

## **PROSPECTIVE TEACHERS' EMOTIONAL MATURITY IN RELATION TO GENDER, PLACE OF RESIDENCE AND INSTITUTION**

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### **Abstract:**

Emotional maturity is a cornerstone of personal and professional development, enabling individuals to navigate challenges with resilience, maintain healthy relationships, and contribute effectively to their communities. For prospective teachers, this trait holds particular significance, as their ability to manage emotions directly influences their capacity to nurture and inspire students. Recognizing this, the present study examines the emotional maturity of B.Ed. teacher trainees, exploring its relationship with gender, place of residence (urban vs. rural), and type of institution (government vs. private).

Given the pivotal role teachers play in shaping young minds, the future of society by understanding the factors that influence their emotional maturity is critical. This research seeks to identify potential disparities and trends among teacher trainees, offering insights that can inform teacher education programs. By addressing these dimensions, the study aims to contribute to the development of more emotionally resilient educators, ultimately enhancing the quality of education and fostering a more balanced and progressive learning environment.

**Keywords:** Emotional maturity, prospective teachers, gender differences, residential background, institutional type, teacher education.

### **Introduction**

The capacity to understand and regulate one's emotions constitutes a fundamental aspect of healthy personality development, particularly during the critical transition from adolescence to adulthood. This developmental period presents unique challenges where emotional maturity serves as both a protective factor against psychological distress and a foundation for building self-assurance. As a cornerstone of psychosocial development, emotional stability enables individuals to navigate life's complexities with resilience and adaptability.

The development of emotional maturity emerges from a complex interplay of early childhood experiences, familial influences, and socio-environmental factors. In the Indian context, rapid societal transformations - including evolving family structures, technological advancements, and shifting value systems - have created new challenges for emotional development among youth. These changes coincide with concerning trends in mental health, substance abuse, and behavioral issues among young populations.

This investigation examines how gender, geographical background (urban versus rural), and institutional environment influence emotional maturity levels among young adults, with particular focus on teacher trainees. The study builds upon Morler's conceptualization of emotional maturity as a conscious developmental achievement, emphasizing its role in fostering balanced self-perception and responsible adulthood. By analyzing these key

variables, the research aims to provide empirical insights that can inform educational practices and youth development initiatives in India's evolving social landscape.

### **Significance of the study:**

Adolescence and early adulthood represent a period of vibrant energy and exploration, where young individuals actively engage with their expanding social worlds. However, this developmental phase also brings heightened vulnerability to psychological distress when faced with challenging circumstances. Contemporary research has documented alarming increases in depressive symptoms, self-harm behaviors, and suicidal ideation among youth populations worldwide, underscoring the urgent need to understand protective factors.

The cultivation of emotional maturity emerges as a crucial developmental task during this transitional life stage. Our conceptual framework distinguishes emotional maturity from chronological age, recognizing it as a multidimensional construct encompassing self-regulation, interpersonal sensitivity, and adaptive coping strategies. The developmental significance of emotional competence extends beyond psychological wellbeing, serving as a foundational element for cognitive achievement and physical health. Robust emotional regulation skills enhance academic performance by improving concentration and persistence, while also fostering healthier lifestyle choices and stress management. This investigation represents a timely contribution to developmental science, particularly in light of global concerns about declining mental health indicators among youth. By systematically examining the antecedents and correlates of emotional maturity, our research aims to inform targeted interventions that can support healthy transitions to adulthood. The findings hold particular relevance for educational systems and youth development programs seeking to cultivate resilience in emerging generations.

### **Objectives of the study:**

1. To explore the emotional maturity of future educators.
2. To examine how emotional maturity varies between male and female teacher trainees.
3. To analyze differences in emotional maturity among teachers from urban and rural backgrounds.
4. To assess how emotional maturity differs among teacher trainees from various educational institutions.

### **Hypotheses of the study:**

This study proposes to test three null hypotheses regarding emotional maturity among teacher trainees:

1. Male and female prospective teachers do not show a significant difference in emotional maturity.
2. Emotional maturity levels remain largely similar between urban and rural prospective teachers.
3. Prospective teachers from different educational institutions exhibit no notable differences in emotional maturity.

### **Delimitations of the Study**

This research was intentionally bounded by several important parameters to maintain focus and feasibility:

- i. **Participant Scope:** The study examined emotional maturity exclusively among 100 preservice teachers pursuing Bachelor of Education (B.Ed.) degrees. These participants were drawn from four teacher training institutions within Gurugram district, representing a specific geographic and professional cohort.
- ii. **Variable Constraints:** The investigation specifically explored relationships between emotional maturity and three demographic factors:
  - ❖ Gender (male/female)
  - ❖ Residential background (urban/rural)
  - ❖ Institutional affiliation

These delimitations reflect intentional choices to create a manageable research scope while yielding meaningful insights about this particular educational context. The boundaries acknowledge that findings should be interpreted within these defined parameters.

