

**EMOTIONAL MATURITY AND PARENTAL ENCOURAGEMENT OF
COLLEGE STUDENTS IN AIZAWL DISTRICT**

By

Zairemtluangi

Department of Education

Submitted

In partial fulfillment of the requirement of the Degree of Master of Philosophy

in Education of Mizoram University, Aizawl.

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CERTIFICATE

MIZORAM UNIVERSITY

AIZAWL, MIZORAM-796004

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This is to certify that the work incorporated in this Dissertation entitled **Emotional Maturity and Parental Encouragement of College Students in Aizawl District** is a bonafied research work carried out by **Zairemtluangi** under my supervision for her M.Phil. Degree and the same have not been submitted previously for any degree.

Dated: Aizawl

(Dr. LALHRIATPUII)

The.....

Supervisor

DECLARATION

Mizoram University

July 2019

I Zairemtluangi, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/ Instituted.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Education.

(ZAIREMTLUANGI)

Candidate

(PROF. B. B. MISHRA)

Head of Department

(Dr. LALHRIATPUII)

Supervisor

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Dated, Aizawl

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CHAPTER-1

INTRODUCTION

1.1 Background of the study:

Emotions play an important role in determining the behavior of a child which directly influence day to day life and thus shaping one's personality. Every emotional experience involves many physical and psychological changes in the organism. Understanding our emotions help us to identify what is happening to us, empowering to be able to stand ourself and increase self-awareness. Emotions are always accompanied with the physiological changes.

Emotional development of the child may be influence by different factors like his family atmosphere, social and school atmosphere, health status, intelligence and their growth and development. Human growth and development are divided into four stages, i.e. Infancy stage, childhood stage, adolescents and adulthood or maturation stage. Each stage has its own peculiarity in emotional development. Out of these four stages of human growth and development, college students are falling between later adolescence and early adulthood stages, their age ranges between 17-23 years. These last two stages of human growth and development are a very crucial and important period in one's life. It is a transitional period and they require attention, guidance, care and protection. The emotional development, experiences and expression reaches its climax. College students are experiencing all these emotional disturbances; they are very sensitive, inflammable, moody, restless, and

emotionally unstable and marked by a lot of intensity. Therefore, there is a strong need of guidance for their emotional maturation.

Besides their transitional period, the youths of today are always captive at technological advancement and impact of globalization like internet, mobile phones, laptops, i-pads, social networking, etc. These changed their way of living and it is a part and parcel of almost everyone's lives. Therefore today's youths are called 'generation tech'. These technological advancement and globalization has a positive influence in many ways but not everyone uses it in the right way, especially among the college students it has a negative influence because it separates a person from the real world, they become too dependent on these gadgets and made them dumb rather than self-reliant this will lead to emotionally maladjusted person as there are many pressures in different ways of life and experiences. All of these satisfied their eyes but does not give them full satisfaction and balanced life for their overall development. Under these pressures college students who receive proper guidance and support from their parents are highly expected to have high emotional maturity compared to their peer groups.

At the college level, adolescence needs special care, encouragement, guidance because of their transitional period and the world of complexity. Parents are most responsible for their child's overall development. Parental encouragement has a positive influence among their children. Supportive parents normally express encouragement and supportive actions to prove their children how to make improvements in their life.

To ensure that college students reach their full potential, it is important for the educational system to give suitable and equitable learning opportunities to students from all different family settings. Parental encouragement to their children widen their experience by participating school curricular and co-curricular activities and encourage to take part in household chores, part-time work and community activities, these will help them in their overall personality development and to face the real world. Parental encouragement helps the child identifies himself and developing a better self- concept and enhancing their emotional development.

1.2 Emotions:

“The word ‘emotion’ is derived from the Latin word ‘emovere’ which means ‘to stir up’ or ‘to excite’ or ‘to agitate’ ” (dictionary.com). Emotion may be understood as an agitated or excited state of our mind and body. Woodworth (1954) says “Emotion is a ‘moved’ or ‘stirred-up’ state of an organism. It is a stirred-up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity that is way it appears to an external observer”. Emotion is related with temperament, mood, personality character and motivation and also has a strong connected with urges, needs and interests. Emotions are ‘voices of our soul’. It is the energy which makes the mind work and it supplies the energy for survival.

Emotions play an important role in human life. It is the motivating forces of thought and conduct. From his very birth, the baby cries and his physical movements

seem to give evidence of the existence of emotional element in the child. Every emotional experience involves many physical and psychological changes in the organism. Emotions like fear, joy, love, anger etc play a great role in the maturity of a child's personality

Emotions exist in every living organism, extremely individualistic and they differ from person to person. It play a vital role in contributing towards adjustment of the individual who is emotionally mature, they can handle their feelings well and effectively to manage with other people. Strongly felt emotion may cause us to behave immaturely- like a child who cannot control their behavior in social norms.

1.3 Emotional Maturity:

Emotional maturity is the acceptance and ability to develop and utilize the knowledge and understanding in a suitable and useful way. It constitutes the capacity and desire or acceptance to act upon one's knowledge. Emotional Maturity is one the effective determinant to moulding the personality, attitudes and behavior of the individual into accepting responsibility, making decisions and good team work, developing a good relationships and enhancing self-esteem and also the ability to adjust in his situation, instead of seeking to blame someone else for their problem or faults. Emotional stability is one of the most important indexes of mental health.

No individual can personally and socially well- adjusted without being emotionally mature. Emotionally mature person have a balanced personality and more satisfaction in life. In the developmental procedure of child, a majority of

parents believe that the young age are the most complicated ones for child rearing. College students usually range from 17-23 age groups, this age group can be called as the youth. During this period, they are entering physical maturation and psychological maturation and establish their own identity. “The youth transition to adulthood can be a smooth process facilitated by the guidance of securing, nurturing and understanding parents in an emotionally conducive environment” (Erikson, 1968). “A family where emotional bonding and communication between youth and parents are adequate with clear behavioural standards, then youths can become emotionally competent, responsible, independent, confident and socially competent” Goleman, 1995.

Emotional maturity is how good you are able to react the situation, control your emotions and behave in an adult manner when dealing with others. It is the ability to understand and manage your emotions and to experience a full range of emotions from delight to grief without losing your head. Emotional mature people do not lose focus on their goals, can cope with criticism and be able to place themselves in someone else’s shoes and see their point of view. “Emotional maturity is that characteristic of emotional behavior that is generally attained by an adult after the expiry of his adolescence period . After attaining emotionally maturity, he is able to demonstrate a well- balanced emotional behavior in his day-to-day life. A person may be said to be emotionally matured if he has in his possession almost all types of emotions-positive or negative and is able to express them at the appropriate time in an appropriate degree”. Mangal 2002.

Walter & Smithson (1974) “Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intrapsychically and intrapersonally”.

Emotionally matured person is able to demonstrate a well-balanced emotional behavior in his day-to-day life. Jersild (1963) says “emotional maturity means the degree to which person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh: his capacity for whole hearted sorrow, when an occasion arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mark of courage, such as must be assumed by person afraid to admit that they are afraid”.

According to Bernard (1954) following are “the criteria of mature emotional behavior:

- 1) Inhibition of direct expression of negative emotions.
- 2) Cultivation of positive, up building emotions.
- 3) Development of higher tolerance for disagreeable circumstances.
- 4) Increasing satisfaction from socially approved responses.
- 5) Increasing dependence of actions.
- 6) Ability to make a choice and not brood about other choices.
- 7) Freedom from unreasonable fear.
- 8) Understanding and action in accordance with limitations.
- 9) Awareness of the ability and achievement of others.
- 10) Ability to err without feeling disgraced.

- 11) Ability to delay the gratification of impulses
- 12) The enjoyment of daily living”.

Emotional maturity is one of the essential components of personality which characterized multi-trait non-cognitive psychological concept. It can be considered as the effective determinant in any field of life. According to Crow and Crow (1962), “The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the youth and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behavior”.

However, emotional maturity is not only a potential factor for personality development but it also helps in sustaining the overall development of an individual. So, emotionally matured person has resolved anxiety, frustration, and hostility and to cope with continually to gain healthy integration of feeling, thinking and action.

Emotional maturity can be said to be the land mark of balanced personality. It is the ability to control ourselves, to face and challenge the real world and capable to learn from his experiences and to accept frustration and enmity in a positive behavior. Emotionally matured person can deal any problems in a systematic and effective way. Usually he expressed his emotions in a socially desirable way and he is always honest in his behaviour.

1.4 Parental Encouragement:

“The word ‘parenting’ is derived from the Latin verb ‘parere’ which means “to bring forth or produce” (My Etymology, 2008). In human beings, parenting is usually done by the biological parents of the infant sometimes the government or society takes a responsibility as well. In several cases, orphaned and neglected children have parental care from non-parent blood relations. Others may be adopted, raised by fosters care, or be found in an orphanage home.

Human beings are different from other living beings. When a child is born, he is fully dependent on his parents or other persons. The child needs protection, care, guidance, support and encouragement both physically and mentally. An over protectiveness and negative demandingness of parents such as harsh punishment, primitive discipline, constant nagging etc. may results in undesirable developmental outcomes of the child. Parents are responsible to provide all his basic needs, likes psychological needs, emotional needs and physical needs if his needs are not satisfied a child may face adjustment problem. Thus, it is clear that parents play a pivotal role in the overall development of a child.

The term ‘parental encouragement’ is slightly new in psychological research perspective. In parental encouragement, we believe that parents show it by helping and guiding the child pleasing him not to feel disheartened at a particular point of difficulty. The encouragement may be given in the form of appreciation or in the form of asking the child to change his behavior. In whatever way the parents encourage their children, it has a lasting effect on their way of thinking and doing. Parents have a significant role to play because it is believed that parent’s care,

concern, guidance or a word, had a great effect on the psychological well being of the child.

Parents are responsible for shaping the personality of a child and they are responsible for the child's basic care, direction, protection and guidance. Parents are the child's first teacher because they are the one who take care and nurse their child, and so they know their child better than anyone else. Parents want their children to become successful in life; one of the most important roles of parents is to provide encouragement, support and access to the activities that enable the child to master key developmental task.

“Parental encouragement refers to the treatment originating from parents towards the child with a view to enhance the possibilities of future occurrences of good behavior by care, concern, approval and guidance”. (Sharma 1988). Zhou & Glick (2005) stated that “parents who closely supervise and monitor how and when their adolescents spend their time or who their friends are, in fact are indirectly exerting influence and presenting encouragement to their children in their learning process”.

Parental encouragement refers to protection, guidance, care-giving, support which we have received from our parents in a positive manner. It is the process of developing and supporting the emotional, social, physical and intellectual development of a child from infancy to maturation. Some parents are very supportive and encouraging for their children, some parents may not get involved in their child's life. Parental encouragement goes a long way in helping and guiding the children to achieve better in different ways of life.

There are different types of parenting styles – Psychologist Baumrind, D. (1991) identified four patterns of parenting styles; “Authoritative parenting styles, Authoritarian parenting styles, Permissive parenting styles, and Uninvolved parenting styles”.

“Authoritative parents are open, warm, flexible, listen to their children but firm and steady. They encourage their children to be independent but maintaining limits and controls on their actions. When children break the rules, they are disciplined in fair and consistent manners, children of authoritative parents tend to have a happier disposition, have good emotional control and regulation, develop good social skills, self-confident about their abilities to learn new skills.

Authoritarian parents display little warmth and are highly controlling and demanding. They are strict disciplinarians, use a restrictive, punitive style and insist that their child follow parental directions. Failure to follow such rules usually results in punishment. These parents are obedience- and status-oriented, and expect their orders to obey without explanations.

Permissive parents are very warm and open but not demanding and not in a firm position. They are indulgent and passive in their parenting and do not like to say no or disappoint their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control.

Uninvolved parents are not open nor involve in their children’s life and do not place any demands on their children. They tend to be neglectful and sometimes they do not meet their children’s basic needs and may expect children to raise

themselves. Children may not receive any nurturing or guidance and they lack parental attention and encouragement. These children tend to lack self-control, have low-esteem and are less competent than their peers”. Baumrind (1991)

There are different types of parenting styles, some parents are positive, warm and encouraging for their children and some are neglectful and inattentive to their children’s life. The roles of the parents have much influence on their children’s life in a positive and negative way. The involvement of a parent on a child determines the future of their life. Family environment is of crucial importance in the first education received by children, in this family parental encouragement or parenting styles play a vital role in the life of a child.

Rossi (1965) defined Parental Encouragement as, “When father and mother approve or disapprove of any activity related to education or revoke any hurdle felt by the student in the process, or guide him at right or wrong-this entire spectrum activity comes within the purview of parental encouragement”. According to Sekar and Mani (2013) “Everyone is indebted to many people who played inspirational roles in shaping their lives. People who get encouragement at the right time, and motivation aim higher and achievement more. However, the greatest motivators and role models of children are the parents. When parents are educated and ambitious, children also imitate them and develop a high degree of achievement drive. Strong and supportive parents contribute to the growth of strong and success oriented achievement drive in their children”.

“Parental encouragement may be different from culture to culture and society to society. But encouragement will always have a positive effect. Successful parents

frequently use words of encouragement and supportive actions to show their children how to make improvements. They show their love and cheer their children on to perform at their best. Parental encouragement is the degree to which the child perceives his parents as encouraging”. (Sewel and Shah, 1968). “Parental encouragement refers to obvious verbal or non-verbal forms of encouragement for a child to be active. There could be direct efforts to get a child to play outside, T.V. viewing, or indirect efforts to promote interest and involvement. Young children rely heavily on parents as source of information regarding their physical abilities” (Weiss, Ebbeck, and Horn 1997).

1.5 Brief Account of Mizoram:

Mizoram is situated in the north eastern part of India. It shares 722 kilometers long international borders with Bangladesh on the west and Myanmar on the east and south. The geographical area of Mizoram is 21,081 square kilometers approximately; it became the 23rd state of India in 1987. Mizoram is a mountainous region and has a pleasant climate. Mizoram is divided into 8(eight) district, the state capital is Aizawl.

Mizoram education was spread by the Christian missionaries in the 19th century brought at this stage of the world today. The first school was opened in 1894 and evolved alphabets for the Mizo language by the two Christian missionaries Rev. J.H. Lorrain and F.W. Savidge. It was the beginning of formal education in Mizoram, the first college in Mizoram was opened in 1958 and now Mizoram has Central

University (Mizoram University) in 2001. At present, Mizoram is included among the highest literacy rate in India.

The Mizos society is a close-knit society with no class distinction and no discrimination on grounds of sex. Their lifestyles are mostly influenced by the western cultures and modernizations, the Mizo youths are confronted with many adjustment problems, emotional instability, lack of proper guidance from parents and teachers. The influenced of westernization and modernization has both positive and negative impact upon the Mizos society. The cultural, ethnic, and linguistic makeup of the Mizos has been tremendously changed by the wave of western cultures and the advent of globalization. Many of the youths faced a lot of problems in day to day life; they need parental support, encouragement for their whole personality development to challenge and face real life.

1.6 NEED OF THE STUDY

Emotional maturity is an essential ingredient of an individual. No individual can personally and socially adjust without being emotionally mature. At present, the adolescents as well as children are facing many stressful situations in life because life becomes too complex due to advancements in technology and the pressure of globalization. Emotional pressure is also increasingly day by day especially the college level, their emotions are reaches its climax. This period is a transitional period for college students that they require attention, guidance, care, support and protection. College students are experiencing different emotional disturbances; they

are too sensitive, inflammable, moody and also restless, emotionally unstable and marked by a lot of intensity. Therefore, there is a strong need of proper guidance in promoting their emotional maturity.

The goal of parenting is quite comprehensive as it integrates the cognitive, emotional, social and spiritual elements of the child's growth and development. A very interesting and important phenomenon that has taken place in recent decades in the Mizo society regarding the child rearing practices is that children are brought up in an atmosphere of emphatic richness with good emotional bond between parents and child though it may differ from family to family. In Mizo's child rearing practices, children are not on top positions; they pay no attention to their tantrums, and allow them to follow their passion, and parents think that kids will always be kids, but to let children indulge in this kind of behavior they will never grow up emotionally mature person. Many of the Mizo youths are brought up in this situations, they are not involved in family decisions and do not take part any responsibility in family matters, almost they depends on their parents and do not have much sense of responsibility, self- confidence and self-reliance. Besides these, one of the primary factors of emotional immature of the Mizo youths arises out of fast adaptation and of western cultures and lifestyles. The Mizo college students are confronted with many emotional instability and lack of parental encouragement. Parents have a significant role to play because it is believed that parent's care, concern, guidance or a word, had a great effect on the all-round development of the child.

Family is a primary institution. Parents play a significant role for providing the child's emotional security. It is the first environment where a child feels, observes and learn the emotional relationship within the family. In family, parents play a vital role in the life of a child. Learning about their continually changing roles in the lives of their children and also what is expected of a parent at all stages. But most parents are not conscious of their role for their children's emotional development. Parents are the role models of children's motivators, a guide, and a care giver. They show their love, and motivate their children on to achieve their best. Supportive and responsive parents often express encouragement and cheerful actions to display their children how to create improvements in their life, even when that performance falls short, they propose encouragement, support and try to learn how to improve in next time. However, if parents are strict disciplinarians the child may feel depressed, anxiety and become a maladjusted child. If parents are emotionally expressive and responsive, their children understand their emotions better. Additionally, when parents encourage the child to express his own emotions and discuss emotional events with the child, apparently then child will develop higher emotional competence.

Effective acquisition of parental encouragement will enhance the child's productivity, self-efficacy and thereby building self-confidence and positive attitude. If there is a good emotional bond and proper encouragement among teachers and parents towards the child, it will effectively mould in developing a healthy emotional maturity. Since parental encouragement and child rearing practices predict so many developmental outcomes of the growing child, it makes sense to believe that they

may also predict the child's emotional maturity. Parental emotion dismissing practices, display of negative and positive emotions towards their child have also been highly related with the child's emotional knowledge and learning.

Despite the extensive research on parental encouragement, no study has yet investigated in relation to emotional maturity of college students. There is an urgent need for addressing the relation between emotional maturity and parental encouragement. The present research findings will throw light on different parental encouragement and child rearing practices in Mizo society thereby typically assessing the emotional maturity of Mizo college students in Aizawl district.

1.7 STATEMENT OF THE PROBLEM

The statement of the problem is "Emotional Maturity and Parental Encouragement of College Students in Aizawl District".

1.8 OPERATIONAL DEFINITION OF KEY TERMS:

Emotional Maturity: For the present study emotional maturity means the ability to manage and control one owns emotions and become accountable for his actions in an appropriate manner.

Parental Encouragement: For the present study parental encouragement refers to treatment, guidance, protection, support and care-giving which we received from our parents in a positive manner.

College Students: In this study the college students are the students who are enrolled in the colleges of Aizawl District.

1.9 OBJECTIVES OF THE STUDY

1. To find out the level of emotional maturity among college students in Aizawl District.
2. To find out the level of parental encouragement among college students in Aizawl District.
3. To compare the level of emotional maturity with reference to their gender.
4. To compare the level parental encouragement with reference to their gender.
5. To compare the level of emotional maturity among college students with reference to their streams of study.
6. To compare the level of parental encouragement among college students with reference to their streams of study.
7. To study the relationship between emotional maturity and parental encouragement of college students in Aizawl District.

1.10 HYPOTHESES:

Based upon the above objectives the following hypotheses are formulated for the investigation.

- 1) There is no significant difference between male and female college students of Aizawl District in emotional maturity level.
- 2) There is no significant difference between male and female college students of Aizawl District in parental encouragement level.
- 3) There is no significant difference among college students of Aizawl District with reference to streams of study in their emotional maturity level.
- 4) There is no significant difference among college students of Aizawl District with reference to streams of study in their parental encouragement level.
- 5) There is no relationship between emotional maturity and parental encouragement among college students of Aizawl District.

1.10 DELIMITATION OF THE STUDY:

The study was delimited only to Arts, Science and Commerce students from 5 (five) Degree College of Aizawl District.

CHAPTER-II

REVIEW OF RELATED STUDIES

2.1 INTRODUCTION:

This chapter contains a review of related literature. Review of related literature has an important place in research work which deals with the study of research works done in the same field.

One of the most important parts of the research is to know about the research findings, recommendations, suggestions for further studies. It also gives a deeper insight and understanding the problems and enhancement of knowledge by taking new initiatives, innovation and analyzing what is already known about the problem.

