

Emotional Maturity among Higher Secondary School Students in Relation to Their Self-Esteem

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Abstract: *The present study investigated Emotional Maturity and Self- esteem of Higher School Students in Nadia district of West Bengal. The study is conducted on one hundred Higher Secondary students by giving due representation to boys (50) and girls (50) as well as rural and urban localities of Nadia districts of West Bengal. 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. The emotional maturity of the students is measured by using Emotional Maturity Scale (EMS) developed by Singh and Bhargava (1984) and Self-esteem is measured by using Self-esteem scale developed by Rosenberg (1977). Different statistical technique like Mean, S.D, Correlation, T-test have been done through excel and SPSS(20) software for Analysis the collected data. The findings of the study revealed that there exists a positive relationship between emotional maturity and self-esteem and there exists significant difference between male and female regarding their emotional maturity but there exists no significant difference between rural and urban student regarding their emotional maturity.*

Keywords: *Emotional Maturity, Self-Esteem.*

1. INTRODUCTION:

Emotion is the complex psycho physiological experience of an individual's state of mind as interaction with biochemical (internal) and environmental (external) influences. In humans, emotion fundamentally involves "physiological arousal, expressive behaviors and conscious experience." Emotion is associated with mood, temperament, personality, disposition, and motivation. McDougall (1949) defined as "Emotion is an affective experience that one undergoes during an instinctive excitement". Crow and Crow (1973) defined as "Emotion is an affective experience that accompanies generalized linear adjustment and mental and physiological stirred – up states in the individual and that shows itself in his overt behaviour."

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.

(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.

(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.

(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.

(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.

Self-Esteem:

Self-esteem refers to an individual's *subjective* evaluation of his or her worth as a person (see, e.g., Donnellan, Trzesniewski, & Robins, 2011; MacDonald & Leary, 2012). Importantly, self-esteem does not necessarily reflect a **person's** objective talents and abilities, or even how a person is evaluated by others. Moreover, self-esteem is commonly conceptualized as the "feeling that one is 'good enough,'" and consequently, individuals with high self-esteem do not necessarily believe they are superior to others (Rosenberg, 1965). Thus, self-esteem involves feelings of self-acceptance and self-respect, in contrast to the excessive self-regard and self-aggrandizement that characterizes narcissistic individuals (Ackerman et al., 2011)

2. REVIEW OF RELATED LITERATURE:

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.

Cori Young (2003) in his research paper 'Child Emotional Influences Genetic Expression' says that if a child has emotion; security only then he/she can enter in an area of positive-expression and he/she will learn to locate others with whom they can safely share their feeling, their real selves.

Angela Kelly (2005) in GHA Program regarding 'Mental and Emotional Maturity' says that adolescents are the best candidates to identify a student's potential for research in these areas and further says that adolescent needs special care in this age because emotions are really high and they become sad due to small conflicts.

Geeta S. Pastey and Vijayalaxmi A. Aminbhavi(2006) conducted a research on "Impact of Emotional Maturity on Stress and Self Confidence of Adolescents" the findings revealed that the adolescents with high emotional maturity have significantly high stress and self-confidence when compared to those with low emotional maturity. Adolescents with more number of siblings have shown significantly higher level of self-confidence than their counter parts. It is also found that educational level of father has significantly influenced stress of their adolescent children Adolescent boys tend to have significantly higher stress than girls and girls tend to have significantly high self-confidence.

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.

Nanda P., Chawla A. (2010) conduct a research on "Impact of age and family type on emotional maturity of urban adolescent girls" and concluded that type of family has definite impact on emotional maturity.

Golan Sahahar, Henrich C. (2010) found that self esteem was weaker in early adolescents than in mid late adolescents although formal tests revealed that these differences were statistically significant for early adolescent's boys not girls.

Kumari, Reena (2012) studied "The role of emotional maturity and emotional intelligence in learning and achievement in school context". This study was conducted on 300 male Intermediate students of Meerut city. Findings revealed that emotional maturity had insignificant effect on learning but significant effect on academic achievement. Emotional intelligence had insignificant effect on learning but significant effect on academic achievement.

