

# A Study on Emotional Maturity and Intelligence of Secondary School Students of Assam

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**Abstract:** *The present study investigated the emotional maturity and intelligence of secondary school students Assam. The study was conducted on one thousand class-X students by giving due representation to boys (500) and girls (500) as well as rural and urban localities of both the districts. The schools were selected using stratified random sampling technique, and students were selected using simple random sampling technique. The descriptive survey method is used for data collection using emotional maturity scale constructed and standardized by M. Bhargava and Y. Singh (1990) and group test of mental ability constructed and standardized by Dr. S. Jalota. The findings of the study reported that there is a negative relationship between emotional maturity and intelligence among the secondary school students of whole sample of both the districts.*

**Keywords:** Intelligence, Emotional Maturity and Secondary School Students

## 1. Introduction of the Variables

### Emotional Maturity

The emotionally mature is not the one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action. An individual with emotionally disturbed behaviour reacts like a child, he looks for sympathy, conceited, quarrelsome, infantile, self-centred and demanding person, has preservative emotions, is emotionally excitable and feels very much upset to loose a game (Gibb, 1942; Brogden, 1944, Cattell, (1945). Taking these factors following are five broad factors of the emotional maturity level in individuals.

Emotionally disturbed behaviour can be described through ways reflected in these factors. The factors are:

- i) Emotional Stability.
- ii) Emotional Progression.
- iii) Social Adjustment.
- iv) Personality Integration.
- v) Independence.

#### (i) Emotional Stability

Emotional Stability refers to the characteristics of a person that does not allow him to react excessively or given to swings in mood or marked changes in any emotional situation. The emotionally stable person is able to do what is required of him in any given situation. Contrary to it, emotional instability is a tendency to quick changing and unreliable responses and is a factor representing syndrome of irritability, stubborn, temper, tantrums, lack of capacity to dispose of problems and seek help for one's day to day problems.

#### (ii) Emotional Progression

Emotional Progression is the characteristics of a person that refers to a feeling of adequate advancement and growing vitality of emotions in relation to the environment to ensure a positive thinking imbued with righteousness and

contentment. Whereas emotional regression is also a broad group of factors representing such syndromes as feelings of inferiority, restlessness, hostility, aggressiveness and self-centeredness.

#### (iii) Social Adjustment

Social Adjustment refers to a process of interaction between the needs of a person and demands of the social environment in any given situation, so that they can maintain and adapt a desired relationship with the environment. Therefore, it may be described as a person's harmonious relationship with his social world. Whereas socially maladjusted person shows a lack of social adaptability shows hatred, reclusive but boasting, liar and shirker.

#### (iv) Personality Integration

Personality Integration is the process of firmly unifying the diverse elements of an individual's motives and dynamic tendencies, resulting in harmonious co-action and de-escalation of the inner conflict (*English & English*, 1958) in the undaunted expression of behaviour, whereas disintegrated personality includes all those symptoms, like reaction, phobias formation, rationalization, pessimism, immorality etc. Such a person suffers from inferiorities and hence reacts to environment through aggressiveness, destruction and has distorted sense of reality. In brief, such a person shows varied degrees of neuroticism which could be put as below

$$Vs \times S \propto Ad/F \times R/P \propto T/E \propto N$$

Where:

Vs = Specific emotional vulnerability.

Ss = External stresses especially in relation to emotional vulnerability.

Ad = Difficulty of adjustment – internal and external.

F = Flexibility.

R = Regressive Forces.

P = Progressive Forces.

T = Emotional tensions.

E = Ego strength.

N = Degree of Neuroticism.

$\alpha$  = Directly Proportional

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### (v) Independence

Independence is the capacity of a person's attitudinal tendency to be self-reliant or of resistance to control by others, where he can take his decisions by his own judgment based on facts by utilizing his intellectual and creative potentialities. He would never like to show any habitual reliance upon another person in making his decisions or carrying out difficult actions, whereas a depended person shows parasitic dependence on other is ego tic and lacks 'objective interests' . People think of him an unreliable person.

## 2. Intelligence

Intelligence is a component of successful living. One indicator of the difficulty involve in understanding intelligence is the variety of the definitions used in its measurement. Intelligence refers to ease or difficulty with which people are able to learn various things. On the basis of this working definition, people of high intelligence in a particular function learn you behaviour in that area with comparative ease, which people with low intelligent find it difficult to learn the same things.