In this chapter also deals with emotional maturity and parental encouragement in different aspect in the same research work. Their findings have definitely important to provide insightful learning between emotional maturity levels of students and receive parental encouragement. These findings, methodology and the tools used help the investigator to be able to plan and a give new idea in his or her research work.

This review of related literature has been divided into two categories

1. Emotional maturity and
2. Parental Encouragement.

2.2 REVIEWS RELATED TO EMOTIONAL MATURITY:

Gakhar (2003) conducted a study on a topic “Emotional maturity of students at secondary stage: self-concept and academic achievement”. The sample comprised of 200 students of secondary school, it was found that significant difference in the emotional maturity of students of government and private schools, the study also found that there was significant difference in the emotional maturity of children of working and non-working mothers and the academic achievement on self-concept and emotional maturity. The study also revealed that there was no relationship between academic achievement and emotional maturity; significant difference in the emotional maturity of boys and girls. It was also found that significant difference in the emotional maturity of urban and rural areas of students and emotional maturity of rural areas students was high as their mean scores on emotional maturity inventory was low.

Patnam and Vasekar (2003) conducted a study on the topic entitled “Emotional maturity of school going children of slum and urban areas and the influencing factors”. The sample consists of 120 children, of which 60 were from slum and 60 from urban areas. The study revealed that there was a correlation between urban children’s emotional maturity and their academic performance, chronological age, ordinal position abilities, size and type of family, parenting, general mental ability number of friends as well as their parental age, education and employment while there were no relationship between slum children’s emotional maturity and their background variables.

Pastey, and Aminbhavi (2006) examined the “Impact of emotional maturity on stress and self confidence of adolescents”. The total sample consisted of 105 adolescent students studying in XI and XII class of K.E. Board’s Pre- University Arts and Commerce College in Dharwad city, Karnataka State. The result showed that the adolescents with high emotional maturity have significantly high stress and self confidence when compared to those with low emotional maturity.

Hangal and Vijayalaxmi (2007) conducted a study on a topic “Self-concept, emotional maturity and achievement motivation of the adolescent children of employed mothers and homemakers”. The sample comprised of 75 adolescents of employed mothers and 75 adolescents of homemakers from 8th and 9th standard in Hubli-Dharwad of North Karnataka. The study found that the adolescents children of homemakers have higher self concept. It was also found that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Singh and Thukral (2011) examined “Emotional maturity and academic achievement of high school students”. The sample comprised of 400 (200boys and 200 girls) high school students studying Xth class in 8 different schools (4 urban and 4 rural areas) affiliated to CBSE, New Delhi. The tool used was Emotional Maturity Scale by Singh and Bhargava(1990). The result showed that insignificant relationship between emotional maturity and academic achievement. It was also found that insignificant differences between boys and girls emotional maturity; rural and urban students emotional maturity.

Kumar, Vijay (2011) conducted a study on the topic entitled “Emotional maturity in relation life satisfaction of the students’ studying in colleges of education”. The sample of 400 (200 male and 200 female) B.Ed. students studying six colleges in Sri Ganga Nagar District of Rajasthan. The tools used for Emotional Maturity Scales by the researcher and Life Satisfaction Inventory by the researcher. The study reveals that insignificant difference of emotional maturity and life satisfaction of students’ studying in colleges of education. It was also found that insignificant difference of emotional maturity between male and female, studying in colleges of education. It also showed that insignificant difference of emotional maturity between rural and urban students’ studying in colleges of education.

Rais (2011) examined the “Impact of family climate and parental encouragement on academic achievement among adolescents 14-17 years”. The samples of 352 (176 male & 176 female) adolescents from 5 schools were selected randomly from urban areas. 3 co-education school, 1 girl’s school and 1 boy’s school. The family climate Questionnaire by Dr Beena Shah (2006) and Parental Encouragement Scale by Dr. R.R. Sharma (1988) were administered. The study showed that insignificant difference in parental encouragement among male and female adolescents. It was also showed that there was a significant positive correlation between parental encouragement and family climate among adolescents.

Sharma (2012) conducted a study on a topic “Adjustment and emotional maturity among first year college students”. The study was conducted to the girl’s colleges of Jaipur city. A sample comprised of 100 girls (50 first year and 50 final year students) from various stream (BA, B.Com, B.Sc, age range between 17- 22years. They were

assessed on Adjustment Inventory for college students (Sinha and Singh, 1995) and Emotional maturity scale (Singh and Bhargava, 1991). The study showed that the first year undergraduate students were low emotionally mature and had difficulty in adjusting emotionally and socially to the changing demands of the environment and faced more academic difficulty as compared to final year students. The final year students were high socially adjusted and more and more incorporated into the social framework of the college.

Singh, Dalwinder et .al (2012) conducted a study the topic entitled “Emotional maturity differentials among university students”. The sample consisted of 200 (100 sportspersons male and female and 100 non-sportspersons male and female). Emotional maturity scale by Singh and Bhargava (1988) was administered. The results revealed significant differences on the sub-variable social maladjustment between male sportspersons and female sportsperson on emotional maturity. However, insignificant differences were found with regard to emotional instability, emotional regression, personality disintegration, lack of independence between male sportspersons and female sportsperson on emotional maturity. It was also found that with regard to male non-sportsperson and female non-sportspersons there was significant differences on emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence and emotional maturity.

Balakrishna (2013) conducted a study on a topic “Emotional Maturity of teachers in relation to their subjects and their years of experience”. The total sample consisted of 720 Post graduate teachers from Higher secondary school of 5 districts in Tamil

Nadu was randomly selected. Emotional maturity scale constructed and standardized by Roma Pal (1989) was administered. The result showed that the Post graduate teachers of Arts subject and science subject there were no significant in their level of emotional maturity. Further, it was also observed that the teachers with up to 15years of experience differ significantly in their level of emotional maturity from their counterparts with more than 15years of experience.

Dutt, Chetia and Soni (2013) conducted a study on a topic “A comparative study on emotional maturity of secondary school students in Lakhimpur and Sonitpur districts of Assam”. The sample consisted of 1000 students (500 boys & 500 girls) selected randomly from 32 private and Government secondary schools of both districts of Assam. The descriptive survey method was used for data collection. The result showed that no significant difference in various areas of emotional maturity of government and private school students; it was also found that insignificant difference in the emotional maturity of boys and girls students and there was no significant difference between in the emotional maturity of rural and urban secondary school students of both districts of Assam.

Jogsan (2013) conducted a study on the topic entitled “Emotional maturity and adjustment in ADHD children”. The total sample comprised of 60 ADHD and normal children from class VI to VIII of different schools of Rajkot and Ahmedhabad city. Emotional maturity Scale by Singh and Bhargava and Adjustment Inventory for school students by Sinha and Singh were administered. The result showed that significant differences between ADHD and normal group in

emotional maturity and adjustment. It means ADHD group were more immature emotionally and socially maladjusted than normal children.

Srilatha (2013) conducted a study on a topic “Emotional maturity among senior secondary school students in relation to their self-esteem, home environment and mental health”. Sample of 400 students of class XI and XII in the age ranging 17 to 18 years in Gurgaon district of Haryana, the tools used were Emotional Maturity Scale by Yashvir Singh (1977), Self-Esteem Inventory of Stanley Coppersmith, Home environment Inventory by Karuna Shankar Mishra (1989), Mental Health, Battery by A.K. Singh and A.S. Gupta (2000). The findings are summarized as; 1) positive increase self-esteem will be increase in emotional maturity. 2) over protective at home will be decrease in emotional maturity. 3) a positive and significant correlation was found between emotional maturity and mental health. 4) Mental health and punishment as a dimension of home environment have a significant role in determining emotional maturity among senior secondary school students.

Mohan (2013) examined “Stress, emotional maturity and personality of parents of disabled children”. 100 parents of visually impaired children, 100 parents of hearing impaired children and 100 parents of mentally retarded children were stratified by random stratified sampling technique. Stress questionnaire constructed by Latha Satish (1977), Emotional Maturity Scale developed by Yashvir Singh and Mahesh Bargave (2005) and Maudsley Personality Inventory developed by H.J. Eysenck (1959) were used for this study. The findings observed that significant difference was found between fathers and mothers on stress, emotional maturity and personality of

parents of disabled children. Mothers experience severe stress on their disabled children. Fathers were unstable and mothers experience extremely unstable on their emotional maturity. Both mothers and fathers of disabled children need attention for modify their behavior.

Jabeen Nayyar (2013) examined the “Impact of emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers”. The sample comprised of 600 teachers under CBSE schools of Aligarh and New Delhi. The result showed that Emotional maturity had a significant impact on teaching effectiveness of school teachers. No significant interactional effect was found between emotional maturity and hardiness on teaching effectiveness of school teachers. And also there was no significant interactional effect between emotional maturity and job satisfaction in respect of teaching effectiveness of school teachers. A significant interactional effect was found among emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers.

Nuzhat (2013) conducted a study on a topic “Emotional maturity of male and female Kashmir University of India distance learners”. The sample consisted of 120 students (60males and 60 females) University Distance Learner from University of Kashmir. The data was collected by using Singh and Bhargava ‘s Emotional Maturity Scale (1984) . t-test was used to find out the significant differences on emotional maturity among male and female University distance students. The result showed that there was a significant difference between male and female university distance learner on emotional maturity. Female university distance learner have emotional unstable than male university distance learners.

Talukdar and Das (2013) conducted a study on the topic entitled " Emotional maturity among arranged married couples". The sample consisted of 60 subjects (30 males and 30 females) arranged married were selected randomly from Agartala city of Tripura. Emotional Maturity Scale by Singh and Bhargava and Interview scheduled were administered. The result showed that arranged married male has moderate emotional maturity in their life. Therefore, it was found that significance difference was observed between arranged married males and arranged married females.

Haseena (2013) examined the impact of "Emotional maturity and self-efficacy on academic stress and coping resources of Junior college students". The sample size was 800 students, boys and girls studying science and arts subjects in and around Tirupati of Chittoor district of Andhra Pradesh state. Socio-demographic data sheet prepared by the investigator, The Generalizes Self Efficacy Scale by Schwarzer and Jerusalem (1992), Emotional Maturity Scale by Singh and Bhatnagar (1990). Academic Stress Scale by Sreenivas and Kumar (1999). Coping Styles Scale by Sreenivas and Kumar (1999) were administered. The study revealed that there was significant impact of emotional maturity and self efficacy on the academic stress among Junior secondary school students. It was also found that self efficacy and emotional maturity are the major contributor for academic stress, followed by nature of course and type of management.

Das, J. (2014) conducted a study on a topic "Emotional maturity among love marriage couples with special reference to Agartala". The sample consisted of 60 subjects (30 males and 30 females love marriage) were selected randomly by using

purposive sampling technique from Agartala city of Tripura state. Their age ranges from 35 years to 45 years from similar socio-economic and educational background. Emotional Maturity Scale by Singh and Bhargava was administered and Interview scheduled was also used to collect the demographic information and other related personal data. The result revealed that no significant differences between love marriage couples with regards on their level of emotional maturity. Therefore, love marriage male and female have extreme emotional maturity in their life.

Singh Gurmit (2014) made a study on “Mental Health of Adolescents in relation to Emotional maturity and parent children relationship”. The sample comprised of 200 9th class adolescents (100boys and 100 girls) from Government Secondary Schools of Moga district. The data was obtained by using Emotional maturity Scale (2011) by Singh and Bhargava, Parent child relationship Scale (2011) by Rao and Mental Health Battery (2012) by Singh and Gupta. The results of the study showed that mental health has significant positive relation with emotional maturity among adolescents. There exist positive and significant relation between mental health and parent child relationship of adolescents.

Jain and Pasirya (2014) conducted a study on the topic entitled “Emotional maturity and adjustment of senior secondary school students. In this study, normative survey method was adopted in this study”. A sample consisted of 140 (70 boys and 70 girls) from private and Government senior secondary schools in Rothak. Tools used were Emotional maturity Scale (2011) by Singh and Bhargava (1984) and Bell Adjustment Inventory by S.M. Moshin and Shamohad Hussain. The result revealed that no significant difference was found in emotional maturity and adjustment level

of senior secondary school students in relation to type of school (private and Government school) and gender (boys and girls).

Naik and Saimons (2014) examined the effect of parenting on emotional and social maturity among adolescents in Bilaspur district in Chhattisgarh. The study Sample of 640 (320 boys and 320 girls). Process of data collection was administered by using Parenting scale developed by R.L. Bharadwaj, H. Sharma, A. Garg, A. Sharma, Emotional maturity scale by Yashvir Shingh & Dr. Mahesh Bhargav and Social Maturity scale by Dr. Nalini Rao. The results showed that congenial home environment and healthy parenting are crucial for emotional maturity and social maturity of children. There was significance between the effects of parenting on high and low emotional maturity of adolescents.

Nehra, S (2014) conducted a study on a topic “Relationship between adjustment and emotional maturity of IX class students”. The sample comprised of 100 students (50 boys & 50 girls) of class IX from four Government schools. A descriptive survey method was used. The findings of the study were- 1) there was no significant difference between the adjustment of boys and girls studying in class IX. 2) there was no significant difference between the emotional maturity of boys and girls studying in class IX. 3) there was no significant difference between adjustment and emotional maturity of boys and girls among class IX students.

Sunil (2014) conducted a study on the topic entitled “Emotional maturity of adolescent students in relation to their family relationship”. For this purpose, sample of 60 adolescent students (30 boys and 30 girls) of higher secondary level were taken from Karnal city. Two questionnaire’s were used 1st inventory standardized by

Dr. G.P .Sherry and Dr. J.C. Sinha and 2nd was emotional maturity scale by Dr. Yashvir Sinha and Mahesh Bhargava. The testing of hypotheses was done by using 'r' test to find out the relationship and t-test was used to comparing the score of two groups (boys and girls). The result reveals that significant difference in emotional maturity of boys and girls adolescent students.

Shah (2015) conducted a study on a topic "Personality profiles emotional maturity and parental acceptance rejection of children of working and non-working mothers". The sample consisted of 800 working and non-working mothers (400 working and 400 non-working mothers) were randomly selected from the elementary schools of the two districts in Kahmir. Tools used were 1) High School Personality Questionnaire (HSPQ) of Cattell (1969). 2) Emotional Maturity Scale developed by Singh and Bhargave (1990). 3) Rohner's Parental Acceptance Rejection Questionnaire (PARQ) (1978). The finding revealed that there was significant difference in emotional maturity of children of working and non-working mothers. There was also significant relationship between personality profiles and emotional maturity of children of working mothers and there was partially significant relation between emotional maturity of children among non-working mothers.

Kaur (2015) conducted a study on the topic entitled "Emotional maturity of adolescents' students in relation to their parental encouragement". 200 male and female adolescents students studied in senior secondary classes from various schools of Ludhiana and Sangrur district of Punjab. Descriptive survey method was employed. The study revealed a positive and significant correlation exists between Parental encouragement and Emotional maturity of adolescents students.

Bal and Singh. D (2015) conducted a study on a topic “An analysis of the components of Emotional Maturity and Adjustment in combat Sport Athletes an analysis of the components”. The investigator selected 75 male inter college level combat sports athletes of 19-25 years of age to act as subjects. Emotional maturity scale constructed by Singh and Bhargava’s (1988) was administered. The level of adjustment was measured by Adjustment Inventory prepared by A.K.P. Sinha and R.P. Singh (1980). ANOVA was employed for intra-group difference. Least significant Difference, post-hoc test also applied. It was found that there was a significant difference among combat sport athletes (Boxing, Judo and Wrestling) on the sub-variables of emotional maturity i.e emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence and emotional maturity (total). However, there was no significant differences had been observed on the sub-variables, home adjustment, health adjustment and educational adjustment.

Gunasekar, N. and Pugalenti, N. (2015) conducted a study on the topic entitled “Emotional maturity and academic achievement of students at secondary level”. The sample consisted of 100 students (50 boys & 50 girls) were taken by random sampling technique. Emotional maturity scale developed by the investigators (2015) was used for data collection. For academic achievement marks obtained in the Xth class of the State Board, aided and Matriculation Board for assessment of achievement of students. The findings of the study revealed that- i) there was no significant difference between boys and girls at secondary level students on

emotional maturity. ii) there was no significant difference between boys and girls at secondary level students on achievement .

Samina, H (2015) made a study on a topic “Personal values and socio psychological problems in terms of school achievement and emotional maturity of students at secondary stage”. The sample consisted of 500 class XI students (250 boys and 250 girls) in Uttar Pradesh. For this study, the following tool were used- Personal Value Questionnaire (PVQ) by Dr Sherry and Verma. Emotional Maturity Scale by Singh and Bhargava, Socio-Psychological problems prepared by the researcher and for school achievement, marks obtained by the students in their High school examination were taken consideration. The result showed that there was significant difference between mean high school marks of emotional mature students having high personal values. However, there was also different significant difference between mean high school marks of emotional maturity boys and girls having high personal values is greater than academic achievement than those of who have average personal values.

Perumal, P and Rajaguru,S (2015) conducted a study on a topic “Emotional maturity of B.Ed. student teachers”. The sample consisted of 150 B.Ed. student teachers from Virudhunagar and Combatore district by sample random sampling. The samples of the study were selected from three different types of institution (Government, Aided and Self-finance). The investigator used survey method for this research. The result revealed that there was no significant difference between the male and female B.Ed. student teachers in their emotional level. There was also no significant difference between the aided male and government female B.Ed. student

teachers in their emotional level. Again there was no significant difference between the aided male and self-finance male B.Ed. student teachers in their emotional level.

Wani and Masih (2015) examined the topic entitled “Emotional maturity across gender and level of education.” The sample for this study was randomly drawn from different department of Jamia Millia Islamia, New Delhi. A total sample of 100 (50 male and 50 female) included Post Graduate and Research scholars were selected. Emotional maturity scale constructed by Singh and Bhargava’s (1990) was administered. The data was then analyzed through mean, standard deviation and t-test. The study revealed that majority of the Post graduate students and Research scholars of the university are emotionally unstable. The findings also showed that male students are emotionally immature than females on personality disintegration dimension of emotional maturity.

Dangwal and Srivastra (2016) conducted a study on “Emotional maturity of internet users”. The sample for the study was randomly selected from college students using internet. 95 students between the age group of 18-25 years and who used internet (email along with chatting) one hour daily or four times a week from at least one year or more years. Emotional maturity scale constructed by Singh and Bhargava’s (1990) and Internet Information based questionnaire by the researcher were administered. The result showed that the internet users are not emotionally mature. There was a significant difference in emotional maturity of male and female internet user’s students.

Kalaiselvan and Maheswari (2016) conducted a study on the topic entitled “Emotional maturity among the Post Graduate students”. The sample comprised of 160 Post Graduate students in Bharathidasan University College, Perambalur. The emotional maturity scale prepared by Singh and Bhargava was used. The study revealed that the emotional maturity of the students was much influenced by the department they belong to and educational level of their mothers.

Kumar and Sunilima (2016) examined the effects of gender and locality on emotional maturity. The descriptive research method was used on 120 (60 male and 60 female) under graduate science students of university of Lucknow. A tool used was Emotional Maturity Scale by Singh and Bhargava (2010). The result showed that there was no significant difference between male and female senior secondary school students in relation to emotional maturity. It was also found that there was no significant difference between emotional maturity of rural and urban senior secondary school students.

Shah and Khan (2016) conducted a study on a topic “Relationship between personality profiles and emotional maturity of children of working mothers”. A sample of 400 children of working mothers randomly selected from the elementary schools of two district in Kashmir valley. The sample subjects were comprised of 8th class students within an age range of 13-14 years. High school Personality Questionnaire (HSPQ), of Cattell (1969) and Emotional Maturity Scale by Singh and Bhargava (1990) were used to measure the personality and emotional maturity of children of working mothers. The result indicated that, there was a significant

relationship between personality profiles and emotional maturity of children of working mothers.

Rafeedali, E. (2016) conducted a study on the topic entitled “Emotional maturity among the heads of secondary schools in Kerala”. The sample consisted of 260 Heads of secondary schools from different parts of Kerala. A stratified random sampling technique was used for sample collection. Emotional maturity scaled by Singh and Bhargava (2010) was used as the tools for data collection. The results showed that 75% of the heads of secondary schools in Kerala have the average level of emotional maturity, 15% were with above average level of emotional maturity, while 11% were with poor level of emotional maturity. It was also found that there exist no significant differences in the mean scores of emotional maturity among subsamples of heads of secondary schools based on gender, experience and type of management.