Sharad V. Sawalkar and A.R. Bhardwaj (2015) conduct a study on "Comparative Study of Emotional Maturity and Self Concept among Doctors and Managers" and says that Doctors and Managers have no significantly difference on emotional maturity. It was also noticed that Doctors and Managers have no significantly difference on self-concept.

Jadab Dutta, Suresh Rajkonwar (2015)) conduct a "study on A Study on Emotional Maturity and Intelligence of Secondary School Students of Assam" and says that there is a negative relationship between emotional maturity and intelligence among the secondary school students.

3. SIGNIFICANCE OF THE STUDY:

The purpose of the present study is to study the emotional maturity among adolescents in the age group of 17 to 18 years and their self-esteem. The adolescents in this age group face many kinds of pressures at home and also outside. It is a globally accepted fact that during adolescence a child goes through a lot of changes physically, emotionally and socially. These changes have a great impact on them; they can either make or break an individual. There is a common saying - "The wheel, that squeaks gets the grease". Significant efforts must be made to find the solutions of these problematic behaviors of adolescents. After reviewing the literature, the investigator considers lack of Self-Esteem and Emotional Maturity as one of the major causes of their disruptive acts. It is pertinent to mention here that emotional maturity is a pre requisite for a successful personal and professional life. Keeping this in mind, the investigator visualized a need to study emotional maturity and its relationship with self-esteem.

Therefore the present investigator delineates the problems more clearly as under:

4. STATEMENT OF THE PROBLEM:

"EMOTIONAL MATURITY AMONG HIGHER SECONDARY SCHOOL STDUENTS IN RELATION TO THEIR SELF-ESTEEM"

5. OPERATIONAL DEFINITIONS OF THE TERMS:

Emotional Maturity:

Emotion may be defined as the stirred up condition of organism involving internal and external changes in body.

Maturity is a firm sense of reality, in which a person acts responsibly. 49

Emotional maturity refers to that stage of individual in which the individual is able to face reality and deal with it, is interested in giving and receiving love, is able to learn from his experiences and is able to accept frustration and hostility in a constructive manner.

Self-Esteem:

Self-esteem is a judgment of worthiness and that is expressed by the attitudes a person holds towards him or herself. It is a subjective experience conveyed to others by verbal reports and overt expressive behavior.

6. OBJECTIVES OF THE STUDY:

- (i) To find out the relationship between emotional maturity among higher secondary school students and their self-esteem.
- (ii) To find out the difference between rural and urban higher secondary school students in relation to emotional maturity.
- (iii) To find out the difference between male and female higher secondary school students in relation to emotional maturity.
- (iv) To find out the difference between rural male and female higher secondary school students in relation to emotional maturity.
- (v) To find out the difference between urban male and female higher secondary school students in relation to emotional maturity.

7. HYPOTHESES OF THE STUDY:

The following are the hypotheses of the present study corresponding to its objectives

H₀1. There is no significant relationship between emotional maturity among higher secondary school students and their self esteem

H₀2. There is no significant difference between rural and urban higher secondary school students in relation to emotional maturity.

H₀3. There is no significant difference between male and female higher secondary school students in relation to emotional maturity.

H₀4. There is no significant difference between rural male and female higher secondary school students in relation to emotional maturity.

H₀5. There is no significant difference between urban male and female higher secondary school students in relation to emotional maturity.

8. DELIMITATIONS OF THE STUDY:

1. The study is delimited to Nadia district of West Bengal.
2. The study has been confined to the Higher Secondary school students studying in class XI and XII only.
3. Sample was taken from 3 schools situated in rural and urban areas of Nadia district of West Bengal.
4. Size of sample was delimited to 100 only.

