

**Study Involvement and Emotional Maturity of Senior Secondary School
Students of Sikkim**

A Dissertation Submitted

To

Sikkim University



**In partial fulfilment of the requirement for the
Degree of Master of Philosophy**

BY

Yadap Tamang

Department of Education

School of Professional Studies

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DECLARATION

I Yadap Tamang hereby declare that the Dissertation entitled “**Study Involvement and Emotional Maturity of Senior Secondary School Students of Sikkim**” submitted by me to the Department of Education, Sikkim University for the partial fulfillment for the Degree of Masters of Philosophy in Education. This is my original work and has not been submitted earlier to Sikkim University or to any other institution for the fulfillment of the requirement for any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by others or me. This work is the outcome of my original and genuine effort.

Place:

Signature:

Date:

Name: Yadap Tamang

Roll No: 16MPED008

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(YADAP TAMANG)

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CHAPTER-I

1. Introduction

The involvement of students in their scholastic pursuits (studies) is called study involvement. Involvement is defined as identification with the task to be accomplished. Interest in any field will make people to involve thoroughly. This involvement is decided by the psychological and environmental factors. For study involvement there are factors like the school, class room environment, the teacher and the individual interest makes the students to be more successful in their studies in (Maheswari & Singh, 2015). Astin (1984) defined; student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience. Thus, a highly involved student is one who, for example, devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students. Conversely, a typical uninvolved student neglects studies, spends little time on campus, abstains from extracurricular activities, and has infrequent contact with faculty members or other students. According to the theory, the greater the student's involvement in college, the greater will be the amount of student learning and personal development in (*Astin 1984*).

Study involvement implies "keen interest in the task, working with persistence and imagination and sharing the responsibility for own learning in (Morse and Wingo 1970). Yan Off (1973) defined "study involvement as a degree of affect or feeling of being actively involved in one's own learning process. Involvement in studies not only makes the learning a pleasant activity but also yields enhancement in learning outcomes of higher order and develops positive attitudes towards learning and facilitates creative

production. Study involvement is a process by which the skills, capacities and competencies of the students are enhanced”.

Study involvement is also defined by Bhatnagar (1982) as, “a relationship between involvement and need satisfaction, a positive relationship that exists between personal involvement of individuals in any activity and the satisfaction of their needs”. Study involvement is a process by which the skills, capacities and competencies of the students are enhanced. Eugene and Anderson (1994) have found study involvement to be positively related to student’s achievement. It is necessary to determine such involvement among students to understand and guide them better so that they become capable enough in meeting all the odd phases of their life.

Emotional maturity helps for the growth of behaviour and promotes a capacity to control a reasonable amount of frustration which results in students leading a happy healthy and peaceful life. The development of emotions will lay a strong foundation for various development of a child’s personality. Emotions like fear, anger and affection are direct contribution to emotional maturity. Once students are emotionally mature, they will have ability to comprehend whatever they learn in the classroom resulting in better academic achievement.

Kaplan and Baron elaborate the characteristics of an emotionally mature person; say that he has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He has belief in long-term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself,

members of his family, and his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully (Kaplan and Baron) in (Singh and Bhargava 1990). The characteristics of an emotionally maturity are hetro-sexuality, appreciation of attitude and behaviour of others, tendency to adopt the attitudes and habits of others and capacity to delay his own responses (Fred McKinney) in (Singh and Bhargava 1990). If the emotional development of the individual is relatively complete, his adaptability is high, his regressive tendencies are low, and his vulnerability is minimal. Therefore, the emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking action (Seoul) in (Singh and Bhargava 1990).

1.1. Rationale of the study

In the present study, emotional maturity and study involvement have been considered as important factors in the learning process. Here importance of the study is to motivate students to study and become involved in the learning process which has become very crucial in the present days. As we believe students play a decisive role in their own learning process, students were allowed to choose the reading activities they considered most beneficial. Parents play an important by assisting on homework, by engage in the process of learning, they can set an example for their children that are powerful and positive.