As intelligence is an important determinate of one's performance in any field of activity, it tries to make an estimate of one's future success or failure. It is the future reference to predict the degree of attainment or success of an individual in an area or activity. Behaviour is generally influenced by the intellectual potential of a person. Intelligence refers to a student's ability and capacity and maintaining a definite direction in thinking to attain goal. Wundt in Germany, Galten in England and Cattell in America discovered that individuals differ in the accuracy and speed of their responses when they are tested in single functions. Intellectual development responds to the influence of this nature. Although dull children can't be made bright children, who tend to remain bright, yet there are evidences that a child may be born with high degree of potential ability to act intelligently, but unless he is stimulated through learning (improved environment) to exercise that capacity he may appear to be relatively dull or retarded.

Intelligence is power or faculty which helps us in understanding thinking and reasoning about the things. Intelligence is the only word which makes the human being different from animal. God has endowed human beings with certain cognitive abilities by which man becomes a rational being.

## 3. Review of Related Studies

Review of related literature is an essential aspect of a research work. Related literature provides the basic ground to the researcher for his problem of research. It is of great help to the literature and works as guide for him. Review of related literature serves as a pointer to the lacunae in the concerned piece of research work.

Related literature refers to the similar or related studies made by previous research workers in the same field. Related studies motives the researchers for understanding the study in hand and lays a foundation for his entire investigation. It

contributes a particular knowledge to the investigator and he notices the gaps in knowledge, thus they help his or her finding to identify areas where investigations of facts, concepts, theories and bibliographies etc. are needed. They help to avoid duplicacy and provide new knowledge to the researcher where one can evaluate and interpret the significances of one's findings. Published literature is the fruitful source which may stimulate researcher devise hypothesis of his or her own. The review of related literature is certainly helpful in acquainting the researcher with some current knowledge of the subject but in addition, the review of literature serves some of the other purposes too. The related literature is immensely effective in providing the insight into statistical methods for computing the results of the study in hand. The review of literature indicates the list of various recommendations for the studies in hand. In addition to it, the literature shows a large number of studies conducted in India and abroad for supporting the present study.

Dhami (1974) conducted a study on intelligence, emotional maturity and socio-economic status as factors indicative of success in scholastic achievement and found:

Intelligence and emotional maturity contributed to success in scholastic achievement. The contribution of intelligence was more than that of socioeconomic status.

A close and significantly high relationship existed between intelligence and emotional maturity.

The relationship between scholastic achievement and socio-economic status, though statistically significant, was not very high.

The relationship between scholastic achievement and intelligence, between scholastic achievement and emotional maturity and between socio-economic status and scholastic achievement differed significantly from each other.

The socio-economic status had positive effect on emotional maturity especially the factors of parent's education, family income, cultural level of the family, the type of house the family lived in and the vocational aspirations of learners.

The effect of socio-economic status on the scholastic achievement of girls was more striking.

The relationship between scholastic achievement and intelligence was higher in case of students of private schools than for those of government schools.

There was higher relationship between scholastic achievement and emotional stability in the case of class IX boys than in the case of class X boys who were more anxiety ridden due to the coming public examinations. Arya, A. (1997) studied the emotional maturity and values of superior children in family and found that superior boys and girls did well on the emotional maturity test. Superior Intelligence showed high relationship with emotional maturity of children.

Landau, E. (1998) related giftedness to child's intelligence and found that even the highest intelligence cannot reach its

full realization if it lacks emotional maturity.

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.

Kaur, M.(2001) conducted a study on "Emotional Maturity of Adolescents in Relation to Intelligence, Academic Achievement and Environmental Catalysts". The objectives of the study were: 1. To find out relationship between emotional maturity and intelligence, academic achievement and environmental catalysts of adolescents. 2. To find out the differences in the emotional maturity of adolescents of rural-urban areas, between boys and girls, studying in arts and science streams, studying in government and recognized private senior secondary schools. 3. To find out the differences in the emotional maturity of boys and girls, hostellers and day scholars and children of working and non-working mothers. 4. To find out the difference in emotional maturity of adolescents upto 15 years and above 15 years of age, and those who are youngest and those who are eldest in the family. The survey method was used by the researcher. The sample comprised 350 students of class XI from 11 schools of Punjab state and was selected by random sampling. Emotional Maturity Scale by Singh and Bhargava, Group Test of General Mental Ability by Tandon, and Environmental Catalyst Scale by Kalra were used for data collection. Class X Academic Achievement scores were taken from school records. The data were analyzed by correlation and *t*-test.