9. METHODOLOGY OF THE STUDY:

VARIABLES OF THE STUDY

Variables of a study are of two types:

Dependent Variables:

The dependent variables are the conditions or characteristics that appear, disappear or change as the investigator introduces, removes or changes independent variables. In the present investigation, the dependent variable of the study refers to **Emotional Maturity**.

Independent Variables:

An independent variable is the condition or the characteristics that the investigator observes or controls in attempt to ascertain its relationship to observed phenomena. The independent variables of the study refers to **Self Esteem**.

Research Design:

The Descriptive Survey Method is used in the study. It describes the current position of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization. All these direct towards a proper understanding solution of significant educational problem. The present study attempted to find Emotional Maturity and self- esteem of Higher Secondary School Students in Nadia district of West Bengal.

Population of the Study:

The population of the present study constituted all the class XI and XII students studying in Krishnagar Collegiate School, Kabi Bijoylal H.S Institution, Krishnagar Government Girls School.

Sample of the Study:

In the present study selection of the school through stratified random sampling. The school choosen from urban, semi urban and rural area. From these school 100 sample are selected through simple random sampling method.

Distribution of sample

| Location | Male | Female |
|----------|------|--------|
| Rural | 25 | 25 |
| Urban | 25 | 25 |

10. SELECTION OF THE TOOLS USE:

The investigator selected the following tools for the present study:

Emotional Maturity Scale: The emotional maturity of the students was measured by using Emotional Maturity Scale (EMS) developed by Dr Yashvir Singh (Agra) and Dr Mahesh Bhargava (Agra) 1984. Emotional Maturity Scale is a self-reporting Five Point Scale. This scale has forty-eight statements. Five possible modes of responses are provided, such as: Very much; Much; Undecided; probably and Never. The items are so stated that if the answer is very much a score of 5 is given; for much 4; for undecided 3; and for probably 2 and for negative answer of never, a score of 1 is to be awarded. Only 1hour was given to students administer this scale of the students.

The Rosenberg self-esteem scale:

The Rosenberg self-esteem scale is (Rosenberg, 1965)16 is a Standardized, 10 item likert scale to measure the global feelings of self-acceptance and self-worth of an individual. The 10 items are rated on 1- 4 point Likert scale from strongly agree to strongly disagree.

Statistical Techniques Used:

Statistical analysis was done by using Descriptive Statistics, Pearson's product moment correlation and t-test through SPSS (20) software.

Result and Discussion:

Collected data through above mentioned inventory were analyzed through statistical technique .The results have been presented in the table's hypothesis wise:

H₀1. There is no significant relationship between emotional maturity among higher secondary school students and their self-esteem.

Table no: 1 Showing correlation between emotional maturity and self-esteem of Higher Secondary students

| Variables | Mean | Std. Deviation | N | df | r-value |
|--------------------|--------|----------------|-----|----|---------|
| Emotional maturity | 117.16 | 18.963 | 100 | 98 | 0.199* |
| Self Esteem | 27.72 | 4.147 | | | |

*Significant at 0.05 level

It is found that (table no:1), the mean score of emotional maturity of higher secondary school students is 117.16 with S.D. 18.96 and the mean score of self esteem of higher secondary school students is 27.72 with S.D 4.14. To find out any relation between emotional maturity and self esteem Pearson's product moment have been done. Table:1 indicates that the correlation between emotional maturity and self- esteem is 0.199 which is greater than critical value that is 0.197 (H.E Garret). So 'r' is significant at 0.05 level of significance. So, it is concluded that emotional maturity and self- esteem are positively correlated in this sample; it means that with increase in self- esteem, there will be increase in emotional maturity." The null hypothesis is rejected and it can be reframed as there is a significant positive relationship between emotional maturity and self- esteem.

H₀2. There is no significant difference between rural and urban higher secondary school students in relation to emotional maturity.