### **Research Method**

A descriptive survey method was employed to collect and analyze data systematically.

### **Sample Description**

This study examined a carefully selected cohort of 100 teacher trainees pursuing their Bachelor of Education (B.Ed.) degree across four prominent teacher training institutions in Gurugram district. The participant pool intentionally included both male and female candidates to ensure gender diversity, while also representing both urban and rural residential backgrounds based on their family's place of residence.

The sampling strategy employed a randomized selection process to:

- i. Enhance the sample's representativeness of the broader teacher trainee population
- ii. Minimize potential selection biases
- iii. Increase the validity of comparative analyses across demographic groups

### **Sample Characteristics:**

- i. Comprised future educators at a critical professional formation stage
- ii. Balanced representation across gender categories
- iii. Included varied geographical upbringing contexts
- iv. Drawn from multiple institutions to capture institutional diversity

### **Methodological Considerations:**

The randomized sampling approach:

- i. Strengthens the generalizability of findings within the specified context
- ii. Supports more robust statistical comparisons between subgroups
- iii. Aligns with established practices in educational psychology research
- iv. Provides a foundation for potential longitudinal extensions of the study

This carefully constructed sample allows for meaningful examination of emotional maturity patterns while acknowledging the geographical and institutional boundaries inherent in this phase of research. The inclusion criteria were designed to capture essential demographic

variations while maintaining methodological rigor appropriate for studies in teacher education contexts.

**Table 1**

The description of sample subjects is given below

Sr. No	Name of college	Male		Female		Total
		Urban	Rural	Urban	Rural	
1	Vidya Bhavan college of education	6	6	6	7	25
2	Lord Sri Krishana college of Education	-	-	12	13	25
3	Lal Bahadur Shastri college of Education	7	6	6	6	25
4	Laxmi College of Education	7	6	6	6	25

**Tool(s) Used:**

This study utilized the Emotional Maturity Scale (EMS) developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava to assess participants' emotional development and stability.

**Description of the Tool:**

The Emotional Maturity Scale (EMS) was designed to assess an individual's level of emotional maturity through 78 items, divided into five key dimensions. These categories, along with their respective number of items, are as follows:

**Dimensions and Item Distribution**

The assessment tool comprises five key psychological dimensions, each measured by a specific number of items:

- i. **Emotional Instability** (10 items) – Evaluates fluctuations in mood, heightened sensitivity, and difficulty regulating emotions.
- ii. **Emotional Regression** (10 items) – Assesses retreat to immature emotional responses or coping mechanisms under stress.
- iii. **Social Maladjustment** (10 items) – Examines challenges in adapting to social norms, forming relationships, or maintaining interpersonal harmony.
- iv. **Personality Disintegration** (10 items) – Measures fragmentation of self-identity, inconsistent behavior, or loss of psychological coherence.
- v. **Lack of Independence** (8 items) – Focuses on over-reliance on others, avoidance of autonomy, or difficulty making decisions without external validation.

Each dimension evaluates different aspects of emotional development, providing a comprehensive understanding of an individual's psychological well-being.

**Scoring Method:**

The Emotional Maturity Scale (EMS) is a self-reported, five-point Likert scale where respondents select one of the following options for each statement:

- Very Much (5 points)
- Much (4 points)
- Undecided (3 points)
- Probably (2 points)

➤ Never (1 point)

The scoring system is designed such that higher scores indicate lower emotional maturity, while lower scores reflect greater emotional stability and maturity. This inverse relationship ensures that the scale effectively measures emotional development by assessing tendencies toward instability, regression, or maladjustment.

### **Reliability of the Emotional Maturity Scale**

The reliability of the Emotional Maturity Scale (EMS) was assessed using two key methods:

- i. Test-Retest Reliability – The scale was administered twice to the same group of participants under similar conditions, with a time gap in between. The high correlation between the two sets of scores confirmed the stability of the scale over time.
- ii. Internal Consistency – The consistency of responses across all items was measured, typically using Cronbach's alpha. A strong internal reliability score indicated that the scale's items cohesively measure the same underlying construct—emotional maturity.

These methods ensured that the EMS produces consistent and dependable results, making it a trustworthy tool for assessing emotional maturity.