Emotional maturity helps for the growth of behaviour and promotes a capacity to control a reasonable amount of frustration which results in students leading a happy healthy and peaceful life. The development of emotions will lay a strong foundation for various development of a child's personality. Emotions like fear, anger and affection are direct contribution to emotional maturity. Once students are emotionally mature, they will have ability to comprehend whatever they learn in the classroom resulting in better academic achievement.

1.2. Statement of the Problem

In this context, the investigator makes an earnest effort to study the study involvement and emotional maturity of senior secondary school students in government and private schools of Sikkim.

Hence, the problem is stated as “*Study Involvement and Emotional Maturity of Senior Secondary School Students of Sikkim*”.

1.3. Objectives of the Study

1. To study the difference between boys and girls senior secondary school students in terms of Study involvement and Emotional maturity.
2. To study the difference between Private and Government senior secondary school students in terms of Study involvement and Emotional maturity.
3. To study the difference between different streams of senior secondary school students in terms of study involvement and emotional maturity.

4. To study the difference between social categories of senior secondary school student in terms of study involvement and emotional maturity.

5. To know the relationship between Study involvement and Emotional maturity of senior secondary school students.

1.4. Hypotheses of the Study

1. There is no significant difference between boys and girls senior secondary school students in terms of Study involvement and Emotional maturity.

2. There is no significant difference between Government and private senior secondary school students in terms of Study involvement and Emotional maturity.

3. There is no significant difference between different streams of senior secondary school students in terms of study involvement and emotional maturity.

4. There is no significant difference between social categories of senior secondary school students in terms of study involvement and emotional maturity.

5. There is no relationship between study involvement and emotional maturity of senior secondary school students.

1.5. Secondary Hypotheses

1. There is no significant difference between boys and girls senior secondary school students for the dimension achievement from study involvement.

2. There is no significant difference between boys and girls senior secondary school students for the dimension affiliation from study involvement.

3. There is no significant difference between boys and girls senior secondary school students for the dimension autonomy from study involvement.
4. There is no significant difference between boys and girls senior secondary school students for the dimension difference from study involvement.
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10. There is no significant difference between boys and girls senior secondary school students for the dimension succorance from study involvement.
11. There is no significant difference between boys and girls senior secondary school students for the dimension emotional stability from emotional maturity.
12. There is no significant difference between boys and girls senior secondary school students for the dimension emotional progression from emotional maturity.

13. There is no significant difference between boys and girls senior secondary school students for the dimension social adjustment from emotional maturity.
14. There is no significant difference between boys and girls senior secondary school students for the dimension personality integrity from emotional maturity.
15. There is no significant difference between boys and girls senior secondary school students for the dimension independence from emotional maturity.
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57. There is no significant difference between social categories of senior secondary school students for the dimension emotional progression from emotional maturity.

58. There is no significant difference between social categories of senior secondary school students for the dimension social adjustment from emotional maturity.

59. There is no significant difference between social categories of senior secondary school students for the dimension personality integrity from emotional maturity.

60. There is no significant difference between social categories of senior secondary school students for the dimension independence from emotional maturity.

1.6. Operational Definition

The different key terms in the title of the study and to be used in the body of study is operationally defined as follows;

1. Study Involvement- Study involvement means involvement of students in their scholastic pursuits (studies). It is the process where a student involves in their studies whole heartedly. This involvement makes the students conscious about the subject they studied. Without complete involvement of students, they cannot excel good performance. In order to become a good performer they need to involve themselves in the studies.

Study Involvement in this study means the study habits or study interest of the secondary school students.

2. Emotional Maturity- In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, and frustration and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy.

It deals with interplay of forces with intensities and quantities. Available test are crude and measure chiefly the degree of dependence. But this test measures the different aspects of emotional maturity. As self acceptance is an important aspect of maturity says Wenkart, and it must be preceded by acceptance from others.

According to Walter D. Smitson (1974) “emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intrapsychically and intra-personally”.

3. Senior Secondary School Students- senior secondary school students means the students studying in senior secondary level i.e. xi and xii standards after completion of their secondary standard.

4. Streams- In this study streams means the students belonging to different discipline in the school viz, science, arts and commerce etc.