The findings of the study were: 1. There was significant negative correlation between intelligence, environmental catalysts variable, academic achievement, urban and rural, boys and girls, hostellers and day scholars, youngest and eldest in the family and emotional maturity of adolescents. 2. There was significant difference in the emotional maturity of science and arts students. The adolescents of science stream were more emotionally mature as compared to the adolescents of arts stream. 3. The adolescents of government schools were more emotionally mature as compared to the adolescents of private school. The difference was significant. 4. Adolescents of working and non working mothers did not differ significantly from each other in their level of emotional maturity. 5. The adolescents who were less than 15 years ago were at a higher level in their emotional maturity than the adolescents who were more than 15 years of age.

Aggarwal (2007) found significant correlation between emotional stability, overall adjustment, and academic achievement, intelligence measures of mental health and social maturity of adolescents. Findings indicated no significant correlation between autonomy, security-insecurity, self-concept measure of mental health and social maturity of adolescents.

Singh (2011) conducted a study on 400 students of XI and XII classes in the Gurgaon district of Haryana. A positive and significant correlation was found between emotional

maturity and mental health which indicated that with the increase in mental health scores there will be increase in emotional maturity.

#### 4. Need of the Study

The present study has been designed to study the Emotional Maturity and Intelligence of Secondary School Students of Assam. Here, emotional maturity is not only the effective determinant of personality pattern but it also helps to control the growth of adolescent's development. In the present circumstances, youth as well as children are facing difficulties and are giving rise to many psychosomatic problems such as anxiety, tensions, and frustrations and emotional upsets in day-to-day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. Available tests are crude and measure chiefly the degree of dependence. As self-acceptance is an important aspect of maturity, it must be preceded by acceptance from others. Intelligence explained as the capacity for knowledge and understanding especially as applied to the handling of novel situation; the power of meeting novel situation successfully by adjusting behaviour to the total situation. It is an organization comprising of the abilities to readily, correctly, understand the complicated and abstract things. It is an inborn natural power that makes a man capable of overcoming difficulties and problems of life. Both variables are interrelated and it evidence that the same is presented by a large number of researches. In view of number of researches, the researchers of the present study have gone through the studies and found very few studies in Assam. This prompted the researchers to take up the present problem for the study.

#### 5. Statement of the Problem

The problem of the present study has been stated as follows:

**"A Study on Emotional Maturity and Intelligence of Secondary School Students of Assam"**

#### 6. Objectives of the Study

The study is designed with the following objectives:

- 1) To Study the overall Emotional Maturity and Intelligence of Secondary school students in total sample of both the districts.
- 2) To compare the overall Emotional Maturity and Intelligence of Secondary school students of Lakhimpur and Sonitpur districts of Assam.
- 3) To compare the overall Emotional Maturity and Intelligence between male and female Secondary School Students of Lakhimpur and Sonitpur districts of Assam.
- 4) To compare the overall Emotional Maturity and Intelligence between rural and urban Secondary School Students of Lakhimpur and Sonitpur districts of Assam.
- 5) To compare the overall Emotional Maturity and Intelligence between government and private Secondary School Students of Lakhimpur and Sonitpur districts of Assam.

- 6) To test the significance of the mean difference on emotional maturity between (a) male and female (b) rural and urban (c) government and private secondary school students in Lakhimpur district of Assam.
- 7) To test the significance of the mean difference on emotional maturity between (a) male and female (b) rural and urban (c) government and private secondary school students in Sonitpur district of Assam.
- 8) To test the significance of the mean difference on intelligence between (a) male and female (b) rural and urban (c) government and private secondary school students in Lakhimpur district of Assam.
- 9) To test the significance of the mean difference on intelligence between (a) male and female (b) rural and urban (c) government and private secondary school students in Sonitpur district of Assam.
- 10) To examine the relationship between emotional maturity and intelligence of secondary school students in total sample of both the districts.