Table: 2.1 Showing the mean, standard deviation sample variance of the emotional maturity between rural and urban higher secondary school students of Nadia district of West Bengal.

| Variables | Group | N | Mean | S.D | Sample Variance |
|--------------------|-------|----|--------|-------|-----------------|
| Emotional Maturity | Rural | 50 | 118.54 | 19.10 | 365.02 |
| | Urban | 50 | 115.78 | 18.91 | 357.50 |

Table: 2.2 Showing t-test of emotional maturity between rural and urban higher secondary school students of Nadia district of West Bengal

| Variables | Group | df | t Stat | P(T<=t) two-tail | t Critical two-tail |
|--------------------|-------|----|--------|------------------|---------------------|
| Emotional Maturity | Rural | 98 | 0.725 | 0.469* | 1.984 |
| | Urban | | | | |

* Not significant at 0.05 level

It is found that (table no:2.1), the mean score of emotional maturity of rural higher secondary school students is 118.54 with S.D. 19.10 and the mean score of urban higher secondary school students is 115.78 with S.D 18.91. Whether the difference in mean is significant or not, the t- test is employed and after analysis it is found that (table no: 2.2) the calculated $t_{(98)} = 0.72$, $P = 0.46$ ($P > 0.05$). So 't' is not significant and **H₀** is not rejected. Hence we can concluded that, there is no significant difference between rural and urban higher secondary school students in relation to emotional maturity"

H₀3. There is no significant difference between male and female higher secondary school students in relation to emotional maturity.

Table: 3.1 Showing the mean, standard deviation and sample variance of the emotional maturity between male and female higher secondary school students of Nadia district in West Bengal

| Variables | Group | N | Mean | S.D | Sample Variance |
|--------------------|--------|----|--------|-------|-----------------|
| Emotional Maturity | Male | 50 | 114.4 | 18.90 | 357.42 |
| | Female | 50 | 121.42 | 16.22 | 263.22 |

Table no: 3.2 Showing t-test of emotional maturity between male and female higher secondary school students of Nadia district in West Bengal

| Variables | Group | df | t Stat | P(T<=t) two-tail | t Critical two-tail |
|--------------------|--------|----|--------|------------------|---------------------|
| Emotional Maturity | Male | 98 | 1.992 | 0.048* | 1.984 |
| | Female | | | | |

*Significant at 0.05 level

It is found that (table no:3.1) the mean score of emotional maturity of male higher secondary school students is 114.40 with S.D18.90 and the mean score of female higher secondary school students is 121.42 with S.D 16.22. Whether the difference in mean is significant or not, the t- test is employed and after analysis it is found that (table no: 3.2) the calculated $t_{(98)} = 1.99$, $P = 0.048$ ($P < 0.05$). So 't' is significant and H_0 is rejected. Hence we can concluded that, There is significant difference between male and female higher secondary school students in relation to emotional maturity.

H₀4. There is no significant difference between rural male and female higher secondary school students in relation to emotional maturity.

Table no: 4.1 Showing the mean ,standard deviation and sample variance of the emotional maturity between rural male and female higher secondary school students of Nadia district in West Bengal

| Variables | Group | N | Mean | S.D | Sample variance |
|--------------------|--------------|----|--------|-------|-----------------|
| Emotional Maturity | Rural male | 25 | 112.95 | 19.12 | 365.58 |
| | Rural female | 25 | 124.59 | 15.25 | 232.86 |

Table no: 4.2 Showing t-test of emotional maturity between rural male and female higher secondary school students of Nadia district in West Bengal

| Variables | Group | df | t Stat | P(T<=t) two-tail | t Critical two-tail |
|--------------------|--------------|----|--------|------------------|---------------------|
| Emotional Maturity | Rural male | 48 | 2.392 | 0.020* | 2.010 |
| | Rural female | | | | |

*Significant at 0.05 level

It is found that (table no:4.1) the mean score of emotional maturity of rural male higher secondary school students is 112.95 with S.D 19.12 and the mean score of rural female higher secondary school students is 124.59 with S.D15.25. Whether the difference in mean is significant or not, the t- test is employed and after analysis it is found that (table no: 4.2) the calculated $t_{(48)} = 2.39$, $P = 0.020$ ($P < 0.05$). So 't' is significant and H_0 is rejected. Hence we can concluded that, There is significant difference between rural male and female higher secondary school students in relation to emotional maturity.