5. Social Categories- In this study social categories means students belonging to different social categories viz, ST/SC/OBC/General

1.7. Delimitation of the Study

For the present study was delimited in the following aspects:

1. The state of Sikkim has four districts. The study was restricted to only one district i.e. East Districts
2. The study was delimited to the senior secondary school students only.
3. Eight government and eight private schools was selected for the collection of data in the present study.
4. The present study was delimited to 400 students.

CHAPTER II

2. Review of Related Literature

Review of related literature plays a vital role or major step in research. It must precede any well planned research study. One of the early steps in planning a research work is to review the studies done in the relevant area of interest. It gives the researcher an indication of the direction to proceed; it provides an understanding of the status of research in the field. The review of literature provides the rationale or basis for formulating hypotheses providing explanations and suggesting further researches. It provides dues of methodology and instrumentation. It helps the investigator to proceed on his work in the light of previous work or similar work and minimizes wrong move.

A review of related studies promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. It is an indispensable part of any research project. It is also an important prerequisite to actual planning and then execution of any research work. The key to the vast house of published literature of India and abroad opens doors of significant problems, explanatory hypothesis and provides helpful orientation, paving the way for the insights and much higher level of generalizations. Besides, it provides comparative data in this light of which the investigator enables to compare and interpret his findings. A researcher would know what is already known about the problem and how others have investigated it. A summary of the writing of recognized authorities and of previous researches provides evidence that the researcher is familiar with what is already known and what is still unknown and untested.

A literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contribution to a particular topic. Literature reviews are secondary sources, and as such do not report any new or original experimental work.

A literature review is a critical and in depth evaluation of previous research. It is a summary and synopsis of a particular area of research.

Koul Lokesh (1984) says, “The review of related literature gives the researcher an understanding of the research methodology, which refers to the ways, the study is to be conducted. It helps the researcher to know about the tools and instruments which proves to be useful and promoting in the previous study it also to provide insight in to the statistical methods through which validity of result is to be established”

2.1. IMPORTANCE OF THE RELATED STUDIES

Study of related literature serves the following:

- a. A review of related literature studies makes the scholar familiar with what is already unknown and with what is unknown and unproved.
- b. the reviews of the related literature enables the researcher to define the limits of his field; it helps the researcher to delimit and defines his problem.
- c. It brings the researcher up to date on the work.
- d. It helps to avoid unfruitful and useless problem areas.
- e. It helps to avoid duplication of well established findings.

f. It gives the researcher an undertaking of the research methodology.

g. It helps to know about the tools and instruments which proved to be useful and promising in the previous studies.

h. To know about the recommendations of previous researches listed in their studies for further research.

A researcher, to be original and truly creative must read extensively and critically as a stimulus of fine thinking. Hence the review of related literature is a powerful instrument in the hands of an investigator for the successful completion of his research work.

Some of the research studies conducted previously has been given below:-

Lakshmi and Krishnamurthy (2011) conducted study on the Emotional Maturity of higher secondary school students. This study reveals that the majority of Higher Secondary Students in Coimbatore District are in Emotionally Unstable condition. There exists significant difference between all the sub-samples except the age group of Higher Secondary Students. The findings of this study will be an eye opening to the researchers, curriculum practitioners and parents.

Mohamedayup and Mani (2012) conducted study on higher secondary students' personal problems, study involvement and academic achievement. Results were statistically analyzed through 't' test, and 'f' test. Gender has an impact on students' personal problems, study involvement and academic achievement. Students Personal Problems, Study Involvement and Academic Achievement are related to each other.

Thakur (2012) studied on study involvement among women students. The study was undertaken to investigate the study involvement among women students in relation to

residence locality, type of institution and socio-economic status. The findings revealed that types of institution and SES had significant influence on study involvement of women students.

Sheikh and Jahan (2012) conducted study on Study Habits of Higher Secondary School Students of Working and Non-Working Mothers. The study revealed there were significant study habits of the higher secondary school students of working mothers better than those having non-working mothers. Further the study revealed that female students of WM had significantly better study habits followed by male students of WM, female students of NWM and male students of NWM.