Sandip, R (2016) conducted a study on the topic entitled “A Case Study on Emotional Maturity Level of B.Ed students teachers of Kohima District”. The sample consisted of 60 students teachers were selected from both the Colleges running B.Ed course of Kohima district through stratified random sampling method. Emotional maturity scale constructed by Singh and Bhargava was administered. Data analysis was done by average, standard deviation and inferential statistic t-test. The result showed that there was a significant difference between male and female B.Ed students teachers with respect to their emotional maturity and there was also significant difference between married and unmarried B.Ed students teachers with respect to their emotional maturity. However, there was no significant variance

between age wise B.Ed. students teachers group 25 years and below and 25 years above with respect to emotional maturity.

Zubair (2016) conducted “A study of Emotional Maturity of Adolescents Students in Relations to their Family Relationship“. The sample consists of 100 students of private and Government Senior Secondary Schools of Jammu city. The data were analysed using statistical techniques like, Mean, Standard Deviation, t-test and Product moment correlation. The result showed that emotional maturity in adolescent students is positively correlated with family relationship.

Sabat, Sangarika, et.al (2016) conducted “A study on mental health profile and emotional maturity in relation to nutritional status of post-graduate students”. The sample consisted of 120 post-graduate students of Sambalpur University, Odisha were selected randomly. Emotional maturity scale by Singh and Bhargave (1971), Body Mass Index (BMI) prescribed by WHO and Nutritional status and Mental health check list (MHC) were administered. The result revealed that most of the Post-Graduate students had normal physical health. There was a significant relationship between nutritional status and mental health. No significant association was found between emotional maturity and Body Mass Index. It was also found that majority of the post-graduate students had emotional maturity and normal physical health status.

Senejani, M.J. et.al (2016) conducted a study on a topic “Relationship between psychological security, emotional maturity and attachment styles and marital adjustment’. The sample consisted of 130 married female students from Islamic Azad University in North Tehran Branch. The results showed that there was a

significant relationship between psychological security, emotional maturity and attachment styles and marital adjustment. There was also a positive relationship between psychological security and marital adjustment. It was also found that there was a positive significant relationship between emotional maturity and marital adjustment.

Yashoda, and Devi (2016) studied “Influence of parental attitudes, grades and gender on emotional of adolescents”. The sample consisted of 480 adolescents students studied with 8th, 9th and 10th standard from Hyderabad district, 240 male and 240 female students. Parental preferences inventory constructed and standardized by Gupta was used. Yashwir Singh & Bhargava standard questionnaire was used to assess the emotional maturity. The data was analysed by using Mean, Standard Deviation, t-test. The result revealed significant difference on parental attitudes of emotional maturity of adolescents. Adolescent with low parental attitudes have high emotional maturity than the parents with high attitudes towards their adolescents.

Bhagat Vidya et.al (2017) studied “Emotional maturity among medical students and its impact on their academic performance”. The sample consisted of 114 preclinical medical students of UniSZA from year 1 to year 2 of academic session 2015 - 2016. The data were collected by using Emotional Maturity Scale, compiled and analysed by SPSS version 22. The study revealed that there was a significant positive correlation between emotional maturity and academic performance among medical students.

Vyas and Gunthey (2017) investigated on a sample of 200 students (100male and 100 female) from Jodhpur district of Rajasthan, to evaluate the “Emotional maturity, self-confidence and academic achievement of adolescents in relation to their gender and urban-rural background”. By using Self-Confidence inventory (ASCI) developed by Dr. Rekha Gupta. Emotional Maturity Scale developed by Yashvir Singh and Dr. Mahesh Bhadaragava and achievement scores of the students taken from their Xth class annual results were used in the study. The data was analyzed using t- test. The finding revealed that there was significant difference between male and female adolescents on emotional maturity. It was also found that no significant difference between urban and rural adolescents on level of emotional maturity.

Yousefi, and Ahmadi (2017) conducted a study on a topic “Relationship between the Emotional Quotient and Emotional maturity in students of Kurdistan University of Medical Sciences”. The study was a cross-sectional study carried out on 396 students. Data was collected through two questionnaires including Bar –on Emotional maturity Quotient Inventory (EQ-i) and Emotional maturity Scale. The results showed that there was a significant relationship between Emotional Quotient and Emotional maturity.

Chandrakala Joshi (2017) studied “Emotional maturity across gender, locality and stream of higher secondary level students”. The participants for the study were randomly drawn from different government schools of Almora district of Uttarakhand. 480 students (240 male and 240 female) were included in the sample. The data were analyzed by using Mean, Standard deviation and t- test. The result showed that there was significant relationship between emotional maturity of girls

and boys of secondary level students. There was found no significant difference between emotional maturity of urban and rural school students. There was also found no significant difference between emotional maturity of arts and science stream.

Rai and Khanal (2017) conducted a study on a topic “Emotional intelligence and emotional maturity and their relationship with academic achievement of college students in Sikkim”. The participants for the study were drawn from two government colleges in Sikkim. A sample consisted of 122 Bachelor of Arts students. Emotional Intelligence Inventory by Mangal and Mangal and Emotional Intelligence by Roma Pal were administered. Data were analyzed by applying statistical technique coefficient of correlation in SPSS 16.0. The study revealed that there was a significant positive correlation between college students’ emotional intelligence and their academic achievement and it was found that no correlation between emotional maturity and their academic achievement.

Bagh (2018) investigated “Emotional maturity among adolescents in relation to parental involvement”. The sample consisted of 200 urban and rural students (100 boys & 100 girls) from Hoshiarpur district in Punjab. The tools employed were- 1) Emotional Maturity scale by Singh and Bhargavar (1993). 2) Parental involvement scale by Vijai Laxmi Chouhan and G.G. Arora. The result revealed that there exist no significant relationship between emotional maturity and parental involvement and the result also showed that there were no significance differences between emotional maturity and parental involvement in respect to gender and to locale.

Chavda (2018) studied “Emotional maturity and mental health among working and non-working women”. The sample consisted of 100 women (50 working and 50 non-working women) were randomly selected from the same area of Rajkot district in Gujarat. Emotional Maturity Scale by Singh and Bhargava (1991) and Gujarati translated by Jagson, Y.A (2017) and Mental Health Questionnaire by Bhatt and Gida (1992) were administered. The Statistical techniques like t-test, correlation were used. The result showed that there was significant difference in emotional maturity among working and non-working women and also a significant difference in mental health among working and non-working women. The correlation between emotional maturity and mental health is positive correlation. It means emotional maturity decreased mental health also decreases and emotional maturity increased mental health also increases.

Joy and Mathew (2018) conducted a study on “Emotional maturity and General well-being of adolescents”. The sample consisted of 300 adolescents students from various CBSC higher secondary schools in southern district of Kerela the age group between 15-18 years. Emotional Maturity Scale developed by Singh and Bhargava and General Well-being Measure by S.K. Verma and Anita Verma were administered in this study. The study revealed that there was no significant relationship between emotional maturity and general well being among adolescents.

Sethi and Singh Tejinder (2018) studied on “Emotional maturity of adolescents in relation to their psychological hardiness”. The sample comprised of 200 senior secondary students (100 male and 100 female) from Fazilika district. Tools used were Emotional Maturity Scale by Singh and Bhargava (2006) and Psychological

Hardiness Scale by Arun Kumar (2008). The result showed that there was significant relationship between emotional maturity of adolescents and their psychological hardiness. It was also found that no significant difference in the emotional maturity of male and female adolescents having high and low level of psychological hardiness.

Reviews related to Parental encouragement:

Swell and Shah (1968) conducted a study on the topic entitled “Social class, parental encouragement and educational aspirations”. The researchers investigated randomly selected same age group of 10,318 Wisconsin high school seniors, correlation of social class, parental encouragement and educational aspirations. It was found that parental encouragement is a powerful intervening variable between socio-economic class background and intelligence of the child and his educational aspirations. While parental encouragement does not ‘explain’ social class differences in aspirations, it contributes to the explanation of these differences. Because parental encouragement is a social-psychological variable, it is presumably subject to modification by means of programmes of counseling directed at parents or parents and children, whereas the child’s intelligence and family socio-economic status are likely to be more difficult to influence at this point in the child’s development.

Codjoe (2007) examined the importance of home environment and parental encouragement in the academic achievement of African-Canadian Youth”. Results of the study show that students have an advantage in school when their parents encourage and support their school activities, and they lay the groundwork for their

students' success in school by building their children's self-confidence, self-concept, and self-reliance.

Bala (2010) studied "Risk taking behavior among adolescents in relation to family values and parental encouragement". The study was descriptive survey method, which was conducted on adolescents studying rural and urban institutes of 4 districts in Punjab. The tools used were Risk Taking Questionnaire by Sinha & Arora, Family Values Questionnaire by the investigator, and Parental encouragement scale by Sharma (1998). The finding revealed that there was significant difference between male and female adolescents on parental encouragement in risk taking behaviour and no significant difference between rural and urban adolescent on their parental encouragement in risk taking behavior.

Kanu, P. (2010) conducted a study on a topic "Impact of parental encouragement on academic performance and academic anxiety of rural adolescents". The study was based upon a sample of 200(100 boys and 100 girls) adolescents in the age range 13-16 years belonging to Punjabi origin, nuclear and middle socio-economic status families. The sample was randomly drawn from 4 Govt. high school and senior secondary schools from rural areas of Ludhiana district. Socioeconomic status scale by Bharadwaj (2001), Academic anxiety scale by Singh and Gupta (1984) and Parental encouragement scale by Agarwal (1999) were administered to the sample. The findings revealed that association between age and various levels of parental encouragement among rural adolescents showed significant association between age and various level of academic anxiety. If parents fostering children's academic and personal growth, their interest and skills, recognize and encourage their special

talents they can perform better in academic, which further leads to academic anxiety among adolescents.

Pingale, V.G (2012) examined the “Role of parental encouragement socio economic status and gender on self concept, self-ideal disparity and adjustment of adolescents”. The sample consisted of 320 students from 6 Junior colleges (3 urban and 3 rural areas) of Aurangabad district, the age range was 16-18 years. The result revealed that Parental encouragement was highly significant among the adolescents. It was also showed that the three independent variables namely parental encouragement, socio economic status and gender were either directly or indirectly interdependent on each other on self concept, self ideal disparity and adjustment of adolescents.

Jain Payal (2013) conducted a study on the topic entitled “Impact of parental encouragement on emotional intelligence of adolescents”. The sample comprised of 200 adolescents in the age range of 14-16 years from four Government High school and Senior Secondary schools from rural and urban areas of Ludhiana district. Agarwal Parental Encouragement Scale developed by Agarwal (1999) and Emotional Intelligence Scale by Thyd et.al (2002) were administered. The result showed that no significant differences existed among male and female in all levels of parental encouragement. It was also found that no significant differences existed among urban and rural areas adolescents in all levels of parental encouragement. Significant gender differences existed different levels of emotional intelligence. Males were having high level of emotional intelligence as compared to females and there was a significant locale differences existed in emotional intelligence levels of rural and

urban respondents. It was revealed that there was a significant relation parental encouragement and emotional intelligence among adolescents.\

Sekar, P and Mani, S (2013) studied “Parental encouragement to higher secondary students in Thiruvannamati district”: An empirical analysis. The sample size comprised of 621 XI standard students from Thiruvannamati district of Tamil Nadu. Personal data sheet developed by the investigator was used and Parental Encouragement Inventory by Mohan Sekar (1980) was administered. The result showed that there was significant difference in parental encouragement of higher secondary school students in respect to location of the school that means the urban higher secondary school students have gained more parental encouragement when compared to rural higher secondary school students. However, urban and rural higher secondary school students feel equally accepted and protected by their parents. It was also revealed that there was a significant differences was noted in parental encouragement of higher secondary school students with respect to medium of instruction, English medium have gained parental encouragement when compared to Tamil medium secondary school.

Dubey Asmita (2014) investigated a study on effect of parental encouragement on the educational development of the students . The sample consisted of 800 students (400 rural & 400 urban) of class XI from 20 government and 20 private higher secondary school of Gwalior district in Madhaya Pradesh. The result showed that there was a significant difference in the effect of parental encouragement among boys and girls of government and private higher secondary schools in rural and urban areas. The study also revealed that there was a significant difference effect of

parental encouragement on the academic achievement of boys and girls of government and private higher secondary schools in rural and urban areas.

Bindhu, V and Aruna, P.K (2014) conducted a study on the topic entitled “Relationship between parental encouragement and process skills in social studies”. The sample comprised of 1000 secondary school students from three district of Kerala State. The tools used were Parental Encouragement Scale by Aruna and Bindhu (2011) and test of process skills in social studies by Aruna and Bindhu (2011). The data were collected from three category based on gender, locality and type of management of school. The result showed that parental encouragement was positively related to process skills of adolescent students. The study also revealed that there was significant difference between locality and type of management of schools in relation to parental encouragement and process skills of secondary school students.

Jain, P. and Tejpreet, K.K (2014) conducted a study on a topic “Parental encouragement among adolescents: A study of locale and gender differences”. The study was conducted on 200 adolescents (100 boys and 100 girls) in the age range of 14-16 years residing in rural and urban areas of Ludhiana. Agarwal parental encouragement scale (1999) was administered. The study revealed that significant gender differences existed in parental encouragement whereas significant locale differences were found in the dimensions of parental encouragement among rural and urban respondents.

Nair, Sekhar. G.K. et.al. (2014) investigated a study on Attitude, Parental Encouragement and Perception of the Importance of English Language Learning. A sample of 150 upper 6th students from a population of 755 students from six schools in the district of Marang, Terengganu. It was found that almost all the students receive quite sufficient encouragement and support from their parents in their English language learning. Nicholls, L. et.al. (2014) examined “Parental encouragement of healthy behaviours: adolescent weight status and health-related quality of life (HRQol)”. The aim of this study was to examine the moderation effect of parental encouragement of healthy behaviours on the relationship between adolescent weight status and Health-Related Quality of Life (HRQol). Baseline data were collected from 3,040 adolescents participating in the Its Your Move project, conducted in the Barwon South-West region of Victoria, in 2005 The Pediatric Quality of Life Inventory was used to measure HRQol, and parental encouragement was derived from purposely designed self-report items. Analyses were adjusted for age, sex, physically activity level, nutrition and school attended. The finding indicates that, higher level of parental encouragement, as compared to low encouragement, were positively associated with higher global HRQol scores, particularly in the physically functioning domain. To a lesser degree, high parental encouragement was also associated with higher scores on the psychosocial domain. Parental encouragement significantly moderated the inverse relationship between overweight status and physical wellbeing.

Nadhi, and Anuradha, K. (2014) studied on effect of “Parental encouragement on self confidence of adolescents”. The sample consisted of 100 subjects (50 urban adolescents and 50 rural adolescents) from Uttarakhand state. Aggarwal Parental Encouragement Scale (1999) and Agnihotri’s Self Confidence Inventory (1985) were used. The results showed that there was a significant relationship between parental encouragement and self confidence in adolescents; high parental encouragement leads to high level of self confidence in adolescents. The scores also revealed that rural adolescents, male and female perceived less parental encouragement which in turn leads to lesser self confidence.

Gupta, R.P (2014) conducted a study on a topic “Study of parental encouragement in relation to mental health of secondary school students”. The sample consisted of 200 students (100 boys and 100 girls) of rural and urban area of Ludhiana district, Punjab. Parental encouragement scale by R.R Sharma and Mental Health Battery by Dr. Arun Kuamar Singh and Dr. Alpana Sen Gupta were used. Statistical techniques like Mean, Standard Deviation, t-value and correlation were used. The results revealed that a significant relationship between parental encouragement and mental health among secondary school students. No significant relationship between parental encouragement and mental health among girls’ students of rural areas. The study also revealed a significant relationship between parental encouragement and mental health of urban students. No significant relationship between parental encouragement and mental health of rural students.

Lal Krishna (2104) studied “Emotional maturity, self confidence and academic achievement of adolescents in relation to their gender and urban-rural background”. The sample consisted of 200 Senior Secondary school students in Chandigarh. It was found that there was significant difference between the male and female adolescents on emotional maturity, self-confidence and academic achievement. The urban and rural adolescents showed similarity on emotional maturity but there was difference in self-confidence, the rural adolescents showed higher self-confidence. On the academic achievement front the urban adolescents stand better than the rural adolescents.

Kishor Vimal (2014) investigated a study on Parental Encouragement on students’ academic achievement of high school students”. The sample consisted of 200 high school students (100 government, 100 private schools) of class X students from Tehsil Paghar in Himachal Pradesh. To test the hypotheses descriptive statistics, t-test and product moment coefficient of correlation were used. The result revealed that there was a positive and significant relationship between parental encouragement and academic achievement of private and government high school students.

Sophia (2015) studied “Influence of parental encouragement on the self concept and aspiration of higher secondary school students”. The results of the study showed that there was a significance difference between male and female higher secondary school students in their parental encouragement on health aspects and moral support. The female students have received better parental encouragement on health aspects and moral support than male students. However, there was no significance difference

between male and female higher secondary school students in their parental encouragement on academic activities, social activities and decision making.

Sophia and Vellippan., (2015) conducted a study on the topic entitled “Study on influence of parental encouragement towards health care of their wards”. The sample comprised of 1095 higher secondary school students (301 higher secondary school) in Tirunelveli. The result showed that there was significant difference in parental encouragement among male and female higher secondary school students in respect of health care of their wards. Female students have gained more mean score compared to their male counterparts with respect to parental encouragement. Similarly, there was significant difference in parental encouragement among Tamil medium and English medium higher secondary school students in respect of health care of their wards. Tamil medium higher secondary school students has gained more mean scored compared to English medium higher secondary school students. The reason may be that Government schools (Tamil medium) were provided mid-day meal by the Government.

Mahajan, G. (2015) examined the relationship between academic anxiety of secondary students in relation to their parental encouragement. A total sample of 120 X grade students were selected through stratified sampling technique according to gender and type of school from 12 secondary schools. For the collection of data the investigator used Academic Anxiety Scale for Children by A.K. Singh and A. Sengupta (1988) and Parental Encouragement Scale by Kusum Aggarwal(1988). The results of the study showed that the high level of parental encouragement lessens the

academic anxiety among students. The over ambitious parents always generate excessive pressure on their child and hence make him anxious.

Jaidka, M.L. (2015) conducted a study on a topic “Value pattern among students as related to parental encouragement”. The study was conducted with a sample of 200 students of 10th class from rural area government schools of Moga district of Punjab state, India. Out of 100 girls were from rural area schools and 12 from urban area school, 87 from rural area school and 13 to urban area schools. The study of values test by R.K. Ojha and parental encouragement scale by R.R. Sharma were administered. The major findings of the study revealed the significant positive correlation between the value pattern and parental encouragement among 10th class students with respect to sex and locale.

Kaur, (2015) assumed that “Frustration among adolescents in relation to parental encouragement”. The sample of the study consisted of 250 students of 10th class from 6 schools of Ferozepur city. (130 boys and 120 girls). Parental encouragement Scale by Sharma (1988) and Frustration test by Chauhan and Tiwari (1972) were administered. The study revealed that frustration level of boys was significantly higher than girls. There was no significant difference in the level of parental encouragement of the boys and girls adolescents. Frustration among boys was significantly related to their parental encouragement whereas there was no significant relationship in case of girls.

Penjak and Karnincic (2015) conducted a study on a topic “Attitudes, motivation and parental encouragement in learning English as a foreign language: the Croation context”. The major findings revealed that the male students have higher attitudes then their female counterparts. It also showed that male students have correlation between interests in learning English a foreign language and parental encouragement in learning English a foreign language. Again, female students have less motivation in learning English on their parental encouragement but they have their personal attitudes towards English.

Arora, and Anju., (2016) investigated that “Perceived parental encouragement as related to social maturity of adolescents in Jammu, India”. The total samples of 200 adolescents (100 boys and 100 girls) in the age group of 12-18 years were randomly selected from high schools and higher secondary schools of urban area of Jammu city. Data was analyzed quantitatively and qualitatively by using mean, standard deviation and correlation. The result revealed that majority of boys fall in average degree and majority of girls the higher degree of parental encouragement. There was a slight negative correlation between parental encouragement and social maturity of boys and a slight positive correlation between parental encouragement and social maturity of girls.