## 7. Hypotheses of the Study

The hypotheses are stated as under:

- 1) There is no significant difference in the mean scores of emotional maturity between (a) male and female (b) urban and rural (c) government and private secondary school students in Lakhimpur district of Assam.
- 2) There is no significant difference in the mean scores of emotional maturity between (a) male and female (b) urban and rural (c) government and private secondary school students in Sonitpur district of Assam.
- 3) There is no significant difference in the mean scores of intelligence between (a) male and female (b) urban and rural (c) government and private secondary school students in Lakhimpur district of Assam.
- 4) There is no significant difference in the mean scores of intelligence between (a) male and female (b) urban and rural (c) government and private secondary school students in Sonitpur district of Assam.
- 5) There is no relationship between emotional maturity and intelligence of secondary school students in total sample of both the districts.

## Methodology of the Study

The Descriptive approach is used in the study. The present study is a study on emotional maturity and intelligence of Secondary School Students 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 constituted all the students studying class X in secondary schools of Assam particularly Lakhimpur and Sonitpur districts.

## Sample of the Study

The sample is of small number of representative individuals from the population. The study was conducted on one thousand class-X students by giving due representation to boys (500) and girls (500) as well as rural and urban

localities of both the districts. The schools were selected using stratified random sampling technique, and students were selected using simple random sampling technique. However all the students of the selected schools formed the sample of the present study.

## Selection of Schools and Final Sample

In Assam two districts were considered for this present study. From these two districts two stratified groups namely rural and urban schools were selected. After completion of stratification with respect to rural and urban schools, sample was selected randomly with equal proportion from the said stratified groups (rural and urban). The selected schools belong to the category of provincialized as well as private schools which are affiliated to SEBA i.e., Board of Secondary Education, Assam and controlled and supervised by the Department of Education, Govt. of Assam.

## Tools Used

The emotional maturity scale constructed and standardized by M. Bhargava and Y. Singh (1990) and group test of mental ability constructed and standardized by Dr. S.Jalotawas employed by the researchers for the purpose of data collection.

## Statistical Techniques Used

In this study various statistical measures such as Mean, SD, t-test and correlation were used for analysing data.

## 8. Result and Discussion

Collected data through above mentioned inventory were analyzed in terms of mean, standard deviation and t-test method. The results have been presented in the table's hypothesis wise.

**Objective 1: To Study the overall Emotional Maturity and Intelligence of Secondary school students in total sample of both the districts.**

**Table 1:** Showing the mean and standard deviation on the emotional maturity and intelligence of secondary school students in total sample of both the districts.

Variable	N	Mean	Standard Deviation
Emotional Maturity	1000	109.22	23.29
Intelligence	1000	62.70	14.26

The Table-1 shows the mean scores on emotional maturity and intelligence are 109.22 and 62.70 respectively with the S.D as 23.29 and 14.26 for the same variables in order for the whole sample.

Therefore, the above table depicted that the norms of both the emotional maturity scores and intelligence it is understood that in whole sample of both the districts the secondary school students did half above average intelligence in comparison to emotional maturity in terms of their mean scores. In these contexts it is to be generalized that there is a negative relationship between emotional maturity and intelligence among the secondary school students of whole sample of both the districts in general.

**Objective 2: To compare the overall Emotional Maturity and Intelligence of Secondary school students of Lakhimpur and Sonitpur districts of Assam.**

**Table 2:** Showing the mean and standard deviation of the emotional maturity and intelligence of secondary school students of Lakhimpur and Sonitpur districts of Assam.

Variables	Areas				
	Lakhimpur			Sonitpur	
	N	Mean	SD	Mean	SD
Emotional Maturity	500	111.23	22.92	107.21	23.52
Intelligence	500	60.94	13.96	64.47	14.35

The Table-2 shows the comparison of the mean scores of secondary school students on emotional maturity and intelligence for both the districts separately. The mean scores on the above variables in Lakhimpur district are 111.23 and 60.94. Whereas for Sonitpur district are 107.21 and 64.47 respectively. The comparison shows that emotional maturities mean scores lower than intelligence mean scores students of Sonitpur than that of Lakhimpur district.

**Objective 3: To compare the overall Emotional Maturity and Intelligence between male and female Secondary School Students of Lakhimpur and Sonitpur districts of Assam.**

**Table 3:** Showing the mean and standard deviation of the emotional maturity and intelligence between male and female secondary school students of Lakhimpur and Sonitpur districts of Assam.