Subramanian and Veliappan (2013) conducted study on Emotional Maturity of high school students. The investigator found that the high school boys and private high school students are emotionally matured.

Sudhakar and Selvakumar (2013) conducted study on attitude towards learning Geography and Study Involvement. The present study is intended to find out the difference between boys and girls of standard viii students studying in English and Tamil medium in their attitude towards learning Geography and study involvement. Findings show there was significant relationship between attitude towards learning Geography and Study Involvement.

Maharishi and Parameswari (2013) conducted study on influence of Emotional Intelligence on Study Involvement among Adolescents. The results show that there is no significant difference between male and female on study involvement. The results show that private school students have more study involvement compared to the government school students.

Rani (2013) conducted study on Relationship between Home Environment and Study Habit of Senior Secondary School students. The study found that there was no significant difference of home environment between boys and girls studying in science stream of senior secondary school.

Chaudhari (2013) conducted study on Study Habits of Higher Secondary School Students in Relation to their Academic Achievement. The results of the study revealed that there is a significant positive correlation between study habit and academic achievement of higher secondary school students as whole and dimension wise.

Chand (2013) conducted study on Study Habits of Secondary School Students in Relation to Type of School and Type of Family. The finding revealed secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than Govt. school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit.

Pangat (2014) conducted study on parental Encouragement among the Secondary Students in relation to their Study Involvement. A significant relationship is found between the study involvement and parental encouragement of senior secondary school students. There lies a significant difference in the study involvement of senior secondary boys and girls. However, the rural and urban higher secondary students have significantly differed in parental encouragement.

Pachaiyappan and Prabu (2014) conducted study on Study Habits of Higher Secondary Biology Students- an Analysis. Survey method of research has been used in the present study. The major findings of the study are (i) The study habits of female students found to be higher than the male students. (iii) The study habits of private higher secondary school students found to be higher than the Government school students.

Krishan (2014) conducted study on Emotional Maturity, Self Confidence and Academic Achievement of Adolescents in Relation to their Gender and Urban-Rural Background. Findings of the study revealed that the male adolescents are different on emotional maturity as compared to female adolescents. Female adolescents are higher on self confidence in comparison to male adolescents. The female adolescents show better academic achievement as compared to male adolescents. The urban and rural adolescents show similarity on emotional maturity but there is difference in self confidence, the rural adolescents showing higher self confidence. On the academic achievement front the urban adolescents stand better than the rural adolescents.

Kumar (2014) conducted study on Emotional Maturity of Adolescent students in relation to their family Relationship. The result revealed that there is a significant difference in emotional maturity of boys and girls adolescent. The result also reveals that there is a significant relation between emotional maturity and family relationship of adolescent students. This shows that family relationship determines emotional maturity of adolescent students.

Nehra (2014) conducted study on Relationship between Adjustment and Emotional Maturity of IX class students. Result revealed that: (i) there is no significant difference between the emotional maturity of boys and girls studying in class IX. (iii) There is no

significant relationship between Adjustment and emotional maturity. The findings of the present study may be helpful to the students, teachers, principals, administrators and educational planners.

Tok and Boreuwa (2014) conducted study on a Study Involvement of Higher Secondary Students with regard to their Gender and Stream of Study in Lakhimpur District Assam. The result revealed that 1. Stream of study has no significant independent effect on the need areas Autonomy, Recognition, Aggression, Abasement, Nurturance, Succorance and over all involvement in studies. 2. Stream of Study has significant independent effect on the need areas of Achievement, Affiliation, Deference and Order. 3. The Commerce students have a higher need for Affiliation than the Science students. 4. The Commerce students have a higher need for Achievement than the Science students. 5. The Science students have a higher need for Deference than the Commerce students. 6. The Science students have a higher need for Order than the Commerce students. 7. The Science students have a higher need for Recognition than the Commerce students. 8. Gender has no significant independent effect on the need areas of Achievement, Affiliation, Autonomy, Deference, Recognition, Order, Aggression, Nurturance, Succorance and overall involvement in studies. 9. The girls were found to have higher “Abasement” need than that of the boys.