Arul Lawrance, and Barathi, C (2016) conducted a study on a topic “Parental encouragement in relation to academic achievement of higher secondary school students”. The sample comprised of 350 higher secondary school students from 10 schools in Thanjavur district. The tools used for the study were Parental Encouragement Scale by Kusum Aggarwal (1999) and Academic achievement

constructed by investigators (2012). The result showed that there was significant relationship between parental encouragements and academic achievement of higher secondary school students. It was also found that significant relationship between parental encouragements and academic achievement of higher secondary school boys and girls. Similarly, there was significant relationship between parental encouragements and academic achievement of higher secondary school students in rural and urban areas.

Bashir, and Majeed Saima (2016) conducted a study on the topic entitled “Relationship between achievement motivation and parental encouragement of adolescent girls in district Anantnag”. The sample of the study was 200 adolescent girls, 15-17 years of age from five schools of Anantnag district selected through random sampling technique. The result showed that there was a significant positive relationship was found between achievement motivation and parental encouragement. The study also revealed significant difference on achievement motivation and parental encouragement among private and government adolescent girls in Anantnag district. Private school adolescent girls have higher achievement motivation and parental encouragement as compared to government school adolescent girls.

Kamboj, G. (2016) conducted a study on a topic “Impact of Parental Encouragement on 11th class students in relation to their academic achievements”. The sample consisted of 100 students (50 boys and 50 girls) from 11th class of Ferozepur district. The study shows that parental encouragement and academic achievement does not have a significant relationship.

Bashir, L. and Bashire, H. (2016) conducted a study on “Parental Encouragement among adolescents”. The study was descriptive in nature. The sample consisted of 200 adolescents (100 urban and 100 rural adolescents) the age range from 15-16 years in different schools of Pilwama district in Kashmir. Tools used for the study was Parental Encouragement Scale by R.R. Sharma (2010). The result revealed that there was a significant difference was found between rural and urban adolescents. It also revealed that urban adolescents scored higher parental encouragement than rural adolescents.

Singh Mangal, (2016) tried to establish the “Relationship between academic achievement and parental encouragement”. The sample consisted of 200 private unaided Higher Secondary school students (100 boys and 100 girls). Agarwal Parental Encouragement Scale by Dr. Kusum Agarwal (1998) was used and scores in a school grades were considered for Academic Achievement. The study revealed a significant positive relationship between Academic Achievement and Parental Encouragement.

Negi and Maikhuri (2016) conducted a study on the topic “Parental encouragement and academic achievement among adolescents”. The sample consisted of 200 students (100male and 100female) studying class 11 and 12, randomly from 10 senior secondary school s of Dehradun district of Utrkhand. Dr. Kusum Agarwal ‘s Parental encouragement scale and Academic achievement was taken in terms of total marks obtained by the subject in their previous examination. Analysis was carried out by employing ‘t’-test and correlation was find out by Pearson product moment.

Findings of the study revealed that parental encouragement and academic achievement was positively and significantly correlated with each other.

Narad, A. and Abdullah, Bilkees (2016) conducted a study on a topic “Academic performance of senior secondary school students: Influence of parental encouragement and school environment”. The study was descriptive survey in nature and simple random sampling technique was used. The participants in the sample included 300 senior secondary school girls (co-education school and girls’ school). For analysis of data, parametric statistics techniques were used. The study revealed that senior secondary school girls studying in co-education schools and girls’ school had similar academic performance. Senior secondary school girls studying girls’ school had higher parental encouragement as compared to their counterparts in co-educational schools. Significance positive relationship was found between academic performance of senior secondary school girls’ with parental encouragement and school environment.

Rafeedali. (2016) investigated a “Study on emotional maturity among the Heads of secondary schools in Kerela”. The total sample consisted of 260 heads of secondary schools in Kerela. The study found that 74% of the total sample exhibit average level of emotional maturity, only 15% shows high level of emotional maturity and 11% revealed poor level of emotional maturity; it was also found that as age increases the emotional maturity also increases.

Arya, Sunita and Kumar, Pramod (2017) conducted a “Study of Parental encouragement as related to risk taking behavior of graduate students”. Survey method of research was used for the study. The sample consisted of 600 students studied from professional and non-professional courses at graduate level in degree colleges of Harayana state. Parental Encouragement Scale by Agarwal and Risk Taking Questionnaire by V.N. Singh and P.N. Arora were administered. The statistical techniques like, mean, standard deviation and z-test were applied to test the significance of difference among groups which were under study. The result showed that the female students were significantly differ in parental encouragement than the male students at graduate level while the male and female students in professional and non-professional courses at graduate level does not differ in parental encouragement

Geetika (2017) examined the “Impact of parental encouragement on self- confidence of adolescents”. The sample consisted of 800 adolescents in the age group of 16-18 years from 11th and 12th class of Punjab. Parental encouragement scale by R.R.Sharma (1999) and Self-confidence Inventory developed by Rekha Gupta (2013) were administered to collect the data. The results indicated that a positive correlation between parental encouragement and self-confidence. The study revealed that parental encouragement for their children seems to have a strong influenced on self-confidence. Hence, parents should support the positive behavior of their children to enhance their self-confidence.

Moshahid, M. (2017) conducted a study on the topic entitled “emotional maturity and academic achievement of B.Ed. students: A co-relational study”. The sample consisted of 120 B.Ed. students (40 male and 80 female) from science and arts stream was selected from Mallapuram district of Kerala. The result revealed that there exist a positive and significant correlation between emotional maturity and academic achievement of B.Ed. students. There was no significant difference between the emotional maturity of B.Ed. students from arts and science subjects. However, there was a significant difference between emotional maturity of male and female B.Ed. students. Male B.Ed. students possessed higher level of emotional maturity than female students but female B.Ed. students have higher level of academic achievement than their male counterparts.

Nivedita and Deepika (2017) conducted a “study on Parental encouragement in relation to academic achievement of University students of rural and urban students”. The data was collected from 80 students which consisting 40 was urban and 40 was rural students. In this research “Parental encouragement scale by Dr. R.R .Sharma (1988) has been used. The mean and standard deviation was computed and then t-test was applied to test the hypothesis. Results revealed that urban and rural students are different from each other with respect to their academic achievement. Overall results showed that students of rural are better than the students of urban on the basis of academic achievement. It was interpreted from the study that if parents encouraged the child, then academic achievement is also better.

Varma (2017) conducted a study on a topic “the effect of family climate and parental encouragement on academic achievement of school going adolescents”. There were 200 (100 girls and 100 boys students) school going adolescents in the VIIth and IX standard was selected by purposive sampling method from Akola city in Maharashtra state. The family climate questionnaire by Dr. Beena Shah and Parental encouragement scale by Dr. R.R. Sharma were used for data collection. Data was analysed by correlation method, result showing that there is positive relationship between family climate and academic achievement of adolescents. Thus, highly satisfactory the family climate, higher in the academic achievement of adolescents. Positive significant correlation was observed between parental encouragement and academic achievement of girls adolescents. Negative and significant correlation was observed between parental encouragement and academic achievement of boy’s adolescent i.e as the parental encouragement increases, academic achievement decreases. Hence, on the basis of these results, formulated two hypotheses were accepted. It was recommended that parent need to be aware of the importance of their role in their children’s academic achievement motivation.

Akhter, A and Pandey, S (2018) conducted a study on the topic entitled “study on Parental encouragement on the academic achievement of secondary level students in J&K”. The sample comprised of 100 secondary schools (50 rural and 50 urban) (50 male and 50 female) were selected randomly from 10th and 12th grade in J&K. Parental Encouragement Scale by Sharma was administered and the researcher had collected the result of High School Board Examination 2014 to measured the academic achievement of the students. The result showed that there was significant

positive correlation between parental encouragement and academic achievement with respect to rural and urban secondary level students in J&K and it was also found that parental encouragement with respect to gender was positively correlated with academic achievement secondary level students in J&K.

Kaur Harvinder (2018) conducted a study on a topic “relationship between parental encouragement and academic achievement of secondary school students”. The sample consisted of 100 secondary school students from different secondary schools of Kapurthala district were randomly selected. Parental Encouragement Scale by Kusum Aggarwal (1999) was administered and Xth Class Board Examination marks obtained were collected for academic achievement of secondary school students. The result revealed that there was significant relationship between parental encouragement and academic achievement of secondary school boys and girls. Similarly, significant relationship has been found between parental encouragement and academic achievement of rural and urban secondary school students.

Srilavanya, J and Karnan, P (2018) investigated a study on parental encouragement and self-image of XI standard students. The study was conducted through normative survey method of research. The total sample consisted of 256 XI standard students randomly selected from different schools in Tiruvallur District Parental encouragement questionnaire by Dr. Mohanna Sekar and self-image questionnaire by John Garlock were administered. The result showed that there was a significant relationship between parental encouragement and self-image of XI standard students was high in nature. Parental encouragement among female students is better than that of male students whereas there was no significant impact with

respect to parents' qualification, type of management on the parental encouragement and self-image of XI standard students.

Rani, G (2018) conducted a study of perceived parental encouragement of high school students in relation to locality, caste and parental income. The sample consisted of 200 students (100 urban and 100 rural) of 14-16years class 9th and 10th standard from Government school of Kurushatra district of Harayana. Parental encouragement Scale by Dr. R.A Sharma was used to collect the data. The findings revealed that there were no significance difference perceived parental encouragement in terms of locality, caste and parental income.

CHAPTER-III

METHODOLOGY

Research methodology is a way to systematically solve the research problem. It has many dimensions, the researcher must know how the research problem has been identified, in what way and why the hypothesis has been formulated, what data have been collected how to calculate and the statistical techniques involves and how to apply in a particular research. All these things are necessary for the researcher to design his methodology.

In any research, the researcher to realize his or her goals, a sound methodology is significant. Besides, the validity and reliability of findings of research depends on the methodology of the researcher. There are many research tools, techniques and methods but the researcher are required to make a judicious choice and should select only those that may be suitable to meet the requirements of the study. A well thought out plan of action in advance followed by a systematic implementation bring out a good result.

This chapter is devoted for the description of plan and procedure followed to conduct the study and is organized into 6 sections. The section 3.1 describes research approach and section 3.2 deals the population of the study and 3.3 deals sample of the study. In section 3.4 the tools used for the study and its validity and reliability were included; followed by procedure of data collection and analysis of data in section 3.5 and 3.6.

3.1 Research Approach:

The present study is mainly descriptive survey method in nature; quantitative approach has also been applied. A descriptive study describes and interprets the present status of what is, recording, describing, analyzing and interpreting conditions that exist. The study aims to reveal the level of emotional maturity and level of parental encouragement among college students in Aizawl District. It also attempt to find out the relationship between emotional maturity and parental encouragement among college students in Aizawl District. It also concerned with testing the hypotheses and elements of generalization.

3.2 Population of the study:

The population for the present study consist of all Degree Colleges (13 colleges) including government and private degree colleges students in Aizawl District. The present population is large, stratified random sampling method is use for selecting the samples from the population.

3.3 Sample of the study:

For the study the sample comprised of 300 students from five (5) Degree Colleges of Aizawl district selected randomly. Out of which 100 students of three streams i.e. Govt. J. Thankima College and Aizawl North College (Arts), Pachhunga University College and Government Zirtiri Residential Science College (Science)

and Government Hrangbana College and Pachhunga University College (Commerce) were selected. Further each stream of study 50 males and 50 females were selected randomly for the present study.

The final sample consists of 300 students, 150 female and 150 male. The detailed sample split up is shown in table 3.1-3.3.

Table - 3.1

DISTRIBUTION OF SAMPLE OF COLLEGE STUDENTS IN AIZAWL DISTRICT.

(COLLEGE WISE DISTRIBUTION)

Sl. No	Name of College	No. of Male	No. of Female	Total No. of Students
1.	Government J. Thankima College	25	25	50
2.	Government Aizawl North College	25	25	50
3.	Government Hrangbana College	25	25	50
4.	Pachhunga University College	25	25	50
5.	Pachhunga University College	25	25	50
6.	Government Zirtiri Residential Science College	25	25	50
7.	Total	150	150	300

Table - 3.2.

**DISTRIBUTION OF THE SAMPLE IN STREAM WISE OF
COLLEGE STUDENTS IN AIZAWL DISTRICT.**

Sl. No	STREAMS	NO. OF STUDENTS	TOTAL No.
1.	ARTS	50	100
		50	
2.	COMMERCE	50	100
		50	
3.	SCIENCE	50	100
		50	
4.	TOTAL		300

Table – 3.3.

**TOTAL DISTRIBUTION OF THE SAMPLE OF COLLEGE STUDENTS IN
DIFFERENT STREAMS AND COLLEGES IN AIZAWL DISTRICT.**

SL. NO.	NAME OF COLLEGE	STREAMS	NO. OF STUDENTS			TOTAL NO.
			Male	Female	Total	
1.	Government J. Thankima College	ARTS	25	25	50	100
2.	Government Aizawl North College	ARTS	25	25	50	
3.	Government Hrangbana College	COMMERCE	25	25	50	100
4.	Pachhunga University College	COMMERCE	25	25	50	
5.	Pachhunga University College	SCIENCE	25	25	50	100
6.	Government Zirtiri Residential Science College	SCIENCE	25	25	50	
7.	TOTAL					300

3.4 Tools used:

The following tools were employed for data collection :

1. Emotional Maturity Scale (2006) developed by DR. Yashvir Singh, Retd Head, Department of Psychology St. John's College Agra and Dr. Mahesh Bhargava, Chairman, Har Prasad Institute of Behavioural Studies, Agra.

Reliability :

In Emotional maturity Scale-the reliability of the scale was determined by –

- i) Test-retest Method and
 - ii) Internal Consistency.
- i) *Test-retest Reliability*- the scale was measured upon a group of 150 collegiate students including male and female students aged 20-24 years. The time interval between the two testing was that of six months. The product moment r between the two testing was 0.75.
- ii) *Internal Consistency* – the internal consistency of the scale was checked by calculating the coefficient of correlations between total scores and scores on each of the five areas. Internal consistency is equal to 98.

Validity :

In Emotional maturity Scale the scale was validated against external criteria, i.e., the Gha area of the adjustment inventory for college students by Shinha and

Singh. The inventory has ‘Gha’ area measuring emotional adjustment of college students. The number of items of this area is twenty-one. Product moment correlation obtained between total scores on all twenty-one ‘Gha’ items and total scores on EMS was .64 (N=46).

Interpretation:

The scale was administered upon 198 collegiate students belonging to urban as well as rural background. The three quartiles were calculated for the scores of all the 198 respondents.

Interpretation of Scores

Scores	Interpretation
50-80	Extremely stable
81-88	Moderately stable
89-106	Unstable
107-240	Extremely unstable

2. Agarwal Parental Encouragement Scale (1999) developed by Dr. Mrs. Kusum Agarwal, Reader in Education, H.N.B. Garhwal University, Srinagar.

Reliability :

In Parental encouragement scale – two indices of reliability of the scale were found out. Firstly, its reliability was determined by K.R. Method (0.79), secondly,

two test-retest reliabilities were determined after an interval of three months (0.82) and the other after an interval of six months (0.80).

Validity:

For determining validity of the APES, it was given to 100 parents and 100 students belonging to those parents respectively. Their separate responses were correlated and when correlation was found high (.73), it was assumed that the scale measures what it designs to measure. In order to establish internal validity, the responses of each item were correlated with the total responses which have shown satisfactory correlation (.64).

Administration:

The APES may be administered individually as well as in the group. There is no fixed time limit for the response. But usually respondents take 40 to 50 minutes for filling in the whole scale. The instructions printed on the scale form should be made clear by the administrator to the respondent.

Scoring:

The scale can be scored accurately by hand. The responses of the subjects were assigned numerical values, ranging from 1 to 5, depending upon the degree of perceived parental encouragement. The below table gives the details of the weightage.

Scoring the Scale Items

Always	Most Often	Frequently	Sometimes	Never
5	4	3	2	1

Thus, the total weighted score of APES ranges from 80-400. The total weighted score, if high, reveals greater amount of parental encouragement whereas lower scores indicate the lower degree of parental encouragement.

3.5 Procedure of Data Collection:

The investigator personally visits each college and administers the questionnaire scheduled after taking necessary permission from the Principal of each college. The researcher explains clearly the purpose of the visit and rapport was established to clear about the tests. They were told that the results would be kept strictly confidential. The investigator read out the instruction written in the test book and the students are requested to respond all the questions in the Emotional maturity scale and Parental encouragement scales. After that, the investigator collected all the questionnaires for analysis. The scores of the two tests were calculated and tabulated.

3.6 Statistical Techniques Used:

Statistical techniques are very essential for research. It helps the investigator to analyse and interpret the data systematically. In this study also data were analyzed using quantitative method such as

- 1) Percentage, Mean and standard deviation to study the level of emotional maturity and level of parental encouragement among the college students.
- 2) 't'-test to find out the significance of difference between male and female of respondents.
- 3) ANOVA to find out the significance difference in different streams of respondents.
- 4) Correlation to find out the relationship between emotional maturity and level of parental encouragement among the college students.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA.

INTRODUCTION:

The present chapter deals with the analysis and interpretation of the data collected for the study. The objectives of the present study includes finding out the emotional maturity level and the level of parental encouragement received by the college students. Moreover, the purpose is also to analyse and compare the relationship between emotional maturity level and level of parental encouragement among the college students; to find out the significance of difference categories of respondents and to find out the significance difference in different streams of respondents.

Objective 1 : The first objective is to find out the level of emotional maturity of college students in Aizawl District.

In order to find out level of emotional maturity of college students in Aizawl District Emotional Maturity Scale (2006) developed by DR. Yashvir Singh and Dr. Mahesh Bhargava was administered to all the 300 respondent. Then all the scores were calculated, tabulated and analyzed. The students whose score range in between 50-80 were considered as extremely emotional stable, scores ranging between 81-88 were considered as moderately stable, scores ranging between 89-106 were

considered as emotional unstable and scores ranging between 107-240 were found to be extremely emotional unstable as per the norm and the findings are presented in the following table 4.1 and 4.2.

Descriptive statistical scores on emotional maturity of college students in Aizawl District is given below.

Table 4.1

Overall mean of Emotional Maturity of College students in Aizawl District

VARIABLE	N	Mean	SD
Emotional Maturity	300	122.16	21.07

Table 4.1 revealed the overall level of emotional maturity of respondents. It can be seen that out of 300 respondents the mean score of emotional maturity of college students of Aizawl District was found out to be 122.16 and the standard deviation was found out to be 21.07. Therefore, the overall mean score it was indicated that the college students in Aizawl District falls within the range of extremely emotional unstable.

Table 4.2**Level of Emotional Maturity of College students in Aizawl District**

Level of Emotional Maturity	Score
Extremely Stable (50-80)	-
Moderately Stable (81-88)	15 (5)
Unstable (89 – 106)	72 (24)
Extremely Unstable (107- 240)	213 (71)

(Figure in parenthesis are given in percentage)

From the given table 4.2, it was found that out of 300 respondents no students were found within the range of extremely stable in their level of emotional maturity, only 15 (5%) students falls within the range of moderately stable in their level of emotional maturity, 72 (24%) students falls within the range of unstable in their level of emotional maturity whereas 213 (71%) students falls within the range of extremely unstable in their level of emotional maturity which means that the overall scores of college students of Aizawl District have extremely unstable emotional maturity.

Objective 2 : The second objective was to find out the level of parental encouragement among college students in Aizawl District.

In order to find out the parental encouragement level among college students of Aizawl District, Agarwal Parental Encouragement Scale (1999) developed by Dr. Mrs. Kusum Agarwal was administered to all the 300 respondents and all the scores were tabulated and analyzed. The students whose score range in between 335.98-400 were considered as high level, scores ranging between 256.9-335.97 were considered as average level and scores ranging between 80-256.8 were considered low level of parental encouragement.

Table-4.3
Descriptive statistical scores on parental encouragement of College students in Aizawl District

Variable	N	Mean	SD
	Valid		
Parental Encouragement	300	296.39	39.59

From the given table 4.3, the total mean score and standard deviation of the parental encouragement scores of the college students are 296.39 and 39.59 respectively. This indicates that, the overall mean scores of college students of Aizawl district were found to be having an average level of parental encouragement.

Table 4.4**Level of Parental Encouragement of college students in Aizawl District**

Level of Parental Encouragement	Score
High (335.98-400)	46 (15.33)
Average (256.9-335.97)	203 (67.67)
Low (80-256.8)	51 (17)

(Figure in parenthesis are given in percentage)

It can be observed from the given table 4.4 that out of 300 students, only 46 students (15.33%) falls within the range of high level of parental encouragement, many of the students 203 (67.67%) falls within the range of average level of parental encouragement, 51 students (17%) falls within the range of low level of parental encouragement.