Variables	Areas							
	Lakhimpur				Sonitpur			
	Male (250)		Female (250)		Male (250)		Female (250)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Emotional Maturity	101.95	31.27	100.81	32.83	109.96	24.90	104.46	21.76
Intelligence	62.22	14.08	59.66	13.75	64.08	14.02	64.85	14.69

The comparison of mean scores and standard deviation of male and female students for emotional maturity of Lakhimpur and Sonitpur districts respectively viz-a-viz for Males (M=101.95, S.D=31.27; M=109.96, S.D=24.90), and Females (M=100.81, S.D=32.83; M=104.46, S.D=21.76). It indicated that both males and females of Sonitpur have higher mean values that than of Lakhimpur district.

districts respectively for Males (M=62.22, S.D=14.08; M=64.08, S.D=14.02), and Females (M=59.66, S.D=13.75; M=64.85, S.D=14.69). It is found that both male and female students of Sonitpur district have higher mean scores than that of Lakhimpur district.

The above Table also showed the mean and standard deviation scores for intelligence of Lakhimpur and Sonitpur

**Objective 4: To compare the overall Emotional Maturity and Intelligence between rural and urban Secondary School Students of Lakhimpur and Sonitpur districts of Assam.**

**Table 4:** Showing the mean and standard deviation of the emotional maturity and intelligence between rural and urban secondary school students of Lakhimpur and Sonitpur districts of Assam

Variables	Areas							
	Lakhimpur				Sonitpur			
	Rural (250)		Urban (250)		Rural (250)		Urban (250)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Emotional Maturity	112.1	21.74	110.35	24.04	106.42	23.64	107.99	23.43
Intelligence	58.54	15.01	63.34	12.39	66.96	14.14	61.97	14.15

The comparison of mean and SD scores for emotional maturity of Rural (M=112.1, S.D=21.74; M=106.42, S.D=23.64), and Urban (M=110.35, S.D=24.04; M=107.99, S.D=23.43) of Lakhimpur and Sonitpur districts students respectively showed that for both rural and urban students of Lakhimpur district have higher mean scores on emotional maturity than that Sonitpur district students.

(M=58.54, S.D=15.01; M=66.96, S.D=14.14), and Urban (M=63.34, S.D=12.39; M=61.97, S.D=14.15). It is observed that rural students of Sonitpur district and urban students of Lakhimpur district have higher mean scores on intelligence than that of their respective counterparts in both the districts.

The above table also showed that the mean scores and standard deviation of rural and urban students for intelligence of Lakhimpur and Sonitpur districts respectively for Rural

**Objective 5: To compare the overall Emotional Maturity and Intelligence between government and private Secondary School Students of Lakhimpur and Sonitpur districts of Assam.**

**Table 5:** Showing the mean and standard deviation of the emotional maturity and intelligence between government and private secondary school students of Lakhimpur and Sonitpur districts of Assam.

Variables	Areas							
	Lakhimpur				Sonitpur			
	Govt. (372)		Private (128)		Govt. (372)		Private (128)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Emotional Maturity	91.66	15.98	77.895	14.56	110.41	25.27	98.27	15.81
Intelligence	55.78	13.90	72.95	7.06	60.52	14.02	77.41	7.00

The comparison for emotional maturity mean scores of government (M=91.66, S.D=15.98; M=110.41, S.D=25.27), and private (M=77.895, S.D=14.56; M=98.27, S.D=15.81) secondary students of Lakhimpur and Sonitpur districts respectively showed that Sonitpur private school students have much higher mean scores than that of their Lakhimpur counterparts as compared to government school students.

The comparison of mean and standard deviation scores on intelligence for government (M=55.78, S.D=13.90; M=60.52, S.D=14.02), and private (M=72.95, S.D=7.06; M=77.41, S.D=7.00) of Lakhimpur and Sonitpur districts respectively showed that secondary students of Sonitpur district for both government and private have higher mean values than that of Lakhimpur district.

**Objective 6: To test the significance of the mean difference on emotional maturity between (a) male and female (b) rural and urban (c) government and private secondary school students in Lakhimpur district of Assam.**

**Hypothesis 1:** There is no significant difference in the mean scores of emotional maturity between (a) male and female (b) urban and rural (c) government and private secondary school students in Lakhimpur district of Assam.

**Table 6:** Showing the mean, standard deviation and t-value of the emotional maturity between (a) male and female (b) urban and rural (c) government and private secondary school students in Lakhimpur district of Assam.