Chamundeswari, Sridevi and Kumari (2014) conducted study on Self Concept, Study Habit and Academic Achievement of Students. A significant difference is found between students at the higher secondary level in state, matriculation and central board schools, pertaining to self-concept, study habit and academic achievement.

Poonguzhali and Raju (2015) conducted study on higher secondary students' Study Involvement in relation to Parental Encouragement. The results show that there is no significant difference between boys and girls higher secondary students in their study involvement and significant difference in parental encouragement and there is significant relation between study involvement and learning environment.

Onoshakpokaiyee (2015) conducted a study on relationship of study habits with mathematics achievement. The major findings are. (i) There is a significant relationship between students' study habits and mathematics achievement. (ii) There is a significant difference in mathematics achievement between good study habits and poor study habits.

Nath (2015) conducted study on Emotional Maturity of secondary school students in Dhemaji District of Assam. The finding of the study reported that there are real differences on emotional maturity in respect of government and private as well as rural and urban secondary school students. But it reported that there is no significant difference between male and female secondary school students of Dhemaji district.

Wani and Masih (2015) conducted study on Emotional Maturity across Gender and Level of Education. The findings of 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. Significant difference was also found between post graduates and research scholars on personality disintegration dimension of emotional maturity. On other dimensions of emotional maturity no difference was found between males and females and post graduates and research scholars University students

must be taught to identify their level of emotional maturity, as they are at the highest seat of learning.

Gunasekar and Pugalenthi (2015) conducted study on Emotional Maturity and Academic Achievement of students at secondary level. The findings of the study revealed that: (i) There is no significant difference between boys and girls secondary level students on emotional maturity. (ii) There is no significant difference between boys and girls at secondary level students on academic achievement.

Kansal and Bala (2015) conducted study on Relationship among Mental Health and Emotional Maturity of 10th Class Adolescents. The study revealed that no significant relationship exists between mental health and emotional maturity of adolescents. (a) Significant negative correlation is found between emotional stability, security-insecurity and intelligence dimensions of mental health and emotional maturity. (b) Mental health and overall emotional maturity of adolescents are negatively correlated.

Dutta, Chetia and Soni (2015) conducted study on a comparative study on Emotional Maturity of secondary school students in Lakhimpur and Sonitpur districts of Assam. The finding of the study reported that there was not any significant difference in various areas of emotional maturity of government and private school students; no significant difference in the emotional maturity level of boys and girls school students; and there is no significant difference between in the emotional maturity level of rural and urban secondary school students of both districts of Assam.

Shafeeq and Thaqib (2015) conducted study on Comparative Study of Emotional Maturity of secondary school students in relation to Academic Achievement. The study revealed that most of the secondary school students are extremely unstable regarding

emotional maturity. The study also reveals that there exist a highly positive correlation between emotional maturity and academic achievement of secondary school students.

Kaur, Navdeep (2015) conducted study on Study of Emotional Maturity of senior secondary school students in relation to Socio-Economic Status. The findings of the study revealed that:

- (i) There exist significant difference between the emotional maturity of boys and girls of senior secondary schools.
- (ii) There exist significant differences between the emotional maturity of senior secondary school students with respect to socio-economic status of parents.
- (iii) There is a significant interaction effect of socio-economic status and gender on emotional maturity of senior secondary school students.

Divya, Jain, M and Pasrija, P (2015) Conducted study on Emotional Maturity and Self Concept among senior secondary school students. The findings revealed that significant difference was found in the Emotional Maturity and Self-Concept among students in relation to type of school.

Panth, Chaurasia and Gupta (2015) conducted study on comparative study of adjustment and emotional maturity between gender and stream of undergraduate student. The result revealed that the level of emotional maturity and adjustment of girls have high than boys and science students have high AICS and art students have high EMS. There were not significant differences between boys and girls AICS & EMS. There were significant difference between art & science student in EMS but not significant in AICS.