### **Test-Retest Reliability**

To evaluate the consistency of the Emotional Maturity Scale (EMS) over time, a test-retest reliability study was conducted. The scale was administered twice to the same group of college students (both male and female, aged 15–24 years), with a six-month interval between the two assessments.

The results showed a strong positive correlation between the two test sessions, with a Pearson's product-moment correlation coefficient of 0.75. This indicates a high level of stability in the scale's measurements over time, confirming that the EMS produces consistent and reliable results when assessing emotional maturity.

### **Internal Consistency of the Emotional Maturity Scale**

To ensure the scale's reliability, we examined its internal consistency—the degree to which all items measure the same underlying construct (emotional maturity). This was done by analyzing the correlation between the total scores and the scores from each of the five subscales.

The results demonstrated strong and consistent relationships across all dimensions, confirming that the scale's items cohesively assess emotional maturity. The specific correlation coefficients for each subscale are presented in the following table for detailed reference.

**Table 2**

Sr. No.	Component	Strength of Relationship (r)
1	Emotional Stability	0.75(Strong)
2	Emotional Progression	0.63(Moderate)
3	Social Adjustment	0.58(Moderate)
4	Personality Integration	0.86(Very Strong)
5	Independence	0.42Weak)

Personality Integration shows the strongest correlation (0.86), indicating it may be a central component of emotional maturity. Emotional Stability also demonstrates a substantial relationship (0.75). The moderate correlations for Emotional Progression (0.63) and Social Adjustment (0.58) suggest these are meaningful but less central aspects. Independence shows the weakest association (0.42), possibly indicating it operates somewhat independently from the other components.

#### **Recommendations for Interpretation:**

- i. Values above 0.70 suggest particularly strong relationships
- ii. Correlations between 0.50-0.69 indicate meaningful but moderate connections
- iii. Values below 0.50 may represent more independent dimensions

#### **Assessing the Validity of the Emotional Maturity Scale**

To establish the validity of the Emotional Maturity Scale (EMS), researchers compared it with an established external measure - the emotional adjustment ('d' area) section of Sinha and Singh's Adjustment Inventory for College Students. This validation process involved:

- i. Comparison Measure: The 'd' area contains 21 items specifically designed to assess emotional adjustment in college students
- ii. Validation Sample: The study involved 46 participants
- iii. Statistical Analysis: Researchers calculated the Pearson product-moment correlation between:
  - iv. Total scores on the 21 emotional adjustment items
  - v. Total scores on the EMS

The analysis revealed a moderately strong positive correlation of 0.64 between the two measures. This significant correlation provides empirical evidence that the EMS effectively measures emotional maturity, as it aligns well with an established measure of emotional adjustment.

The findings demonstrate that the EMS has good criterion validity, meaning it produces results that correspond appropriately with other validated instruments measuring similar psychological constructs.

#### **Data Collection Process**

For this study, researchers gathered responses from 100 aspiring teachers across four selected teacher education colleges in Gurugram district. Participants completed the widely-used Emotional Maturity Scale (EMS) developed by Singh and Bhargava, which provided measurable insights into their emotional development.

#### **The administration process followed these key steps:**

- i. **Sample Selection:** Carefully identifying education colleges within Gurugram district to ensure representative data
- ii. **Standardized Administration:** Consistently implementing the EMS under controlled conditions to maintain reliability
- iii. **Participation:** Engaging pre-service teachers who voluntarily contributed their responses



This methodical approach ensured the collected data accurately reflected the emotional maturity levels of future educators in the region, while maintaining ethical research standards throughout the process.

### Statistical Analysis Methods

To analyze the collected data, we employed the following statistical approaches:

- i. **Mean (Average)** – Calculated to determine the central tendency of emotional maturity scores, giving us a general benchmark for comparison.
- ii. **Standard Deviation (S.D.)** – Measured to understand how much individual responses varied from the average, indicating consistency (or diversity) in emotional maturity levels.
- iii. **t-test** – Used to compare emotional maturity scores between different groups (e.g., gender, age, or college differences), helping us identify any statistically significant variations.

These techniques provided a clear, data-driven understanding of emotional maturity trends among prospective teachers.

### Analyzing Emotional Maturity Among Future Educators

To understand how emotional maturity varies among aspiring teachers, we carefully examined the data through multiple lenses:

- i. **Overall Emotional Maturity** – We first looked at the general emotional maturity levels across all participants to establish a baseline understanding.
- ii. **Gender Differences** – Next, we compared emotional maturity between male and female teacher candidates to see if gender played a significant role.
- iii. **Rural vs. Urban Backgrounds** – We then explored how growing up in rural versus urban environments might influence emotional development.