Variable	Group	N	Mean	Standard deviation	t-value	Remark
Emotional Maturity	Male	250	101.95	31.27	0.397	Not Significant
	Female	250	100.81	32.83		
	Rural	250	112.1	21.74	0.85	Not Significant
	Urban	250	110.35	24.04		
	Government	372	115.75	22.89	9.16	Significant
	private	128	98.07	17.26		

The result from Table shows that the mean scores of male and female students are 101.95 and 100.81 respectively. The computed t-value between their mean differences is 0.397 which is not found significant at 0.05 levels. Hence the hypothesis is accepted. Therefore male and female students are found to have similar level of emotional maturity.

From the above Table-6, it can be observed that the mean scores of both rural and urban students are 112.1 and 110.35 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (0.85) is less than the table value 1.96 at 0.05 level of significance. This further means that the mean difference is not significant. Hence hypothesis is accepted. This further means that rural and urban secondary school students have similar level of emotional maturity.

It also sees that the mean scores of both government and private students are 115.75 and 98.07 respectively. When the t-test was applied to test the significance of the mean difference between these groups, it reported a t-value 9.16. This was found to be significant. Hence hypothesis is rejected. This means that there is a great difference in

emotional maturity of government and private secondary students of Lakhimpur district.

**Major findings:** This study found no difference on emotional maturity in respect of male/female and rural/urban secondary school students. But it reported real difference in all government and private secondary school students in Lakhimpur district.

**Objective 7: To test the significance of the mean difference on emotional maturity between (a) male and female (b) rural and urban (c) government and private secondary school students in Sonitpur district of Assam.**

**Hypothesis 2:** There is no significant difference in the mean scores of emotional maturity between (a) male and female (b) urban and rural (c) government and private secondary school students in Sonitpur district of Assam.

**Table 7:** Showing the mean, standard deviation and t-value of the emotional maturity between (a) male and female (b) urban and rural (c) government and private secondary school students in Sonitpur district of Assam.

Variable	Group	N	Mean	Standard deviation	t-value	Remark
Emotional Maturity	Male	250	109.96	24.90	2.63	Significant
	Female	250	104.46	21.76		
	Rural	250	106.42	23.64	0.74	Not Significant
	Urban	250	107.99	23.43		
	Government	372	110.28	24.93	6.32	Significant
	private	128	98.27	15.81		

From the above Table, it can be observed that the mean scores of male and female students are 109.96 and 104.46 respectively. The computed CR (t) between their mean differences is 2.63. Which is found significant at 0.05 level. Hence hypothesis is rejected. This means that there is a great difference in emotional maturity of male and female secondary school students of Sonitpur district.

The result from Table-7 shows that the mean scores of both rural and urban students are 106.42 and 107.99 respectively. When the t-test was applied to test the significance of the mean scores of both the groups, it was found that the calculated t-value (0.74) is less than the table value 1.97 at 0.05 level of significance. This was found to be not significant. Hence hypothesis is accepted. This further means that there is a no difference in emotional maturity of both rural and urban secondary students of Sonitpur district.

In above table it also shows that the mean scores of both government and private students are 110.28 and 98.27 respectively. The computed t-value between their mean differences is 6.32. Which is found significant at 0.05 level. Hence hypothesis is rejected. Therefore government and private secondary students are found great difference in emotional maturity of Sonitpur district.

**Major findings:** There exists a highly statistically significant difference between male/female and government/ private secondary school students among with respect their emotional maturity. Whereas, students coming from rural or

urban background did not show any difference the emotional maturity.

**Objective 8: To test the significance of the mean difference on intelligence between (a) male and female (b) rural and urban (c) government and private secondary school students in Lakhimpur district of Assam.**

**Hypothesis 3:** There is no significant difference in the mean scores of intelligence between (a) male and female (b) urban and rural (c) government and private secondary school students in Lakhimpur district of Assam.

**Table 8:** Showing the mean, standard deviation and t-value of the intelligence between (a) male and female (b) urban and rural (c) government and private secondary school students in Lakhimpur district of Assam.

Variable	Group	N	Mean	Standard deviation	t-value	Remark
Intelligence	Male	250	62.22	14.08	2.06	Significant
	Female	250	59.66	13.75		
	Rural	250	58.54	15.01	3.90	Significant
	Urban	250	63.34	12.39		
	Government	372	56.81	13.35	17.35	Significant
	private	128	72.95	7.06		

From the above table, it can be observed that the mean scores of both rural and urban students are 62.22 and 59.66 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (2.06) is greater than the table value 1.96 at 0.05 level of significance. Hence hypothesis is rejected. This means that there is a great difference in intelligence of male and female secondary students of Lakhimpur district.