Objective 3 : The third objective was to compare the level of emotional maturity with reference to their gender.

In order to find out the level of emotional maturity with reference to gender, the following null hypothesis was formulated:

Null hypothesis 1: There is no significant difference between male and female college students of Aizawl District in emotional maturity level.

4.3.1 Objective 3 (a): Comparison of level of emotional maturity between male and female college students of Aizawl District.

This sub section includes the comparison between male and female college students in their level of emotional maturity.

In order to find out the significance of difference between male and female college students of Aizawl District, statistical analysis of t-value between respondents of male and female in their level of emotional maturity was calculated and analyzed.

Table 4.5**Result of the independent sample t-test emotional maturity.**

Variable	Gender of Participants	N	Mean	Std. Deviation	t-value	Significant
Emotional Maturity	Male	150	120.90	21.63826	1.034	NS
	Female	150	123.44	20.47386		

*NS- No significant, * Significant at 0.01 level, ** Significant at 0.05 level.*

Table 4.5 shows the results of the comparison of emotional maturity scores of male and female. The t-value 1.034 shows that the mean difference is not significant. It is thus interpreted that there was no significant difference between the mean scores of male and female college students of Aizawl District in their emotional maturity.

Therefore, the null hypothesis that assumes no significant difference between male and female college students of Aizawl District in their emotional maturity is accepted.

4.3.1 Objective 3 (b): Level of emotional maturity between male and female college students of Aizawl District

This sub section includes the male and female percentage scores of level of emotional maturity among college students of Aizawl District.

Male and female scores were computed separately and analyzed using percentage and t- ratio to see the gender difference. Following table 4.6 is the percentage representation of comparison between male and female in their level of emotional maturity among college students of Aizawl District.

Table 4.6

**Level of emotional maturity between male and female college students of
Aizawl District**

Levels of emotional Maturity	Gender	
	Male N=150 (100)	Female N=150 (100)
Extremely Stable (50-80)	-	-
Moderately Stable (81-88)	5 (3.34)	10 (6.66)
Unstable (89-106)	31 (20.66)	41 (27.34)
Extremely Unstable (107-240)	114 (76)	99 (66)

(Figure in parenthesis are given in percentage)

Table 4.6 shows the performance of male and female level of emotional maturity of college students of Aizawl District. There were 150 male and 150 female. Out of 150 male respondents, it was found that no students were found within the range of extremely stable in their emotional maturity, only 5 students (3.34 %) falls within the range of moderately stable in their level of emotional maturity, 31 students (20.66%) falls within the range of unstable in their level of emotional maturity and 114 students (76%) falls within the range of extremely unstable in their level of emotional maturity. And out of 150 female respondents there were no students extremely stable in their level of emotional maturity, 10 students (6.66%) falls within the range of moderately stable in their level of emotional maturity, 41 students (27.34%) falls within the range of unstable in their level of emotional maturity and 99 students (66%) were extremely unstable in their level of emotional maturity. Figural representation follows at figure 1.

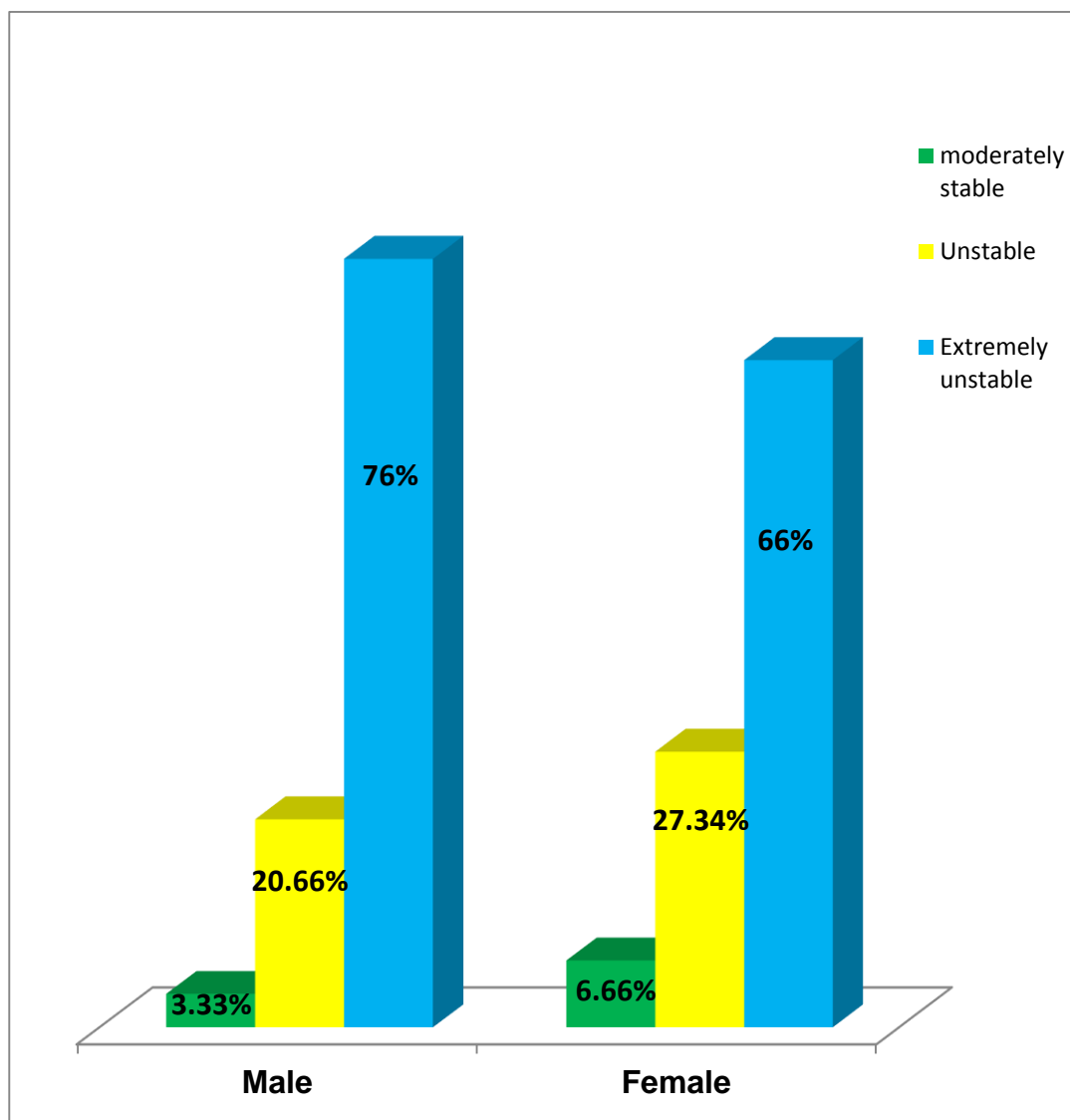


Figure 1 : Comparison of the level of emotional maturity with reference to their gender.

Objectives 4 : To compare the level parental encouragement with reference to their gender.

In order to find out the level of parental encouragement with reference to gender, the following null hypothesis was formulated:

Null hypothesis 2: There is no significant difference between male and female college students of Aizawl District in their parental encouragement.

4.4.1 Objective 4 (a): Comparison of level of parental encouragement between male and female college students of Aizawl District

This sub section includes the comparison between male and female college students in their level of parental encouragement.

In order to find out the significance of difference between male and female college students of Aizawl District, statistical analysis of t-value between respondents of male and female in their level of parental encouragement was calculated and analyzed.

Table-4.7

To compare the level of parental encouragement with reference to their gender.

Variable	Gender of Participants	N	Mean	t-value	Level of significance
Parental Encouragement	Boys	150	290.64	2.56	** Significant at 0.05
	Girls	150	302.21		

*NS- No significant, * Significant at 0.01 level, ** Significant at 0.05 level*

As shown in Table 4.7, it can be seen that the results of the comparison of parental encouragement scores of boys and girls. The t-value 2.56 reveals that the mean difference is significant at 0.05 level. It is thus interpreted that there is a

significant difference between the mean scores of boys and girls in their parental encouragement. From the mean scores it is also inferred that girls are having higher parental encouragement than boys.

Therefore, the null hypothesis that assumes no significant difference between male and female college students of Aizawl District in their parental encouragement is rejected.

4.4.1 Objective 4 (b): Level of parental encouragement between male and female college students of Aizawl District

This sub section includes the male and female percentage scores of level of parental encouragement among college students of Aizawl District.

In order to find out the level of parental encouragement with reference to gender, all the scores were computed, male scores and female scores were computed separately and analyzed using percentage. Following table 4.8 is the percentage representation of comparison of level of parental encouragement between male and female.

Table 4.8

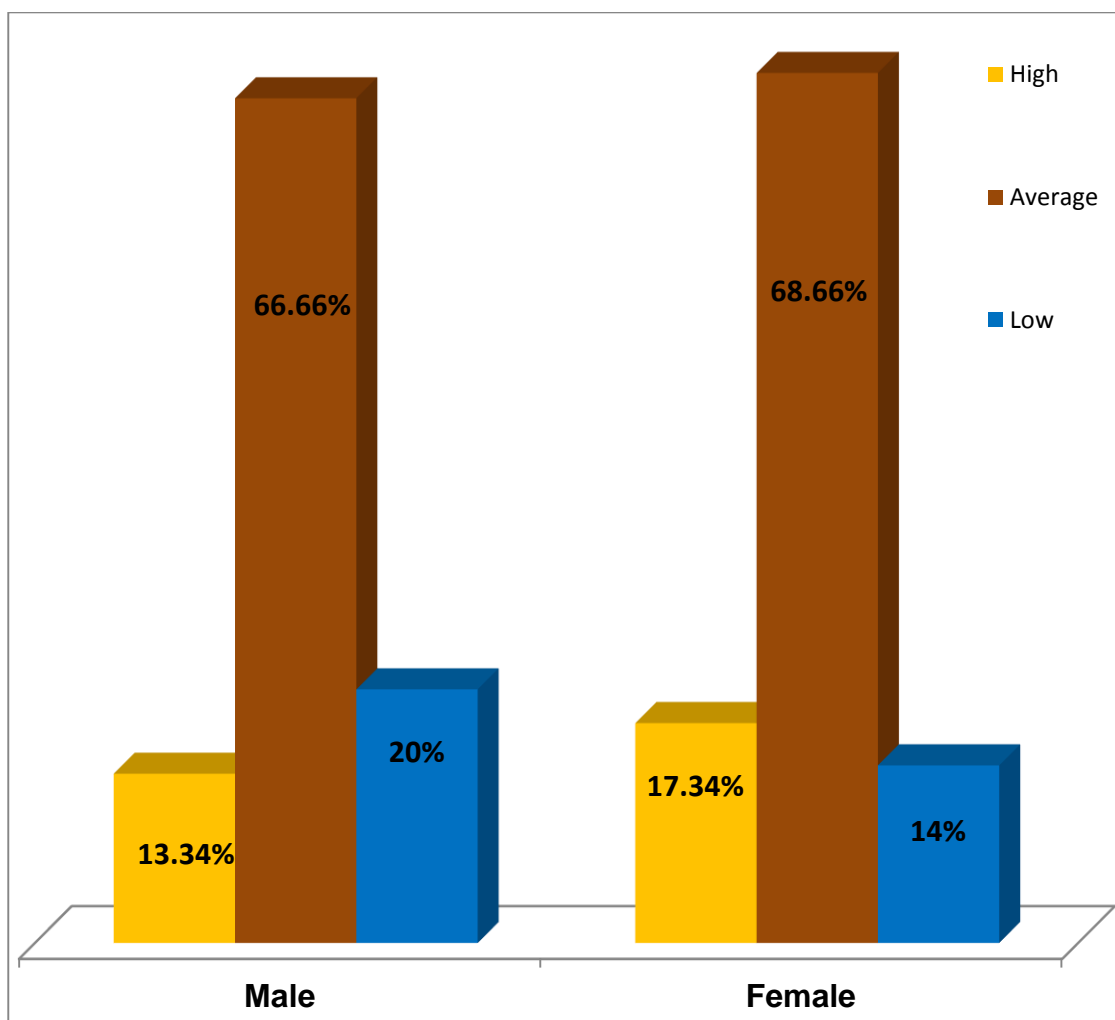
Comparison of level of parental encouragement between male and female respondents

Range of Score	Interpretation	Gender N=300	
		Male N=150 (100)	Female N=150 (100)
335.98-400	High	20 (13.34)	26 (17.34)
256.9-335.97	Average	100 (66.66)	103 (68.66)
80-256.8	Low	30 (20)	21 (14)

(Figure in parenthesis are given in percentage)

Table 4.8 revealed that the performance of male and female level of parental encouragement among college students of Aizawl District. There were 150 male and 150 female. Out of 150 male respondents 13.34% were found out high parental encouragement, 66.66% have scored average in their level of parental encouragement and 20% were found out low parental encouragement. And out of 150 female respondents 17.34% were found out high parental encouragement, 68.66% have scored average level of parental encouragement and 14% were found out low parental encouragement. Figural representation follows at figure 2.

Figure 2: Comparison of level of parental encouragement with reference to their gender.



4.5 Objective 5: The fifth objective was to compare the level of emotional maturity with reference to streams of study.

In order to find out the level of emotional maturity with reference to streams of study, the following null hypothesis was formulated:

Null hypothesis 3: *There is no significant difference among college students of Aizawl District with reference to streams of study in their emotional maturity level.*

4.5.1 Objective 5 (a): Comparison of level of emotional maturity among college students of Aizawl District with reference to streams of study.

This sub section includes the comparison of level of emotional maturity among college students of Aizawl District with reference to streams of study.

In order to find out the significance of difference of emotional maturity among college students of Aizawl District, statistical analysis of ANOVA f-value between respondents of the three streams i.e. Arts, Commerce and Science in their level of emotional maturity was calculated and analyzed.

Table 4.9

Results of ANOVA of Emotional Maturity with reference to streams of study

	Sum of Squares	df	Mean Square	F	Significant level
Between Groups	135.908	2	67.954	.152	NS
Within Groups	130366.282	298	446.460		
Total	130502.190	300			

*NS- No significant, * Significant at 0.01 level, ** Significant at 0.05 level*

Table 4.9 revealed the summary of ANOVA while comparing the emotional maturity of students based on streams of study. It is clear from the table that the F value 0.152 ($p > 0.05$) is not significant. The multiple comparison table is also given below.

Table-4.10

Multiple comparisons of Emotional Maturity with reference to stream of study.

Dependent Variable	(I) Stream of Study	(J) Stream of Study	Mean Difference (I - J)	Std. Error	Sig.	95% Confidence Interval	Significant
Emotional Maturity	Arts	Science	-1.9797	2.98553	0.507784	-7.85525	NS
		Commerce	-0.8897	2.98553	0.76591	-6.76525	
	Science	Arts	1.97970	2.98553	0.507784	-3.89586	
		Commerce	1.09	2.978019	0.714615	-4.77077	
	Commerce	Arts	0.889697	2.98553	0.76591	-4.98586	
		Science	-1.09	2.978019	0.714615	-6.95077	

*NS- No significant, * Significant at 0.01 level, ** Significant at 0.05 level*

Table 4.10 explained the multiple comparisons of mean scores based on stream of study of students. It is inferred that the 'f' value for the significance of difference between the three streams i.e. Arts, Commerce and Science. Out of the 300 respondents, there were 100 respondents from each stream. And from each stream, it can be seen that among the three dimensions of emotional maturity, there was no significant difference in emotional maturity of respondents from Arts, Commerce and Science from the entire three streams.

Therefore, the null hypothesis that assumes no significant difference among college students of Aizawl District with reference to streams of study in their emotional maturity level is accepted

Objective 5 (b): Level of emotional maturity among college students of Aizawl District with reference to streams of study

This sub section includes level of emotional maturity among college students of Aizawl District with reference to streams of study

In order to find out the level of emotional maturity with reference to streams of study, all the scores were computed, each scores from the three streams were computed separately and analyzed using percentage. Following table 4.11 is the percentage representation of comparison of level of emotional maturity with reference to streams of study.

Table 4.11**Level of Emotional Maturity with reference to streams of study**

Level of Emotional maturity	Streams of study		
	N=300		
	Arts (S1) N = 100	Commerce (S2) N = 100	Science (S3) N = 100
Extremely Stable (50-80)	-	-	-
Moderately Stable (81-88)	4 (4)	5 (5)	6 (6)
Unstable (89-106)	27 (27)	18 (18)	27 (27)
Extremely Unstable (107-240)	69 (69)	77 (77)	67 (67)

(Figure in parenthesis are given in percentage)

Table 4.11 shows the performance of 300 respondents from the three streams i.e. Arts=100, Commerce=100 and Science=100 on their level of emotional maturity. The table 4.11 reveals that out of 100 respondents each, 4% were found out to have moderate emotional maturity and 27% were found out to have unstable emotional maturity, 69% were found out to have extremely unstable emotional maturity among Arts students and 5% were found out to have moderate emotional maturity, 18% were found out to have unstable emotional maturity, 77% were found out to have extremely unstable emotional maturity on Commerce students, and 6% were found out to have moderate emotional maturity, 27% were found out to have unstable emotional maturity and 67% were found out to have extremely unstable emotional maturity among science students. Figural representation follows at figure 3.

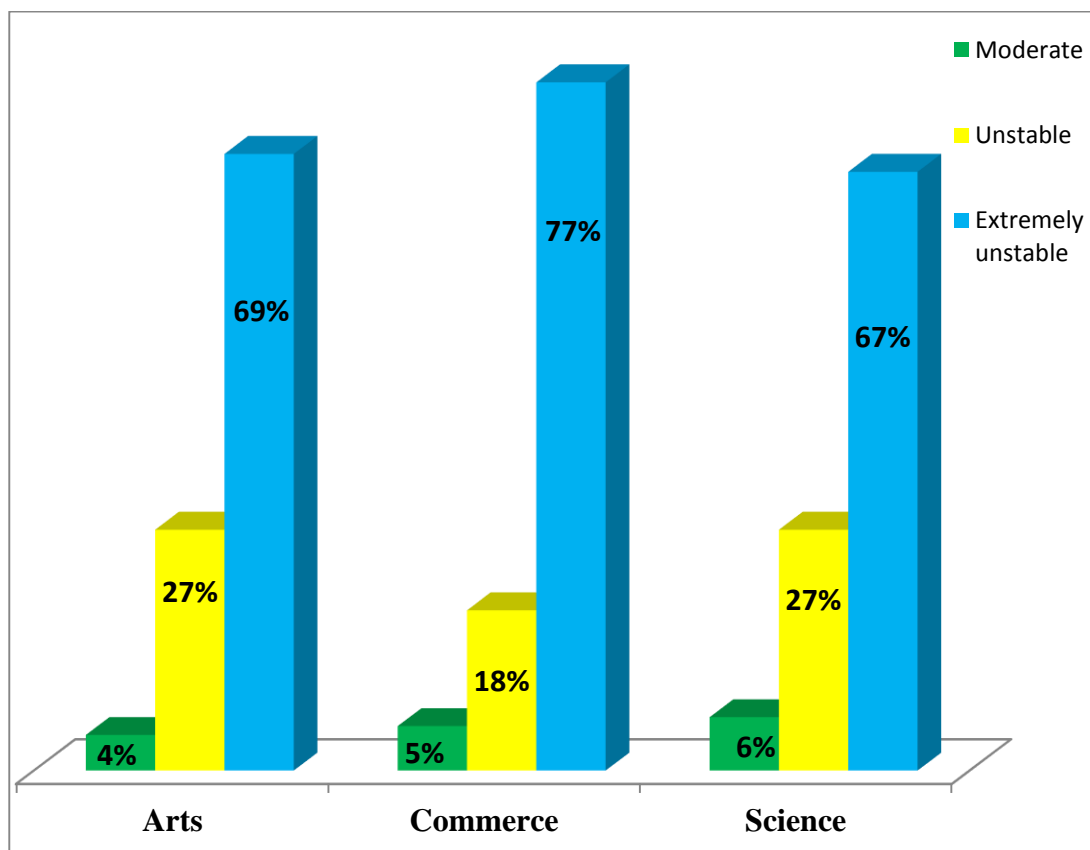


Figure 3: Level of Emotional Maturity among college students of Aizawl District with reference to streams of study.