H₀ 5.There is no significant difference between urban male and female higher secondary school students in relation to emotional maturity.

Table no:5.1Showing the mean ,standard deviation and sample variance of the emotional maturity between urban male and female higher secondary school students of Nadia district in West Bengal

| Variables | Group | N | Mean | S.D | Sample variance |
|--------------------|--------------|----|--------|-------|-----------------|
| Emotional Maturity | Urban male | 25 | 115.62 | 18.99 | 360.85 |
| | Urban female | 25 | 117.39 | 17.33 | 300.612 |

Table no: 5.2 Showing t-test of emotional maturity between urban male and female higher secondary school students of Nadia district in West Bengal

| Variables | Group | df | t Stat | P(T<=t) two-tail | t Critical two-tail |
|--------------------|--------------|----|--------|------------------|---------------------|
| Emotional Maturity | Urban male | 48 | 0.340 | 0.735* | 2.010 |
| | Urban female | | | | |

* Not significant at 0.05 level

It is found that (table no:5.1) the mean score of emotional maturity of urban male higher secondary school students is 115.54 with S.D. 18.99 and the mean score of urban female higher secondary school students is 117.39 with S.D17.33. Whether the difference in mean is significant or not, the t- test is employed and after analysis it is found that (table no: 5.2) the calculated $t_{(48)} = 0.34$, $P = 0.73$ ($P > 0.05$). So 't' is not significant and H_0 is not rejected. Hence we can concluded that, There is no significant difference between urban male and female higher secondary school students in relation to emotional maturity.

11. MAJOR FINDINGS OF THE STUDY:

1. A positive and significant correlation is shows between emotional maturity and self-esteem which indicates that with the increase in self-esteem there will be increase in emotional maturity.
2. No significant difference is shows between rural and urban higher secondary school students in relation to emotional maturity.

3. Significant difference is shown between male and female higher secondary school students in relation to emotional maturity.
4. Significant difference is shown between rural male and rural female higher secondary school students in relation to emotional maturity.
5. No significant difference is shown between urban male and urban female higher secondary school students in relation to emotional maturity.

12. CONCLUSIONS:

On the basis of above findings following conclusions have been drawn by the investigator: The study shows a significant positive correlation between emotional maturity and self-esteem; higher the emotional maturity indicates that higher the self-esteem. From the study it can be concluded that emotional maturity is not affected by the environment or the locality. But it can be different for male and female.

13. EDUCATIONAL IMPLICATIONS:

Emotional maturity among adolescents in the age group of 17-18 plays a very important role in their life and careers. Quite understandably, if the causal factors of disturbances in the emotional behavior of adolescents are reliably identified and the remedial measures are experimented upon and adopted in the real situations it would not only relieve the adolescents at different fronts like home, peer group, school, society of their erratic behaviors causing unnecessary anxiety and stress, but also help in making them aware of their responsibilities. Though the present study was restricted to only 100 students of one district of West Bengal, its findings have important educational implications for parents and teachers. Parents at home and teachers at school always play a major role in influencing and developing emotional maturity. They may channelise an adolescent's energy into constructive dimension. Adolescents are also affected by their self-esteem which is a feeling of personal worth influenced by performance, abilities, appearance and judgments of significant others and from present findings it is evident that higher the self-esteem higher will be the emotional maturity of the adolescents. By encouraging students to work to the best of their ability and by being genuinely interested in their progress, teachers can enhance the self-esteem of all students, regardless of their talent.

14. SUGGESTIONS FOR FURTHER STUDY:

1. A similar study can be carried out on students of secondary level.
2. Various other categories of students like poor/ rich studying in government/private schools may be carried.
3. A similar study can also be carried out to see the effect of school environment on the emotional maturity

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