It can be also observed that the mean scores of both rural and urban students are 58.54 and 63.34 respectively. When the t-test was applied to test the significance of the mean difference between these groups, it reported a CR (t) value 3.90. This was found to be significant. Hence hypothesis is rejected. This further means that there is a great difference in intelligence of both rural and urban secondary students of Lakhimpur district.

The result from Table-8 shows that the mean scores of both government and private students are 56.81 and 72.95 respectively. The computed t-value between their mean differences is 17.35 which are found significant at 0.05 level. Hence hypothesis is rejected. Therefore, government and private secondary students of are found great difference in intelligence of Lakhimpur district.

**Major findings:** From the above table it is found that the intelligence of secondary school students found to differ significantly in respect of male/female and rural/urban areas as well as government/private schools in Lakhimpur district.

**Objective 9: To test the significance of the mean difference on intelligence between (a) male and female (b) rural and urban (c) government and private secondary school students in Sonitpur district of Assam.**

**Hypothesis 4:** There is no significant difference in the mean scores of intelligence between (a) male and female (b) urban and rural (c) government and private secondary school students in Sonitpur district of Assam.

**Table 9:** Showing the mean, standard deviation and t-value of the intelligence between (a) male and female (b) urban and rural (c) government and private secondary school students in Sonitpur district of Assam

Variable	Group	N	Mean	Standard deviation	t-value	Remark
Intelligence	Male	250	64.08	14.02	0.60	Not Significant
	Female	250	64.85	14.698		
	Rural	250	66.96	14.14	3.96	Significant
	Urban	250	61.97	14.15		
	Government	372	60.01	13.52	18.71	Significant
	private	128	77.41	7.00		

From the above table, it can be observed that the mean scores of male and female students are 64.08 and 64.85 respectively. The computed CR (t) between their mean differences is 0.60. Which is found significant at 0.05 level. Hence hypothesis is accepted. This further means that there is a no difference in intelligence of male and female secondary students of Sonitpur district.

It also found that the mean scores of both rural and urban students are 66.96 and 61.97 respectively. The computed t-value between their mean differences is 3.96 which are found significant at 0.05 level. Hence hypothesis is rejected. Therefore rural and urban secondary students of Sonitpur district are found to great difference in intelligence.

In above table it also sees that the mean scores of both government and private students are 60.01 and 77.41 respectively. When the t-test was applied to compare the mean difference of both the groups, it was found that the calculated t-value (18.71) is greater than the table value 1.97 at 0.05 level of significance. This means that government and private secondary students have great difference in intelligence of Sonitpur district.

**Major findings:** It is found that the difference between rural/urban areas as well as government/ private secondary school students were found to differ significantly but no such real difference was noted between male and females in case of Sonitpur district.

**Objective 10: To examine the relationship between emotional maturity and intelligence of secondary school students in total sample of both the districts.**

**Hypotheses 5:** There is no relationship between emotional maturity and intelligence of secondary school students in total sample of both the districts.

**Table 10:** Shows the correlation between Emotional Maturity and Intelligence in total sample of both the districts.

Variables	Correlation (r)	Level of Correlation
Emotional Maturity	-0.35	Negative
Intelligence		Low Correlation

**Major Findings:** From above table it was found that the emotional maturity had negative low correlation with intelligence.

## 9. Conclusion

The present investigator also tried to find out some reasons for the negative low correlation between emotional maturity and intelligence of both the districts in Assam. The Lakhimpur and Sonitpur districts families are not economically sound. Many economically backward families live in both the districts of Assam. The majority students come from these families. These parents cannot provide sufficient facilities in their children for enriching their experience academically and in non-cognitive spheres. Another reason is most of the parents are uneducated and ill-informed about the scientific knowledge in the modern world of today. Even the educated parents could not give sufficient time for own their children to complete the home task assignments. Other reasons is that many schools have not sufficient infrastructural facilities to as well as teachers are untrained, no fixed school discipline, no school library, no proper guidance and counselling centre, no special classes for weaker students, no facility in school campus for co-curricular and extra-curricular activities etc. which add to their causes of poor matured and mental development as such.

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