4.6 Objective 6. The sixth objective was to compare the level of parental encouragement among college students with reference to their streams of study

In order to find out the level of parental encouragement with reference to streams of study, the following null hypothesis was formulated:

Null hypothesis 4: There is no significant difference among college students of Aizawl District with reference to streams of study in their parental encouragement level.

4.6.1 Objective 6 (a): Comparison of level of parental encouragement among college students of Aizawl District with reference to streams of study

This sub section includes the comparison of level of parental encouragement among college students of Aizawl District with reference to streams of study.

In order to find out the significant of differences of parental encouragement among college students of Aizawl District, statistical analysis of ANOVA f-value between respondents of the three streams i.e. Arts, Commerce and Science on the level of parental encouragement was calculated and analyzed.

Table 4.12

Results of ANOVA of Parental Encouragement with reference to stream of study.

	Sum of Squares	df	Mean Square	F	Significant level.
Between Groups	7643.807	2	3821.903	2.461	NS
Within Groups	461151.340	298	1552.698		
Total	468795.147	300			

*NS- No significant, * Significant at 0.01 level, ** Significant at 0.05 level*

From the given table 4.12 shows the summary of ANOVA while comparing the parental encouragement of students based on stream of study. It is clear from the table that the F value 2.462 ($p > 0.05$) is not significant. The multiple comparison table is given below.

Table-4.13

Multiple comparisons of Parental Encouragement with reference to stream of study.

Dependent Variable	(I) Stream of Study	(J) Stream of Study	Mean Difference (I - J)	Std. Error	Sig.	95% Confidence Interval		Significant
						Lower Bound	Upper Bound	
Parental Encouragement	Arts	Science	-5.66000	5.57261	.311	-16.6268	5.3068	NS
		Commerce	6.69000	5.57261	.231	-4.2768	17.6568	
	Science	Arts	5.66000	5.57261	.311	-5.3068	16.6268	
		Commerce	12.35000*	5.57261	.027	1.3832	23.3168	
	Commerce	Arts	-6.69000	5.57261	.231	-17.6568	4.2768	
		Science	-12.35000*	5.57261	.027	-23.3168	-1.3832	

NS- No significant, * Significant at 0.01 level, ** Significant at 0.05 level

Table 4.13 revealed that the 'f' value for the significance of difference between the three streams i.e. Arts, Commerce and Science. Out of the 300 respondents, there were 100 respondents from each stream. And from each stream, there were no significant differences in parental encouragement of respondents from the three streams.

Therefore, the null hypothesis that assumes no significant difference among college students of Aizawl District with reference to streams of study in their parental encouragement is accepted.

4.6.1 Objective 6 (b): Level of parental encouragement among college students of Aizawl District with reference to their streams of study

This sub section includes level of parental encouragement among college students of Aizawl District with reference to their streams of study

In order to find out the level of parental encouragement with reference to streams of study, all the scores were computed, each scores from the three streams were computed separately and analyzed using percentage. Following table 4.14 is the percentage representation of comparison of level of parental encouragement with reference to streams of study.

Table 4.14**Level of parental encouragement with reference to streams of study**

Range of Score	Interpretation	Streams of study		
		Arts N = 100	Commerce N = 100	Science N = 100
335.98-400	High	13 (13)	20 (20)	13 (13)
256.9-335.97	Average	71 (71)	64 (64)	68 (68)
80-256.8	Low	16 (16)	16 (16)	19 (19)

(Figure in parenthesis are given in percentage)

Table 4.14 highlighted the performance of 300 respondents from the three streams i.e. Arts=100, Commerce=100 and Science=100 on their level of parental encouragement. The table reveals out of 100 respondents each, 13% has scored high parental encouragement, 71% has scored average parental encouragement and 16% has scored low parental encouragement on Arts, 20% were found out high parental encouragement, 64% were found out average parental encouragement and 16% were found out parental encouragement on Commerce, and 13% has scored high parental encouragement, 68% has scored average parental encouragement and 19% has scored low parental encouragement on Science. Figural representation follows at figure 4.

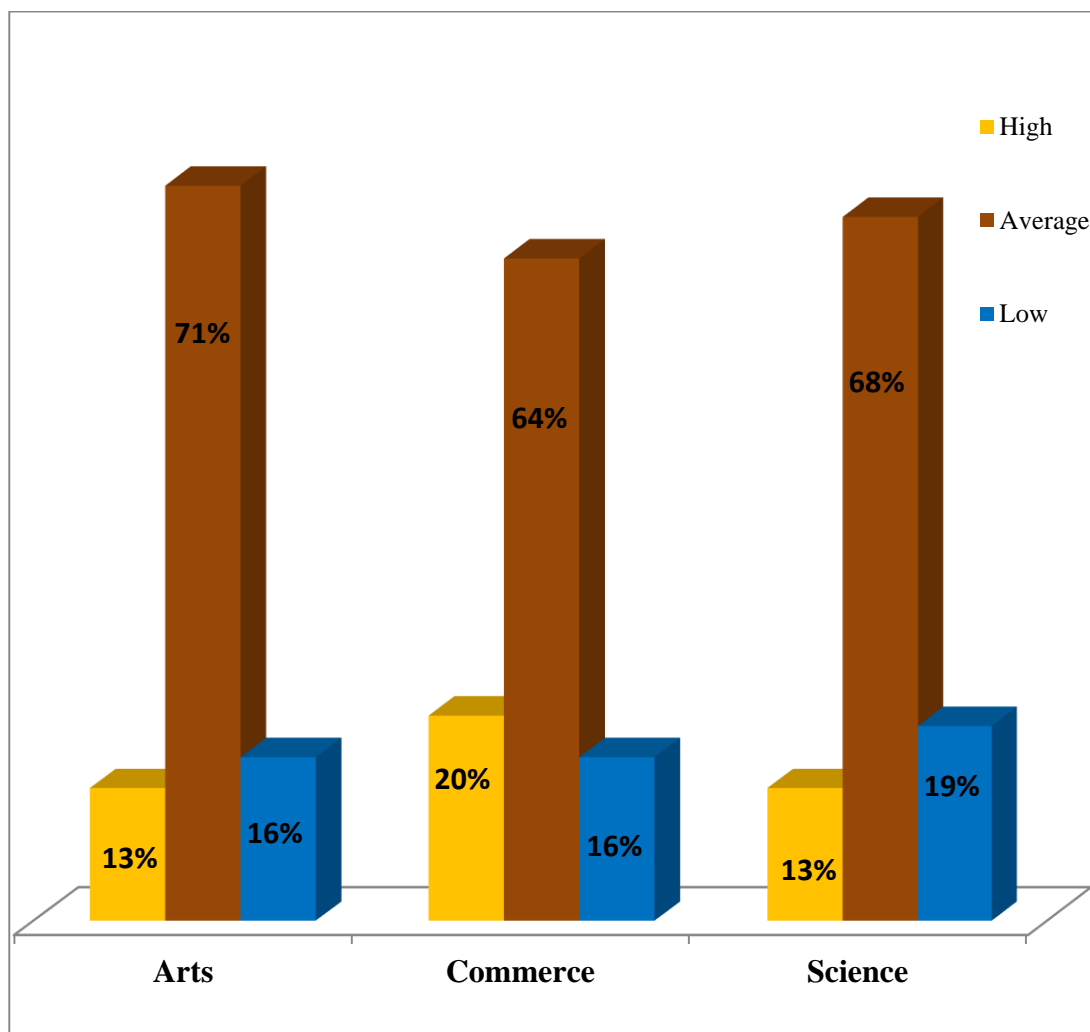


Figure 4: Comparison of level of parental encouragement with reference to streams of study.

4.7 Objective 7. The seventh objective was to study the relationship between emotional maturity and parental encouragement of college students in Aizawl District.

In order to find out the the relationship between emotional maturity and parental encouragement among college students of Aizawl district the following null hypothesis was formulated.

Null hypothesis 5: There is no relationship between emotional maturity and parental encouragement among college students of Aizawl District.

In order to compare the relationship between emotional maturity and parental encouragement among college students of Aizawl District, Pearson co-efficient correlation was used to analyze between male and female respondents from the three streams i.e. Arts, Commerce and Science.

Table 4.15

Coefficient correlation between emotional maturity and parental encouragement among college students of Aizawl District.

Variable	Emotional Maturity	Parental encouragement	Significant
Emotional Maturity	+1	0.004	NS
Parental encouragement		+1	

*NS- No significant, * Significant at 0.01 level, ** Significant at 0.05 level*

It is clear from the given table 4.15, the correlation coefficient obtained is 0.004 ($p > 0.05$). It is a negligible but positive correlation between the variables. But it is not statistically significant. Thus, it is concluded that there was no significant relationship between emotional maturity and parental encouragement of the students.

Therefore, the null hypothesis that assumes that there is no relationship between emotional maturity and parental encouragement among college students of Aizawl District is accepted.

CHAPTER V

MAJOR FINDINGS, SUMMARY AND CONCLUSIONS

The present chapter will discuss the major findings of the study, summary, suggestions, conclusions, educational implications and suggestions for further research has also been delineated in this chapter.

5.1. Major Findings

The data thus obtained has been statistically analyzed and objective wise findings are presented as follows;

5.2. Objective 1: **To find out the level of emotional maturity of college students in Aizawl District.**

- It was found that out of 300 students, 213 (71%) students have scored extremely unstable in their level of emotional maturity which means that majority of college students in Aizawl District have extremely unstable emotional maturity.
- There were no students achieved the level of extremely emotional maturity among college students in Aizawl District.
- Only 15 (5%) students were found to be moderately stable in their level of emotional maturity of college students in Aizawl District.
- Total 72 (24%) students were found to be unstable in their level of emotional of college students in Aizawl District.

Objective 2: To find out the level of parental encouragement among college students in Aizawl District.

- The study revealed that out of 300 respondents majority of the students 203 (67.67%) have average level of parental encouragement among college students in Aizawl district.
- Only 43 students (14.33%) were found to be high level of parental encouragement among college students in Aizawl district.
- It was also found that 51 students (17%) have low level of parental encouragement among college students in Aizawl district.

Objective 3: To compare the level of emotional maturity with reference to their gender.

When comparing the level of emotional maturity between male and female college students in Aizawl District, it was found that there were no students extremely high in their level of emotional maturity.

- Majority of the students both male and female have extremely unstable emotional maturity of college students in Aizawl District.
- Out of 150 male respondents only 3.34% have scored moderately stable in their level of emotional maturity of college students in Aizawl District
- It was also found that out of 150 female respondents only 6.66% were found to be moderately stable in their level of emotional maturity of college students in Aizawl District.

- Total 20.66% male respondents have scored unstable in their level of emotional maturity of college students in Aizawl District.
- Total 27.34% female respondents were found to be unstable in their level of emotional maturity of college students in Aizawl District.

Objective 4: To compare the level parental encouragement with reference to their gender.

When comparing the level of parental encouragement between male and female college students in Aizawl District, it was found that both male and female have an average level of parental encouragement. Female students have higher parental encouragement than their male counterpart.

- Out of 150 male respondents 11.34% have scored high in their level of parental encouragement among college students in Aizawl District.
- Out of 150 female respondents 18.66% have scored high in their level of parental encouragement among college students in Aizawl District.
- Only 18.66% male and 14.66 % female were found to be low in their level of parental encouragement among college students in Aizawl District.

Objective 5: To compare the level of emotional maturity among college students of Aizawl District with reference to their streams of study.

When comparing the level of emotional maturity of college students in Aizawl District with reference to their streams (i.e. Arts, Science and Commerce), it was found that out of 100 respondents each, there were no students extremely stable emotional maturity of college students in Aizawl District with reference to their

streams. 4% students from Arts, 5% students from commerce and 6% students from Science were found to be scored moderate level of emotional maturity. 27% students from Arts and science, 18% students from Commerce have unstable level of emotional maturity. There were no significance differences of emotional maturity among college students with reference to their streams of study.

Objective 6: To compare the level of parental encouragement among college students with reference to their streams of study

When comparing the level of emotional maturity of college students in Aizawl District with reference to their streams (i.e. Arts, Science and Commerce), it was found that out of 100 respondents each, 13% students from Arts have high level of parental encouragement, 20% students from Commerce have high level of parental encouragement and 13% students from Science have high level of parental encouragement. 71% Arts, 64% Commerce and 68% Science student were found to be average level of parental encouragement. 20% Arts, 16% Commerce and 19% Science have low level of parental encouragement. Therefore, there were no significance differences among college students of parental encouragement with reference to their streams of study.

Objective 7: To study the relationship between emotional maturity a parental encouragement of college students in Aizawl District.

The study found that there was a negligible but positive correlation between the variables. But it was not statistically significant. Thus, it was concluded that there

was no significant relationship between emotional maturity and parental encouragement among college students in Aizawl District.

5.2 SUGGESTIONS

Emotional maturity plays a key role to have balanced personality and also parental encouragement has immense contribution for shaping the child personality. Besides these two things, education plays an important role in fostering emotional maturity and parental encouragement. Therefore, the following measures are proposed to promote emotional maturity and parental encouragement at all different levels of education.

- Teachers need to be made aware of the urgent needs of emotional maturity for the overall personality development of a child.
- Congenial environment should be maintained specifically at the institutional level for fostering emotional maturity of the students.
- Guidance and counseling programs should be conducted at institutional level as well as community levels for upgrading of the students' emotional maturity.
- Curriculum should be developed according to the needs of the student's emotional maturity and to draw out their full personality development.
- Educational institutions should organize various personality development programme to help the student's emotional maturity.

- Parents and teachers should be conscious about the mental health of their children. If the child does not have sound mental health it may lead to emotional instability.
- Parents counseling programs should be conducted to improve and update their parenting styles to meet the present societal problems and how to guide their children in an effective way.
- Parents and teachers should ensure that gender bias does not exist in any way at school and home environment.
- More attention should be given to child rearing practices for improving the child's emotional maturity. The Mizo community child rearing practices need to be upgraded and effective parenting styles should be introduced among the Mizo society.

5.3 EDUCATIONAL IMPLICATIONS

Though the present study was restricted to only 300 students from one district of Mizoram, viz. Aizawl district, the present research findings have important educational implications for parents, teachers, counselors, practitioners, administrators as well as the stakeholders. Parental encouragement and child rearing practices at home and teacher's attitude towards the child at schools and colleges always play a major role in influencing the learning outcomes of the child. Teachers and parents may channelize an adolescent's behavior in a socially desirable manner by understanding the kind of changes an adolescent is going through both psychologically and physiologically during their rapid growth spurt. Adolescents are

confronted with many psychological disturbances such as frustrations, anxieties, tantrums, depressions, substance abuse etc. Teachers and parents should act as facilitators in helping the youth in handling such situations by providing healthy environment and atmosphere at home and in schools which is conducive in the learning process, so that the child can grow to a perfect being. Parental encouragement on student's learning outcome has shown an important implication which will positively or negatively influence the learning behavior of a child. The present generations are highly dependent on parental support due to better financial security provided by their parents. But not everyone is fortunate to have financial prosperity. Therefore, not only in the academic life, the teachers should guide the students from different socio-economic status in maintaining self-esteem, self-confidence, self-reliance, life skills and so on so that the child can stand on his own feet.

Many research findings overwhelmingly demonstrate that parental encouragement and parenting styles of parents has extensively influence the learner's academic achievements and later leads to success in life. Active involvement of parents in school activities, orientation and training programmes for parents should be emphasized which will bear positive outcomes in the child's learning process than those parents who are passively involved in school activities. Social-emotional intervention programmes in schools and colleges have succeeded in improving children's emotional skills. The findings of the study bring the urgent needs of self-reliance, self-dependent and balance personality among the Mizo youth. It can help

the policymakers developing the curriculum for enhancing the over- all personality development of the students.

The study can help the teachers, parents and policymakers for taking up effective measures to give better treatment, support, appreciation and opportunities for the college students in their emotional maturity. The study brings a reality of college students' level of emotional maturity and the urgent need of proper guidance and education for their emotional stability.

5.4 CONCLUSIONS

The overall findings from the study revealed that the college students of Aizawl district have extremely unstable emotional maturity level. It was also found that college students of Aizawl District have average level of parental encouragement.

The findings of the study also reveal that there was no significant difference between emotional maturity of male and female college students of Aizawl District. The study reveal that there was significant difference between parental encouragement of male and female college students of Aizawl District, it was found that female students have higher parental encouragement than their male counterparts. This could be due to the influence of mizo child rearing practices, culture and attitudes. In mizo society, the pattern of socialization, our attitudes towards male and female are different. Men are more expected to be independent and more socialize than women. Females are likely to have less socialised and

expected to help their parents in household chores. Thus, females have more chance to receive their parental encouragement than men. The findings also revealed that female students have higher parental encouragement than their male counterparts.

Majority of the students from the three streams of study (i.e. Arts, Commerce and Science) had extremely unstable emotional maturity. However, there were no students had scored extremely emotional maturity. Only a few students were scored moderate emotional maturity. Among the three streams the score of commerce students was highest extremely emotional maturity as compared to Arts and Science stream. Hence, there were no significant differences between the three streams of studies.

In parental encouragement, many of the students from the three streams of study (i.e. Arts, Commerce and Science) had average level of parental encouragement. Among the three streams the score of Arts students was high parental encouragement as compared to Commerce and Science streams.

The study revealed that there were no significance relationship between emotional maturity and parental encouragement among college students in Aizawl district. In Mizo society, generally the parenting styles are many similarities, the child rearing practices and cultural norms had a great impact among the child emotional maturity level. Most of the Mizo children are not involved in family decisions and do not take part any responsibility in family matters, almost they depends on their parents and do not have much sense of responsibility, self-confidence and self-sufficient. This could be the plausible reason why most of the college students have extremely unstable emotional maturity even when they

received average parental encouragement. Besides this, college students are in their transitional period from adolescent to adulthood. This could be another reason for their emotional instability. Therefore, parents, teachers and community awareness are urgent needs among the Mizo society to improve college students' emotional maturity. Parents need proper guidance and counseling to ensure their children overall development.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

On the basis of the study, the following recommendation has found out by the investigator for further research.

- Similar study can be taken up covering the whole district of Mizoram.
- The same study can also be conducted at different educational stages-high school, higher secondary school, college and at the university level.
- Further study can be taken up in relation to other important factors like college students' mental health, emotional intelligence, academic achievement and parenting styles
- Comparing the same study in rural and urban students can also be taken up for further research in Mizoram.
- Role of teachers, administrators, stake holders in school and college principals for improvement of emotional maturity of the students can also be taken up for further research.

- Relationships between emotional maturity and academic achievement among college students can also be taken up.
- Parental guidance, family background study to focus on the personal, emotional, social needs among the adolescents can also be taken up for further research in Mizoram.
- Parenting styles in relation to emotional maturity, mental health and academic achievement among higher secondary schools or college students can be taken up.
- All the suggested study given above can be taken up for a comprehensive study between neighboring states of North East India.

5.6 SUMMARY

Introduction

This study is mainly aimed at finding out the emotional maturity level and parental encouragement level of college students in Aizawl District in relation to their gender and streams of study. The main reason for selecting this area is related to the fact that no such relationship study has been done in this area in Mizo community.

Emotional maturity refers to the ability to manage and control emotion and positive adaptability in an appropriate manner. Emotional maturity is how good you are able to react to the situation, control your emotions, ability to manage your emotions. An emotionally mature person has a balanced personality and has ability to

respond to his environment according to the situation. Parental encouragement refers to guidance, protection and support, care-giving which we received from our parents in a positive manner. Parental encouragement can be differ from culture to culture and society to society, but encouragement must have a positive effect.

At the college level, students need special care, encouragement, guidance because of their transitional period and the world of complexity. Parents are most responsible for their child overall development. It helps the child identifies himself and developing a better self-concept and enhancing their emotional development.

Rationale of the study:

Emotional pressure is increasingly day by day especially at the college level, the college students enter in their transitional period, they are experiencing different emotional disturbances, they are too sensitive, moody, restless, and emotionally unstable and marked by a lot of intensity. The study will help in providing suitable guidance for promoting emotional maturity and the urgent needs of parental encouragement and support for the students in everyday life and educational settings.

Restatement of the problem :

The present study is restated as “Emotional Maturity and Parental Encouragement of College Students in Aizawl District”.

Objective of the problem :

- 1) To find out the level of emotional maturity among college students in Aizawl District.