The results of these comparisons are presented in Tables 3 through 6, which break down the frequency distributions for each subgroup. This step-by-step analysis helps paint a clearer picture of how emotional maturity manifests differently across various demographics in teacher education programs.

#### Table 3: Emotional Maturity Levels Among Male Teacher Trainees (N=50)

This table presents the distribution of emotional maturity scores for 50 male students in teacher education programs. The data shows how frequently different levels of emotional maturity appeared in this group, helping us understand the emotional readiness of these future educators.

Score	M	Interpretation
107-240	13	Extremely Unstable
89-106	20	Unstable
81-88	10	Moderately Stable
50-80	7	Extremely Stable
	N=50	

This table presents the distribution of emotional maturity scores for 50 male students in teacher education programs. The data shows how frequently different levels of emotional maturity appeared in this group, helping us understand the emotional readiness of these future educators. This table reveals how emotional maturity is distributed among 50 female teachertrainees, offering valuable insights into their emotional preparedness for the classroom. The data is organized to show:

- Distinct emotional maturity levels (categorized as developing, moderate, or advanced)
- Number of students at each maturity level
- Percentage representation across categories

**Table 4:**

Emotional Maturity Profile of Female Teacher Trainees (N=50)

Score	M	Interpretation
107-240	28	Extremely Unstable
89-106	17	Unstable
81-88	2	Moderately Stable
50-80	73	Extremely Stable
	N=50	

**Key Findings from Female Teacher Candidates' Emotional Maturity (Table 4)**

The emotional stability analysis of 50 female teaching students reveals a concerning distribution:

- 56% (28 students) showed extreme emotional instability
- 34% (17 students) demonstrated general instability
- 4% (2 students) reached moderate stability
- 6% (3 students) exhibited exceptional emotional stability

**Table 5**

Emotional Maturity Landscape of Rural Teaching Candidates (N=50)

Score	M	Interpretation
107-240	27	Extremely Unstable
89-106	14	Unstable
81-88	4	Moderately Stable
50-80	5	Extremely Stable
	N=50	

This table paints a revealing picture of emotional readiness among 50 future teachers from rural backgrounds.

**Insights from Rural Teacher Candidates' Emotional Readiness (Table 5)**

The emotional maturity breakdown of 50 rural teaching students shows some concerning trends:

- Over half (54%) of candidates—27 future teachers—struggle with extreme emotional instability
- 28% (14 students) face ongoing instability that could impact classroom performance
- Just 8% (4 individuals) have reached moderate emotional stability



- A small but significant 10% (5 students) demonstrate exceptional emotional resilience

**Table 6**

**Emotional Stability Patterns Among Urban Teacher trainees**

Score	M	Interpretation
107-240	16	Extremely Unstable
89-106	21	Unstable
81-88	5	Moderately Stable
50-80	8	Extremely Stable
	N=50	

A closer look at 50 urban teaching trainees reveals striking differences in emotional preparedness.

**Understanding Urban Teacher Trainees Emotional Resilience (Table 6)**

The data reveals important patterns among 50 urban teacher trainees:

- **32% (16 students)** struggle with severe emotional challenges
- **42% (21 candidates)** show noticeable instability
- **10% (5 individuals)** demonstrate balanced emotional regulation
- **16% (8 future teachers)** exhibit outstanding emotional maturity

**Key Observations:**

- i. Urban candidates show better emotional stability than their rural counterparts
- ii. Nearly 1 in 6 urban trainees display exceptional emotional readiness
- iii. Three-quarters still need emotional skills development

**Comparative Analysis Approach**

To objectively evaluate how gender and location affect emotional maturity, we employed statistical t-tests to examine:

- Whether male and female candidates differ significantly in emotional maturity
- How urban versus rural backgrounds influence emotional development

This rigorous comparison helps identify where targeted support is most needed in teacher preparation programs.

**Exploring Gender Differences in Future Teachers' Emotional Growth**

**Initial Assumption (Null Hypothesis):**

"We find no meaningful difference in emotional maturity levels between male and female teacher trainees."

**Table 7**

Examining Emotional Maturity Differences between Male and Female of teacher education College Students

Variable	Group	N	Mean	SD	t- ratio	Significance Level
Emotional Maturity	Male	50	91.62	25.10	0.48	Not significant (p > 0.05)
	Female	50	89.15	20.80		

This analysis compares how young men and women at the undergraduate level experience emotional growth, with some revealing findings.

### **Interpreting the Gender Comparison Results (Table 7)**

The statistical analysis reveals an important finding about future educators:

**Key Outcome:** The t-test comparison ( $p > 0.05$ ) shows no meaningful difference in emotional maturity between male and female teacher candidates at the undergraduate level.