Siahi and Maiyo, (2015) conducted study on study of the relationship between study habits and academic achievement of students: a case of Spicer higher secondary school, India. The result of this study revealed a positive relationship of 0.66 between study

habits and academic achievement. The result implies that the study habits need a significant attention if we are to improve performance. There was a clear finding that the teacher and students seem not to take effort in developing good study habits.

Sekar and Lawrence (2015) conducted study on relationship between Study Involvement and Affect Intensity of B. Ed. College Teacher Trainees. The findings show that (i) there is no significant difference between male and female B.Ed. college teacher trainees in their study involvement, (ii) there is no significant difference between male and female B.Ed. college teacher trainees in their affect intensity, and (iii) there is a significant relationship between affect intensity and study involvement of B.Ed. college teacher trainees.

Ramanathan (2016) Conducted study on Study Involvement of Adolescent Students in relation to their Noise sensitivity. Results revealed that there is no relationship between adolescent students study involvement and noise sensitivity. Findings also show that adolescent students' study involvement depends on their noise sensitivity.

Maheswari and Singh (2016). Conducted study on Study Involvement among Rural Adolescent Girls. It was revealed from the analysis that nearly three fourth (70%) of the respondent's perceived average level of study involvement. 22.4 per cent of them had high involvement in studies and the rest of the (7.6 per cent) respondents perceived low study involvement. Thus majority of the respondents had average level of study involvement.

Vijayalakshmi and Muniappan (2016) conducted study on Parental Involvement and Achievement of Secondary School Students Results: Study findings revealed that parental involvement of the students was average in the majority of the students (62%).

Achievement of students in social studies was also found to be average in more than half of the students (57%). There was a significant positive correlation between parental involvement and achievement of secondary school students ($r=0.910$, $p < 0.001$).

Govindarajan (2016) conducted study on Study Involvement and Academic Achievement of Secondary School Students. Findings revealed that i.) There is no significant difference between boys and girls, Government school and private schools and rural and urban secondary school students with respect to study involvement. ii.) There is a significant relationship between study involvement and academic achievement of secondary school students. iii.) There is a significant relationship between study involvement and academic achievement with respect to boys, girls, private, rural and urban secondary school students. iv.) There is no significant relationship between study involvement and academic achievement of Government secondary school students.

Shimsiya and Parambat (2016) conducted study on Emotional Maturity of higher secondary school students' in relation to Birth Order and Selected Stream of Study. This study is intended to find out the levels of emotional maturity. This study reveals that there exist different levels of emotional maturity among higher secondary school students.

Kumar and Mishra (2016) conducted study on Emotional maturity and Academic Achievement among Adolescent students: A review of studies. The findings of the present investigation reveal that there is a positive correlation between emotional maturity and academic achievement among Adolescence students. Thus, emotional maturity plays important role in the academic achievement of students.

Kalaiselvan and Maheswari (2016) conducted study on Emotional Maturity among the Post Graduate Students. The major findings of the study revealed that 45.5 per cent of the respondents have moderate level of emotional maturity.

Brahmbhat (2016) conducted study on Emotional Maturity among higher secondary school students. The major findings of the study revealed that significant difference is existed between male and female students of higher secondary school on emotional maturity. Male students have found to be more Emotionally Mature than female students of higher secondary school. It also reveals that significant difference is existed between urban and rural students of higher secondary school on emotional maturity. Male urban students of higher secondary school have found to be more Emotionally Mature than remaining groups of students of higher secondary school.

Kaur and Singh (2016) conducted study on Study of Self and Emotional Maturity of senior secondary school students. The findings of the study revealed that there exists significant difference between the self-esteem and emotional maturity of senior secondary school students. Further results revealed that there exists no significant difference between the self-esteem of male and female senior secondary school student and there exists significant difference between the emotional maturity of male and female senior secondary school students.

2.2. Summary of Related Literature

On the basis of the study undertaken by Mohamedayup and Mani (2012) it has found that Students Personal Problems, Study Involvement and Academic Achievement are related to each other. From the researches undertaken by Thakur (2012) found that types of institution and SES had significant influence on study involvement of women students.