- 2) To find out the level of parental encouragement among college students in Aizawl District.
- 3) To compare the level of emotional maturity with reference to their gender.
- 4) To compare the level parental encouragement with reference to their gender.
- 5) To compare the level of emotional maturity among college students with reference to their streams of study.
- 6) To compare the level of parental encouragement among college students with reference to their streams of study
- 7) To study the relationship between emotional maturity and parental encouragement of college students in Aizawl District.

Hypotheses:

Based upon the above objectives the following hypotheses are formulated for the investigation.

- 1) There is no significant difference between male and female college students in Aizawl District in emotional maturity level.
- 2) There is no significant difference between male and female college students in Aizawl District in parental encouragement level.
- 3) There is no significant difference among college students in Aizawl District with reference to streams of study in their emotional maturity level.

- 4) There is no significant difference among college students of Aizawl District with reference to streams of study in their parental encouragement level.
- 5) There is no relationship between emotional maturity and parental encouragement among college students of Aizawl District.

Operational definitions of key terms :

Emotional Maturity: For the present study emotional maturity means the ability to manage and control one owns emotions and become accountable for his actions in an appropriate manner.

Parental Encouragement: For the present study parental encouragement refers to guidance, protection and support, care-giving which we received from our parents in a positive manner.

College Students: In this study the college students are the students who are enrolled in the colleges of Aizawl District.

Delimitation of the study:

The study was delimited only to Arts, Science and Commerce students from 5 (five) Degree College of Aizawl District.

Methodology :

The methodology and procedure followed by the investigator in the present study is discussed in the following manner.

1. **Method of study:** the present study is a descriptive research where survey method is employed. It is descriptive because it aims to describe the nature and present status of the phenomenon with the intent of employing data to justify current conditions and practices.
2. **Population of the study:** The population for the present study consisted of all Degree Colleges (13 colleges) including government and private degree colleges students in Aizawl District.

3. **Sample of the study:**

For the study the sample comprises of 300 students from five (5) Degree Colleges of Aizawl district selected randomly. Out of which 100 students of three streams i.e. Govt.J.Thankima College and Aizawl North College (Arts), Pachhunga University College and Government Zirtiri Residential Science College (Science) and Government Hrangbana College and Pachhunga University College (Commerce) were selected. Further each stream of study 50 males and 50 females were selected randomly for the present study. The final sample consisted of 300 students, 150 female and 150 male.

4. **Tools used:**

The following tools were employed for data collection :

1. Emotional Maturity Scale (2006) developed by DR. Yashvir Singh, Retd Head, Department of Psychology St. John's College Agra and Dr. Mahesh Bhargava, Chairman, Har Prasad Institute of Behavioural Studies, Agra.

2. Agarwal Parental Encouragement Scale (1999) developed by Dr. Mrs. Kusum Agarwal, Reader in Education, H.N.B. Garhwal University, Srinagar.

5. Procedure of Data Collection:

The investigator personally visits each college and administers the questionnaire scheduled after taking necessary permission from the Principal of each college. The researcher explains clearly the purpose of the visit and rapport was established to clear about the tests. They were told that the results would be kept strictly confidential. The investigator read out the instruction written in the test book and the students are requested to respond all the questions in the Emotional maturity scale and Parental encouragement scales. After that, the investigator collected all the questionnaires for analysis. The scores of the two tests were calculated and tabulated.

6. Statistical Techniques Used:

Statistical techniques are very essential for research. It helps the investigator to analyse and interpret the data systematically. In this study also data were analyzed using quantitative method such as:-

- 1) Percentage, Mean and standard deviation to study the level of emotional maturity and level of parental encouragement among the college students.
- 2) 't'-test to find out the significance of difference between male and female of respondents.
- 3) ANOVA to find out the significance difference in different streams of respondents.

- 4) Correlation to find out the relationship between emotional maturity and level of parental encouragement among the college students.

7. Interpretation:

Interpretation of emotional maturity was done as per the norms. It was instructed that, respondent who fall between 50-80 were interpreted as having extremely emotional maturity, those who fall between 81-88 were interpreted as moderate emotional maturity, those who fall between 89-106 were interpreted as unstable emotional maturity, those who fall between 107-240 were interpreted as extremely unstable emotional maturity.

In parental encouragement was also interpreted as per the manual. The scores which are 1 SD above the mean should be interpreted as 'high parental encouragement' and scores which are 1 SD below the mean should be interpreted as 'low parental encouragement'.

1. INTRODUCTION

Emotions play an important role in determining the behavior of a child which directly influence day to day life and thus shaping one's personality. Every emotional experience involves many physical and psychological changes in the organism. Understanding our emotions help us to identify what is happening to us, empowering to be able to stand ourself and increase self-awareness. Emotions are always accompanied with the physiological changes.

Emotional development of the child may be influence by different factors like his family atmosphere, social and school atmosphere, health status, intelligence and their growth and development. Human growth and development are divided into four stages, i.e. Infancy stage, childhood stage, adolescents and adulthood or maturation stage. Each stage has its own peculiarity in emotional development. Out of these four stages of human growth and development, college students are falling between later adolescence and early adulthood stages, their age ranges between 17-23 years. These last two stages of human growth and development are a very crucial and important period in one's life. It is a transitional period and they require attention, guidance, care and protection. The emotional development, experiences and expression reaches its climax. College students are experiencing all these emotional disturbances; they are very sensitive, inflammable, moody, restless, and emotionally unstable and marked by a lot of intensity. Therefore, there is a strong need of guidance for their emotional maturation.

At the college level, adolescence needs special care, encouragement, guidance because of their transitional period and the world of complexity. Parents are

most responsible for their child's overall development; parental encouragement has a positive influence among their children. Supportive parents normally express encouragement and supportive actions to prove their children how to make improvements in their life.

To ensure that college students reach their full potential, it is important for the educational system to give suitable and equitable learning opportunities to students from all different family settings. Parental encouragement to their children widen their experience by participating school curricular and co-curricular activities and encourage to take part in household chores, part-time work and community activities, these will help them in their overall personality development and to face the real world. Parental encouragement helps the child identifies himself and developing a better self- concept and enhancing their emotional development.

No individual can personally and socially well adjusted without being emotionally mature. Emotionally mature person have a balanced personality and more satisfaction in life. In the developmental procedure of child, a majority of parents believe that the young age are the most complicated ones for child rearing. College students usually range from 17-23 age groups, this age group can be called as the youth. During this period, they are entering physical maturation and psychological maturation and establish their own identity.

Emotional maturity can be said to be the land mark of balanced personality. It is the ability to control ourselves, to face and challenge the real world and capable to learn from his experiences and to accept frustration and enmity in a positive behavior. Emotionally matured person can deal any problems in a systematic and

effective way. Usually he expressed his emotions in a socially desirable way and he is always honest in his behavior.

Parental encouragement refers to protection, guidance, care-giving, support which we have received from our parents in a positive manner. It is the process of developing and supporting the emotional, social, physical and intellectual development of a child from infancy to maturation. Some parents are very supportive and encouraging for their children, some parents may not get involved in their child's life. Parental encouragement goes a long way in helping and guiding the children to achieve better in different ways of life.

II. NEED OF THE STUDY

Emotional maturity is an essential ingredient of an individual. No individual can personally and socially adjust without being emotionally mature. At present, the adolescents as well as children are facing many stressful situations in life because life becomes too complex due to advancements in technology and the pressure of globalization. Emotional pressure is also increasingly day by day especially the college level, their emotions are reaches its climax. This period is a transitional period for college students that they require attention, guidance, care, support and protection. College students are experiencing different emotional disturbances; they are too sensitive, inflammable, moody and also restless, emotionally unstable and marked by a lot of intensity. Therefore, there is a strong need of proper guidance in promoting their emotional maturity.

The goal of parenting is quite comprehensive as it integrates the cognitive, emotional, social and spiritual elements of the child's growth and development. A very interesting and important phenomenon that has taken place in recent decades in the Mizo society regarding the child rearing practices is that children are brought up in an atmosphere of emphatic richness with good emotional bond between parents and child though it may differ from family to family. In Mizo's child rearing practices, children are not on top positions; they pay no attention to their tantrums, and allow them to follow their passion, and parents think that kids will always be kids, but to let children indulge in this kind of behavior they will never grow up emotionally mature person. Many of the Mizo youths are brought up in this situations, they are not involved in family decisions and do not take part any responsibility in family matters, almost they depends on their parents and do not have much sense of responsibility, self- confidence and self-reliance. Besides these, one of the primary factors of emotional immature of the Mizo youths arises out of fast adaptation and of western cultures and lifestyles. The Mizo college students are confronted with many emotional instability and lack of parental encouragement. Parents have a significant role to play because it is believed that parent's care, concern, guidance or a word, had a great effect on the all-round development of the child.

Family is a primary institution. It is the first environment where a child feels, observes and learn the emotional relationship. In family, parents play a vital role in the life of a child. Learning about their continually changing roles in the lives of their children and also what is expected of a parent at all stages. But most parents are not

conscious of their role for their children's emotional development. . Parents are the role models of children's motivators, a guide, and a care giver. They show their love, and motivate their children on to achieve their best. Supportive parents often express encouragement and cheerful actions to display their children how to create improvements in their life, even when that performance falls short, they propose encouragement, support and try to learn how to improve in next time. However, if parents are strict disciplinarians the child may feel depressed, anxiety and become a maladjusted child.

Effective acquisition of parental encouragement will enhance the child's productivity, self-efficacy and thereby building self-confidence and positive attitude. If there is a good emotional bond and proper encouragement among teachers and parents towards the child, it will effectively mould in developing a healthy emotional maturity.

Despite the extensive research on parental encouragement, no study has yet investigated in relation to emotional maturity of college students. There is an urgent need for addressing the relation between emotional maturity and parental encouragement. The present research findings will throw light on different parental encouragement and child rearing practices in Mizo society thereby typically assessing the emotional maturity of Mizo college students in Aizawl district.

III. STATEMENT OF THE PROBLEM

The statement of the problem is “Emotional Maturity and Parental Encouragement of College Students in Aizawl District”.

IV. OPERATIONAL DEFINITION OF KEY TERMS:

Emotional Maturity: For the present study emotional maturity refers to the ability to manage and control emotion and positive adoptability in an appropriate manner.

Parental Encouragement: For the present study parental encouragement refers to treatment, guidance, protection, support and care-giving which we received from our parents in a positive manner.

College Students: In this study the college students are the students who are enrolled in the colleges of Aizawl District.

V. OBJECTIVES OF THE STUDY

1. To find out the level of emotional maturity among college students in Aizawl District.
2. To find out the level of parental encouragement among college students in Aizawl District.
3. To compare the level of emotional maturity with reference to their gender.
4. To compare the level parental encouragement with reference to their gender.

5. To compare the level of emotional maturity among college students with reference to their streams of study.
6. To compare the level of parental encouragement among college students with reference to their streams of study.
7. To study the relationship between emotional maturity and parental encouragement of college students in Aizawl District.

VI. HYPOTHESES:

Based upon the above objectives the following hypotheses are formulated for the investigation.

- 1) There is no significant difference between male and female college students of Aizawl District in emotional maturity level.
- 2) There is no significant difference between male and female college students of Aizawl District in parental encouragement level.
- 3) There is no significant difference among college students of Aizawl District with reference to streams of study in their emotional maturity level.
- 4) There is no significant difference among college students of Aizawl District with reference to streams of study in their parental encouragement level.
- 5) There is no relationship between emotional maturity and parental encouragement among college students of Aizawl District.

VII. DELIMITATION OF THE STUDY:

The study was delimited only to Arts, Science and Commerce students from 5 (five) Degree College of Aizawl District.

VIII. Methodology

The present study is mainly descriptive survey method in nature; quantitative approach has also been applied. A descriptive study describes and interprets the present status of what is, recording, describing, analyzing and interpreting conditions that exist. The study aims to reveal the level of emotional maturity and level of parental encouragement among college students in Aizawl District. It also attempt to find out the relationship between emotional maturity and parental encouragement among college students in Aizawl District. It also concerned with testing the hypotheses and elements of generalization.

1. Population of the study:

The population for the present study consist of all Degree Colleges (13 colleges) including government and private degree colleges students in Aizawl District. The present population is large, stratified random sampling method is use for selecting the samples from the population.

2. Sample of the study:

For the study the sample comprises of 300 students from five (5) Degree Colleges of Aizawl district selected randomly. Out of which 100 students of three

streams i.e. Govt.J. Thankima College and Aizawl North College (Arts), Pachhunga University College and Government Zirtiri Residential Science College (Science) and Government Hrangbana College and Pachhunga University College (Commerce) were selected. Further each stream of study 50 males and 50 females were selected randomly for the present study.

The final sample consists of 300 students, 150 female and 150 male. The detailed sample split up is shown in table 3.1

Table - 1

DISTRIBUTION OF SAMPLE OF COLLEGE STUDENTS IN AIZAWL DISTRICT.

(COLLEGE WISE DISTRIBUTION)

Sl. No	Name of College	No. of Male	No. of Female	Total No. of Students
1.	Government J. Thankima College	25	25	50
2.	Government Aizawl North College	25	25	50
3.	Government Hrangbana College	25	25	50
4.	Pachhunga University College	25	25	50
5.	Pachhunga University College	25	25	50
6.	Government Zirtiri Residential Science College	25	25	50
7.	Total	150	150	300

Table -2.

**TOTAL DISTRIBUTION OF THE SAMPLE OF COLLEGE STUDENTS IN
DIFFERENT STREAMS AND COLLEGES IN AIZAWL DISTRICT.**

SL. NO.	NAME OF COLLEGE	STREAMS	NO. OF STUDENTS			TOTAL NO.
			Male	Female	Total	
1.	Government J. Thankima College	ARTS	25	25	50	100
2.	Government Aizawl North College	ARTS	25	25	50	
3.	Government Hrangbana College	COMMERCE	25	25	50	100
4.	Pachhunga University College	COMMERCE	25	25	50	
5.	Pachhunga University College	SCIENCE	25	25	50	100
6.	Government Zirtiri Residential Science College	SCIENCE	25	25	50	
7.	TOTAL					300

3. Tools used:

The following tools were employed for data collection :

1. Emotional Maturity Scale (2006) developed by DR. Yashvir Singh and Dr. Mahesh Bhargava.
2. Agarwal Parental Encouragement Scale (1999) developed by Dr. Mrs. Kusum Agarwal.

4. Procedure of Data Collection:

The investigator personally visits each college and administers the questionnaire scheduled after taking necessary permission from the Principal of each college. The researcher explains clearly the purpose of the visit and rapport was established to clear about the tests. They were told that the results would be kept strictly confidential. The investigator read out the instruction written in the test book and the students are requested to respond all the questions in the Emotional maturity scale and Parental encouragement scales. After that, the investigator collected all the questionnaires for analysis. The scores of the two tests were calculated and tabulated.

5. Statistical Techniques Used:

Statistical techniques are very essential for research. It helps the investigator to analyse and interpret the data systematically. In this study also data were analyzed using quantitative method such as Percentage, Mean and standard deviation to study

the level of emotional maturity and level of parental encouragement among the college students.

- 1) 't'-test to find out the significance of difference between male and female of respondents.
- 2) ANOVA to find out the significance difference in different streams of respondents.
- 3) Correlation to find out the relationship between emotional maturity and level of parental encouragement among the college students.

IX Major Findings

The data thus obtained has been statistically analyzed and objective wise findings are presented as follows;

Objective 1: To find out the level of emotional maturity of college students in Aizawl District.

It was found that out of 300 students, 213 (71%) students have scored extremely unstable in their level of emotional maturity which means that majority of college students in Aizawl District have extremely unstable emotional maturity.

Objective 2: To find out the level of parental encouragement among college students in Aizawl District.

The study revealed that out of 300 respondents majority of the students 203 (67.67%) have average level of parental encouragement among college students in Aizawl district.

Objective 3: To compare the level of emotional maturity with reference to their gender.

When comparing the level of emotional maturity between male and female college students in Aizawl District, it was found that there was no significant difference between the mean scores of male and female college students of Aizawl District in their emotional maturity.

Objective 4: To compare the level parental encouragement with reference to their gender.

When comparing the level of parental encouragement between male and female college students in Aizawl District, it was found that that there is a significant difference between the mean scores of boys and girls in their parental encouragement. From the mean scores it is also inferred that girls are having higher parental encouragement than boys.

Objective 5: To compare the level of emotional maturity among college students of Aizawl District with reference to their streams of study.

Out of the 300 respondents, there were 100 respondents from each stream. And from each stream, it can be seen that among the three dimensions of emotional maturity, there was no significant difference in emotional maturity of respondents from Arts, Commerce and Science from the entire three streams.

Objective 6. To compare the level of parental encouragement among college students with reference to their streams of study

When comparing the level of parental encouragement of college students in Aizawl District with reference to their streams (i.e. Arts, Science and Commerce) Therefore, there were no significance differences among college students of parental encouragement with reference to their streams of study.

Objective 7: To study the relationship between emotional maturity a parental encouragement of college students in Aizawl District.

The study found that there was a negligible but positive correlation between the variables. But it was not statistically significant. Thus, it was concluded that there was no significant relationship between emotional maturity and parental encouragement among college students in Aizawl District.

SUGGESTIONS

Emotional maturity plays a key role to have balanced personality and also parental encouragement has immense contribution for shaping the child personality. Besides these two things, education plays an important role in fostering emotional maturity and parental encouragement. Therefore, the following measures are proposed to promote emotional maturity and parental encouragement at all different levels of education.

- Teachers need to be made aware of the urgent needs of emotional maturity for the overall personality development of a child.
- Congenial environment should be maintained specifically at the institutional level for fostering emotional maturity of the students.
- Guidance and counseling programs should be conducted at institutional level as well as community levels for upgrading of the students' emotional maturity.
- Curriculum should be developed according to the needs of the student's emotional maturity and to draw out their full personality development.
- Educational institutions should organize various personality development programme to help the student's emotional maturity.
- Parents and teachers should be conscious about the mental health of their children. If the child does not have sound mental health it may lead to emotional instability.
- Parents counseling programs should be conducted to improve and update their parenting styles to meets the present societal problems and how to guide their children in an effective way.
- Parents and teachers should ensure that gender bias does not exist in any way at school and home environment.
- More attention should be given to child rearing practices for improving the child's emotional maturity. The mizo community child rearing practices need to be upgraded and effective parenting styles should be introduced among the mizo society.

5.4 EDUCATIONAL IMPLICATIONS

Though the present study was restricted to only 300 students from one district of Mizoram, viz. Aizawl district, the present research findings have important educational implications for parents, teachers, counselors, practitioners, administrators as well as the stakeholders. Parental encouragement and child rearing practices at home and teacher's attitude towards the child at schools and colleges always play a major role in influencing and developing emotional maturity. Teachers and parents may channelize an adolescent's behavior in a socially desirable manner by understanding the kind of changes an adolescent is going through psychologically and physiologically during their rapid growth spurt. Adolescents are confronted with many psychological disturbances such as frustrations, anxieties, tantrums, depressions, substance abuse etc. Teachers and parents should act as facilitators in helping the youth in handling such situations by providing healthy environment and atmosphere at home and in schools which is conducive in the learning process, so that the child can grow to a perfect being. Parental encouragement on student's learning outcome has shown an important implication which will positively or negatively influence the learning behavior of a child. The present generations are highly dependent on parental support due to better financial security provided by their parents. But not everyone is fortunate to have financial prosperity. Therefore, not only in the academic life, the teachers should guide the students from different socio-economic status in maintaining self-esteem, self-confidence, self-reliance, life skills and so on so that the child can stand on his own feet.

Many research findings overwhelmingly demonstrate that parental encouragement and parenting styles of parents has extensively influence the learner's academic achievements and later leads to success in life. Active involvement of parents in school activities, orientation and training programmes for parents should be emphasized which will bear positive outcomes in the child's learning process than those parents who are passively involved in school activities. Social-emotional intervention programmes in schools and colleges have succeeded in improving children's emotional skills. The findings of the study bring the urgent needs of self-reliance, self-dependent and balance personality among the Mizo youth. It can help the policymakers developing the curriculum for over- all personality development of the students.

The findings to be identified the need and important of guidance and counseling in child rearing practices and effective parenting styles among the mizo parents. The study can help the teachers, parents and policymakers for taking up effective measures to give better treatment, support, appreciation and opportunities for the college students in their emotional maturity. The study brings to the light of the reality of college students' level of emotional maturity and the urgent needs of proper guidance and education for their emotional stability.

