies can be carried out in relation to emotional maturities in different communities including minority groups.
7. Studies can be carried out in relation to emotional maturities with respect to students at secondary level coming from nuclear and joint family structure.
8. The relationship between family members and friends has bearing on emotional maturities and forms another area of research.

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