### **Hypothesis 2: Urban vs. Rural Emotional Maturity in Teacher Trainees**

#### **Core Proposition:**

"Future teachers from cities and villages develop emotional maturity at comparable levels during their undergraduate studies."

#### **What We're Really Investigating:**

- Whether geographical background influences emotional growth
- If teacher training programs should adapt support based on location
- How environment might shape emotional readiness for teaching

#### **Potential Implications:**

If supported: Suggests universal emotional development approaches work

If rejected: Indicates need for tailored support strategies

Reveals how college experiences might bridge early environmental differences

**Table 8:**

Urban vs. Rural Emotional Maturity in Future Educators

Variable	Group	N	Mean	SD	t- ratio	Level of significance
Emotional Maturity	Male	50	95.62	25.10	1.08	Not significant at 0.05 level
	Female	50	80.75	48.08		

### **Key Finding from Table 8: Urban and Rural Teachers Show Similar Emotional Growth**

The analysis reveals an important truth about future educators:

**No Meaningful Difference Found:** Statistical testing (t-ratio,  $p > 0.05$ ) confirms urban and rural teacher candidates develop comparable emotional maturity during their college years.

#### **This Actually Means:**

1. **Location Doesn't Determine Growth:** Where teachers grew up doesn't predict their emotional readiness for the classroom
2. **Training Implications:** Education programs don't need to design separate emotional support based on geographical background
3. **Surprising Insight:** College experiences may help bridge any early environmental differences

### **Hypothesis 3: Emotional Maturity Across Teacher Training Institutions Core Proposition:**

"Teacher candidates develop similar levels of emotional maturity regardless of which college they attend."

**Table 9:**

Emotional Maturity Across Teacher Training Institutions

Variable	Group	N	Mean	SD	t- ratio	Level of significance
Emotional Maturity	Male	25	107.88	15.02	0.563	Not significant at 0.05 level
	Female	25	105.36	16.60		

**Key Insight from Table 9: Consistent Emotional Growth Across Teacher Education Colleges**

The analysis confirms an encouraging finding for teacher education:

No Institutional Differences Detected

The statistical comparison ( $p > 0.05$ ) reveals that emotional maturity develops similarly across all participating colleges, validating our initial assumption.

1. **Uniform Outcomes:** Regardless of which college they attend, teaching candidates achieve comparable levels of emotional preparedness
2. **Retained Hypothesis:** The "no difference" conclusion stands strong under statistical scrutiny
3. **System-Wide Strength:** This consistency reflects well on teacher education standards

**Results and Discussion**

Our investigation into the emotional maturity of pre-service teachers yielded several noteworthy findings with important implications for teacher education:

**i. Gender-Based Patterns in Emotional Stability**

The data revealed concerning emotional instability patterns across genders:

- ❖ Male candidates: 26% (13/50) exhibited extreme instability, with an additional 40% (20/50) showing general instability
- ❖ Female candidates: 56% (28/50) demonstrated extreme instability, plus 34% (17/50) showed instability
- ❖ Rural candidates displayed greater emotional volatility compared to their urban counterparts

**Key Statistical Findings**

Our analyses demonstrated:

- ❖ No significant gender differences in overall emotional maturity ( $p > 0.05$ )
- ❖ Comparable emotional maturity levels between rural and urban candidates
- ❖ Consistent emotional development across different teacher education institutions

**1. Educational Implications and Recommendations**

These findings carry significant implications for multiple stakeholders in teacher preparation:

- ❖ For Education Authorities:
- ❖ Develop targeted emotional competence programs within teacher education curricula
- ❖ Implement comprehensive welfare initiatives combining:

Structured sports and co-curricular activities

Psychological orientation programs

Career guidance services

Establish faculty development programs focusing on emotional pedagogy

**2. For Higher Education Institutions:**

- ❖ Integrate emotional skills training throughout teacher preparation programs
- ❖ Create support systems for at-risk candidates
- ❖ Foster partnerships between urban and rural institutions for shared learning

**3. For Families and Communities:**

- Recognize childhood experiences as foundational for emotional development
- Promote emotionally nurturing environments from early years
- Support the transition of emotional competencies from adolescence to young adulthood

**Conclusion**

This study highlights both challenges and opportunities in preparing emotionally resilient educators. While we found concerning levels of emotional instability among prospective teachers', the consistent patterns across genders, locations, and institutions suggest systemic rather than isolated issues. These findings call for coordinated action across educational ecosystems to better support the emotional development of future teachers.

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