5.5 CONCLUSIONS

The overall findings from the study revealed that the college students of Aizawl district have extremely unstable emotional maturity level. It was also found

that college students of Aizawl District have average level of parental encouragement.

The findings of the study also reveal that there was no significant difference between emotional maturity of male and female college students of Aizawl District. The study reveal that there was significant difference between parental encouragement of male and female college students of Aizawl District, it was found that female students have higher parental encouragement than their male counterparts. This could be due to the influence of Mizo child rearing practices, culture and attitudes. In Mizo society, the pattern of socialization, our attitudes towards male and female are different. Men are more expected to be independent and more socialize than women. Females are likely to have less socialised and expected to help their parents in household chores. Thus, females have more chance to receive their parental encouragement than men. The findings also revealed that female students have higher parental encouragement than their male counterparts.

Majority of the students from the three streams of study (i.e. Arts, Commerce and Science) had extremely unstable emotional maturity. However, there were no students had scored extremely emotional maturity. Only a few students were scored moderate emotional maturity. Among the three streams the score of commerce students was highest extremely emotional maturity as compared to Arts and Science stream. Hence, there were no significant differences between the three streams of studies.

In Mizo society, generally the parenting styles are many similarities, the child rearing practices and cultural norms had a great impact among the child emotional maturity level. Most of the Mizo children are not involved in family decisions and do

not take part any responsibility in family matters, almost they depends on their parents and do not have much sense of responsibility, self- confidence and self-sufficient. This could be the plausible reason why most of the college students have extremely unstable emotional maturity even when they received average parental encouragement. Besides this, college students are in their transitional period from adolescent to adulthood. This could be another reason for their emotional instability. Therefore, parents, teachers and community awareness are urgent needs among the Mizo society to improve college students' emotional maturity. Parents need proper guidance and counseling to ensure their children overall development.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

On the basis of the study, the following recommendation has found out by the investigator for further research.

- Similar study can be taken up covering the whole district of Mizoram.
- The same study can also be conducted at different educational stages-high school, higher secondary school, college and at the university level.
- Further study can be taken up in relation to other important factors like college students' mental health, emotional intelligence, academic achievement and parenting styles
- Comparing the same study in rural and urban students can also be taken up for further research in Mizoram.

- Role of teachers, administrators, stake holders in school and college principals for improvement of emotional maturity of the students can also be taken up for further research.
- Relationships between emotional maturity and academic achievement among college students can also be taken up.
- Parental guidance, family background study to focus on the personal, emotional, social adjustment among the adolescents can also be taken up for further research in Mizoram.
- Parenting styles in relation to emotional maturity, mental health and academic achievement among higher secondary schools or college students can be taken up.
- All the suggested study given above can be taken up for a comprehensive study between neighboring states of North East India.

APPENDIX – I

Emotional Maturity Scale

T.M.No.458715

Consumable Booklet

Dr. Yashvir Singh (Agra)

of

Dr. Mahesh Bhargava (Agra)

E M S

(English Version)

Please fill in the following information:

Name _____

Age _____ sex _____ Education _____

Occupation _____ Income (per month) _____

Marital Status (married/unmarried) _____

Community (Village/Town/City) _____

Number of children _____

INSTRUCTIONS:

In the following pages are given forty eight statements about yourself. Five possible modes of responds are provided such as *Very Much (VM)*, *Much (M)*, *Undecided (UD)*, *Probably (P)*, *Never (N)*. Read each question carefully and mark tick (√) in any one of the five alternative response modes to indicate your level of agreement with the particular content of the statements. Do not think too much while answering, whatever you feel may indicate.

YOUR RESPONSES WOULD BE KEPT CONFIDENTIAL.**SCORING TABLE**

AREA	A	B	C	D	E	TOTAL
SCORE						

Estd. 1971

Ph. (0562) 364926

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA-282 004 (INDIA)**Thank you****STATEMENTS**

	Very much (VM)	Much (M)	Un- decided, (UD)	Prob- ably, (P)	Never (N)
(A).1. Are you involved in mental botherations?	(VM)	(M)	(UD)	(P)	(N)
2. Do you get frightened about the coming situations?	(VM)	(M)	(UD)	(P)	(N))
3. Do you stop in the middle of any work before reaching the goal?	(VM)	(M)	(UD)	(P)	(N)
4. Do you take the help of other person/s to complete your personal work	(VM)	(M)	(UD)	(P)	(N)
5. Is there any difference between your desires and objectives?	(VM)	(M)	(UD)	(P)	(N)
6. Do you feel within yourself that you are short- tempered?	(VM)	(M)	(UD)	(P)	(N)
7. Do you feel that you are very stubborn?	(VM)	(M)	(UD)	(P)	(N)
8. Do you feel jealous of other people	(VM)	(M)	(UD)	(P)	(N)
9. Do you get wild due to anger?	(VM)	(M)	(UD)	(P)	(N)
10. Do you get lost in imagination and day dream?	(VM)	(M)	(UD)	(P)	(N)
(B) 11. If you fail to achieve your goal, do you					

feel inferior?	(VM)	(M)	(UD)	(P)	(N)
12. Do you experience a sense of discomfort and lack of peace of mind?	(VM)	(M)	(UD)	(P)	(N)
13. Do you teasing against the others?	(VM)	(M)	(UD)	(P)	(N)
14. Do you try to put the blame on others for your lapses?	(VM)	(M)	(UD)	(P)	(N)
15. When you do not agree with others, do you start quarrelling with them?	(VM)	(M)	(UD)	(P)	(N)
16. Do you feel yourself as exhausted?	(VM)	(M)	(UD)	(P)	(N)
17. Is your behavior more aggressive than your friends and others?	(VM)	(M)	(UD)	(P)	(N)
18. Do you get lost in the world of imaginations?	(VM)	(M)	(UD)	(P)	(N)
19. Do you feel that you are self-centered?	(VM)	(M)	(UD)	(P)	(N)
20. Do you feel that you are dissatisfied with yourself?	(VM)	(M)	(UD)	(P)	(N)
(C) 21. Do you have a strained companionship with your friends and colleagues?	((VM)	(M)	(UD)	(P)	(N)
22. Do you hate others?	(VM)	(M)	(UD)	(P)	(N)
23. Do you praise yourself ?	(VM)	(M)	(UD)	(P)	(N)
24. Do you avoid joining in social gatherings ?	(VM)	(M)	(UD)	(P)	(N)
25. Do you spend much of your time for your own sake?	(VM)	(M)	(UD)	(P)	(N)
26. Do you lie?	(VM)	(M)	(UD)	(P)	(N)
27. Do you bluff ?	(VM)	(M)	(UD)	(P)	(N)
28. Do you like very much to be alone ?	(VM)	(M)	(UD)	(P)	(N)
29. Are you proud by nature ?	(VM)	(M)	(UD)	(P)	(N)
30. Do you shrink from work	(VM)	(M)	(UD)	(P)	(N)
(D) 31. Even though you know some work, do you pretend as if you do not know it	(VM)	(M)	(UD)	(P)	(N)
32. Even if you do not know about some work, do you pose as if you know it?	(VM)	(M)	(UD)	(P)	(N)
33. Having known that you are fault, instead of accepting it, do you try to establish that you are right	(VM)	(M)	(UD)	(P)	(N)
34. Do you suffer from any kind of fear?	(VM)	(M)	(UD)	(P)	(N)
35. Do you lose your mental balance (poise)?	(VM)	(M)	(UD)	(P)	(N)
36. Are you in the habit of stealing of anything?	(VM)	(M)	(UD)	(P)	(N)
37. Do you indulge freely without bothering about moral codes of conduct	(VM)	(M)	(UD)	(P)	(N)

38. Are you pessimistic towards life?	(VM)	(M)	(UD)	(P)	(N)
39. Do you have a weak will (self determination)	(VM)	(M)	(UD)	(P)	(N)
40. Are you intolerant about the views of others?	(VM)	(M)	(UD)	(P)	(N)
(E) 41. Do people consider you as undependable	(VM)	(M)	(UD)	(P)	(N)
42. Do people disagree with your view?	(VM)	(M)	(UD)	(P)	(N)
43. Would you like to be a follower?	(VM)	(M)	(UD)	(P)	(N)
44. Do you disagree with the opinions of your group ?	(VM)	(M)	(UD)	(P)	(N)
45. Do people think of you as an irresponsible person?	(VM)	(M)	(UD)	(P)	(N)
46. Don't you evince interest in other's work?	(VM)	(M)	(UD)	(P)	(N)
47. Do people hesitate to take your help in any work?	(VM)	(M)	(UD)	(P)	(N)
48. Do you give more importance to your work than other's work?	(VM)	(M)	(UD)	(P)	(N)

Appendix- 11**PARENTAL ENCOURAGEMENT SCALE**

Consumable Booklet

Dr. (Mrs) Kusum Agarwal

of

Srinagar-Garhwal

A P E S

(English Version)

Please fill in the following informations:**Name** _____**Age** _____ **Sex** _____**Urban/Rural** _____ **No. of siblings** _____**Father's Education** _____ **Mother's Education** _____**Father's Occupation** _____ **Motherworking/Housewife** _____**Percentage of marks of the two previous classes** _____**Instructions:**

A list of 80 statements is given. There are five alternative response of each statement which shows the intensity of each statement as *Always(A)* *Most Often(MO)*, *Frequently (FQ)*, *Sometimes (ST)* and *Never (N)*. Please read each statement and think how far that statement is true in your case. Please make the cross (X) in the cell below any of the five alternatives which suits to you. Read each statement carefully and do not leave any statement unanswered. Remember you have to mark cross (X) under any one of the five cells.

<u>STATEMENTS</u>	<u>Always</u>	<u>Most often</u>	<u>Freq- uently</u>	<u>Some- times</u>	<u>Never</u>
1. My parents provide me with book of my choice.	(A)	(MO)	(FQ)	(ST)	(N)
2. My parents encourage me to do what they could not do.	(A)	(MO)	(FQ)	(ST)	(N)
3. My parents take interest in my hobbies.	(A)	(MO)	(FQ)	(ST)	(N)
4. My parents encourage me to contact people and find out about it.	(A)	(MO)	(FQ)	(ST)	(N)
5. My parents take me to film shows.	(A)	(MO)	(FQ)	(ST)	(N)
6. My parents appreciate my out of pattern ideas.	(A)	(MO)	(FQ)	(ST)	(N)
7. My parents allow me to go for school /College trips Excursions, etc.	(A)	(MO)	(FQ)	(ST)	(N)
8. My parents feel pleasure in accompanying me to fairs, exhibitions etc.	(A)	(MO)	(FQ)	(ST)	(N)
9. My parents like me to take part in games after school hours.	(A)	(MO)	(FQ)	(ST)	(N)
10. My parents try to explain to me whatever I enquire about	(A)	(MO)	(FQ)	(ST)	(N)
11. My parents allow me to take part in co-curricular activities of the school	(A)	(MO)	(FQ)	(ST)	(N)
12. My parents permit me to mix freely with good friend.	(A)	(MO)	(FQ)	(ST)	(N)
13. My parents encourage me to make more efforts in the events of my failure	(A)	(MO)	(FQ)	(ST)	(N)
14. My parents assign important work to me.	(A)	(MO)	(FQ)	(ST)	(N)
15. My parents buy for me educational games and other play-materials.	(A)	(MO)	(FQ)	(ST)	(N)
16. My parents ask me about my home assignment.	(A)	(MO)	(FQ)	(ST)	(N)
17. My parents worry about my future	(A)	(MO)	(FQ)	(ST)	(N)
18. My parents take interest in solving my problems	(A)	(MO)	(FQ)	(ST)	(N)
19. My parents appreciate me when I get good marks	(A)	(MO)	(FQ)	(ST)	(N)

<u>STATEMENTS</u>	<u>Always</u>	<u>Most often</u>	<u>Freq- uently</u>	<u>Some- times</u>	<u>Never</u>
20. My parents give me rewards on my success.	(A)	(MO)	(FQ)	(ST)	(N)
21. My parents enquire from me about my needs	(A)	(MO)	(FQ)	(ST)	(N)
22. My parents make an enquiry about the complaint lodged by the college authorities.	(A)	(MO)	(FQ)	(ST)	(N)
23. My parents go to see my games and other co-curricular activities	(A)	(MO)	(FQ)	(ST)	(N)
24. My parents expect success from me in every walk of life.	(A)	(MO)	(FQ)	(ST)	(N)
25. My parents before me the high ideals of life	(A)	(MO)	(FQ)	(ST)	(N)
26. My parents get angry whenever I go out without Informing them.	(A)	(MO)	(FQ)	(ST)	(N)
27. My parents take part in parent teacher- associations	(A)	(MO)	(FQ)	(ST)	(N)
28. My parents see my progress report very thoroughly	(A)	(MO)	(FQ)	(ST)	(N)
29. My parents try to know about my weaknesses from my teachers	(A)	(MO)	(FQ)	(ST)	(N)
30. My parents try to make congenial environment in home for my study	(A)	(MO)	(FQ)	(ST)	(N)
31. My parents do not go to see movies during my examination days	(A)	(MO)	(FQ)	(ST)	(N)
32. My parents keep watch on my friend circle.	(A)	(MO)	(FQ)	(ST)	(N)
33. My parents punish me for disobedience.	(A)	(MO)	(FQ)	(ST)	(N)
34. My parents become unhappy whenever I refuse to go to college	(A)	(MO)	(FQ)	(ST)	(N)
35. My parents become happy to see my cent-per-cent attendance.	(A)	(MO)	(FQ)	(ST)	(N)
36. My parents do not disturb me when I am doing my home assignments.	(A)	(MO)	(FQ)	(ST)	(N)

<u>STATEMENTS</u>	<u>Always</u>	<u>Most often</u>	<u>Freq- uently</u>	<u>Some- times</u>	<u>Never</u>
37. My parents become angry whenever I skip class.	(A)	(MO)	(FQ)	(ST)	(N)
38. My parents become disappointed when I do not get marks according to their expectations.	(A)	(MO)	(FQ)	(ST)	(N)
39. My parents become happy when my teachers/ principal appreciate me	(A)	(MO)	(FQ)	(ST)	(N)
40. My parents provide me with newspapers, magazines and other books of general Knowledge.	(A)	(MO)	(FQ)	(ST)	(N)
41. After school, whenever I do not reach home in time, my parents become very anxious.	(A)	(MO)	(FQ)	(ST)	(N)
42. My parents become dissatisfied when i get lesser marks in comparison to the previous one.	(A)	(MO)	(FQ)	(ST)	(N)
43. My parents show satisfaction when I secure more marks in comparison to the previous examination.	(A)	(MO)	(FQ)	(ST)	(N)
44. My parents scold me whenever I misbehave with my teachers or classmate	(A)	(MO)	(FQ)	(ST)	(N)
45. My parents discourage me for using unfair means in examinations.	(A)	(MO)	(FQ)	(ST)	(N)
46. My parents encourage me for good and intelligible hand-writing. .	(A)	(MO)	(FQ)	(ST)	(N)
47. My parents provide me with nutritive and balanced diet. (A) (MO)	(FQ)	(ST)	(N)		
48. My parents contact my teachers from time to time to enquire about my progress	(A)	(MO)	(FQ)	(ST)	(N)
49. My parents give my college dues in time	(A)	(MO)	(FQ)	(ST)	(N).
50. My parents help me in the selection of subjects.	(A)	(MO)	(FQ)	(ST)	(N)
51. My parents get angry whenever I refuse to appear in the examination.	(A)	(MO)	(FQ)	(ST)	(N)

<u>STATEMENTS</u>	<u>Always</u>	<u>Most often</u>	<u>Freq- uently</u>	<u>Some- times</u>	<u>Never</u>
52. My parents encourage me to participate in different types of competition	(A)	(MO)	(FQ)	(ST)	(N)
53. My parents encourage me to see educational programmes on TV	(A)	(MO)	(FQ)	(ST)	(N)
54. My parents behave very affectionately with my friend	(A)	(MO)	(FQ)	(ST)	(N)
55. My parents introduce to me the ideal leaders in the fields of art, science, literature and history etc.	(A)	(MO)	(FQ)	(ST)	(N)
56. My parents look after me during my sickness.	(A)	(MO)	(FQ)	(ST)	(N)
57. My parents recognize me as an important member of the family.	(A)	(MO)	(FQ)	(ST)	(N)
58. My parents encourage me to be punctual.	(A)	(MO)	(FQ)	(ST)	(N)
59. My parents expect me to be an honest and dutiful Officer	(A)	(MO)	(FQ)	(ST)	(N)
60. My parents encourage me to perform challenging tasks.	(A)	(MO)	(FQ)	(ST)	(N)
61. My parents encourage me to opt subjects according to my ability and choice.	(A)	(MO)	(FQ)	(ST)	(N)
62. My parents expect of me to be an ideal student.	(A)	(MO)	(FQ)	(ST)	(N)
63. My parents don't scold me before my youngsters or friends.	(A)	(MO)	(FQ)	(ST)	(N)
64. My parents inform me about the different types of competitive examination.	(A)	(MO)	(FQ)	(ST)	(N)
65. My parents suggest me to remove my short-comings.	(A)	(MO)	(FQ)	(ST)	(N)
66. My parents encourage me for self-study.	(A)	(MO)	(FQ)	(ST)	(N)
67. My parents encourage me to go to library	(A)	(MO)	(FQ)	(ST)	(N)
68. If I am weak in any subject, my parents either themselves try to teach me or manage a tutor.	(A)	(MO)	(FQ)	(ST)	(N)
69. My parents send me to school in time	(A)	(MO)	(FQ)	(ST)	(N)
70. My parents try to cultivate good habits in me	(A)	(MO)	(FQ)	(ST)	(N)

<u>STATEMENTS</u>	<u>Always</u>	<u>Most often</u>	<u>Freq- uently</u>	<u>Some- times</u>	<u>Never</u>
71. My parents provide me with neat and clean clothes.	(A)	(MO)	(FQ)	(ST)	(N)
72. My parents feel proud of my success.	(A)	(MO)	(FQ)	(ST)	(N)
73.. I get refreshment when I reach home	(A)	(MO)	(FQ)	(ST)	(N)
74. My parents provide a separate place for my study.	(A)	(MO)	(FQ)	(ST)	(N)
75. My parents adopt sympathetic attitude towards my faults.	(A)	(MO)	(FQ)	(ST)	(N)
76. My parents expect that I should respect my teachers.	(A)	(MO)	(FQ)	(ST)	(N)
77. My parents expect of me to lead a disciplined life.	(A)	(MO)	(FQ)	(ST)	(N)
78. My parents encourage me to keep my books neat and clean.	(A)	(MO)	(FQ)	(ST)	(N)
79. My parents pay attention towards my health.	(A)	(MO)	(FQ)	(ST)	(N)
80. My parents encourage me to obey the rules and regulations of the school.	(A)	(MO)	(FQ)	(ST)	(N)

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BIO-DATA OF THE CANDIDATE

NAME : Zairemtluangi

FATHER'S NAME : Lalzawna

SEX : Female

CATEGORY : Schedule Tribe

PERMANENT ADDRESS : H. No. C54/1 Ramhlun North, Aizawl
Mizoram, 796012

NATIONALITY : Indian

PHONE NO. : 9436155788 / 8414932681

EMAIL : mazai.chawngthu@gmail.com

EDUCATIONAL QUALIFICATIONS

Sl. No	Name of Examination	Year of Passing	Name of Board/University
1.	HSLC	1991	MBSE
2.	PUC	1994	NEHU
3.	BA (Edn)	1997	NEHU
4.	MA (Edn)	1999	NEHU
5.	NET	1999	UGC

PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE	:	ZAIREMTLUANGI
DEGREE	:	MASTEROF PHILOSOPHY
DEPARTMENT	:	EDUCATION
TITLE OF THE DISSERTATION	:	EMOTIONAL MATURITY AND PARENTAL ENCOURAGEMENT OF COLLEGE STUDENTS IN AIZAWL DISTRICT.
DATE OF PAYMENT OF ADMISSION (Commencement of first semester)	:	16. 08. 2017
COMMENCEMENT OF DISSERTATION	:	
APPROVAL OF RESEARCH PROPOSAL	:	
1. BOS	:	23. 04. 2018
2. SCHOOL BOARD	:	26. 04. 2018
3. REGISTRATION No. & DATE	:	MZU/M.Phil/476 of 26/4/18
4. DUE DATE OF SUBMISSION	:	December 2018
5. EXTENSION (If any)	:	July 2019

(Prof. B. B. MISHRA)

Head

Department of Education