The researches undertaken by Poonguzhali and Raju (2015), Maharishi and Parameswari (2013) found that there is no significant difference between male and female on study involvement. From the researches undertaken by Maheswari and Singh (2016) found that nearly three fourth (70%) of the respondent's perceived average level of study involvement. 22.4 per cent of them had high involvement in studies and the rest of the (7.6 per cent) respondents perceived low study involvement. Thus majority of the respondents had average level of study involvement. On the basis if study undertaken by Dutta, Chetia and Soni (2015), Nehra (2014) found that there is no significant difference between the emotional maturity of boys and girls studying in class IX. The researches undertaken by Subramanian and Veliappan (2013) found that the high school boys and private high school students are emotionally matured.

CHAPTER III

3. Method of the Study

3.1. The Design

The purpose of the study was to study the study involvement and emotional maturity of senior secondary school students of Sikkim. Therefore, the present study was based on the descriptive survey method.

3.2. Population

The entire group from which the sample is drawn is known as population. A population is a well define group of individuals or observations. In the present study, senior secondary school students of Sikkim (government and private) schools were taken. In Sikkim overall 80 senior secondary schools were established in all four districts. But most of the schools are located in east and south districts of Sikkim. Approximately the total population of senior secondary school students was 16000. The investigator decided to collect 400 samples from the population and it constitutes 40% of the sample from the population.

3.3. The Sample

The representative proportion of the population is called a sample. A sample of 400 senior secondary school students was selected from East Sikkim. Out of 400 students, 200 students were selected from government schools and 200 students from private schools in which 100 male and 100 female from both the institutions. The sample was collected by way of Random Sampling Techniques.

Table 3.1: The distribution of the Sample

SL.No.	Independent Variable	Categories	N	Total Sample
1	Gender	Boys	200	400
		Girls	200	
2	Management	Government	200	400
		Private	200	
3.	Streams	Arts	134	400
		Science	132	
		Commerce	134	
14	Social Status	General	121	400
		OBC	121	
		ST	119	
		SC	39	

3.4. The Tools

To assess the Study Involvement and Emotional Maturity of senior secondary school students of Sikkim the following tools was used:

1. Study Involvement Inventory developed by Asha Bhatnagar (1982). The inventory contains 40 items. The ten need areas (Murray, 1938) taken into consideration for the inventory are:

- i. Abasement
- ii. Achievement

- iii. Affiliation
- iv. Aggression
- v. Autonomy
- vi. Deference
- vii. Nurturance
- viii. Order
- ix. Recognition
- x. Succorance

Scoring

All statements are scored as 2,1 and 0. However, the direction of the scoring varies between positively worded statements and negatively worded statements. Item Nos, 13 and 37 are scored in a reversed order.

The statement composition of SII is shown below:

Table 3.2- The statement composition of SII

Sr. No	Need Area	No. of Statements	Identification of Statements by Number on SII
1.	n- Achievement	4	1, 11, 21, 31
2.	n- Affiliation	4	2, 12, 22, 32
3.	n- Autonomy	4	3, 13, 23, 33
4.	n- Deference	4	4, 14, 24, 34
5.	n- Recognition	4	5, 15, 25, 35
6.	n- Order	4	6, 16, 26, 36
7.	n- Aggression	4	7, 17, 27, 37
8.	n-Abasement	4	8, 18, 28, 38
9.	n- Nurturance	4	9, 19, 29, 39
10.	n- Succorance	4	10, 20, 30, 40

Reliability

The test-retest reliability of the inventory is .87 (N=150) with a time interval of one month. The split-half reliability applying the Spearman-Brown formula has been found to be .67 (N=150) with an index of reliability of .70.

Validity

Inventory has high content and constructs validity as expressed by 33 experts of Psychology. It is expected that other types of validity will be established in due course. When the inventory is used more and more by research workers and guidance worker.

2. Emotional Maturity Scale of Dr. Yashvir Singh and Dr. Mahesh Bhargava (1990).

Description and scoring

Emotional Maturity Scale has a total of 48 items under the five categories given below:

Table 3.3- Dimensions of Emotional Maturity

Sr. No.	Areas	Total No. of Items
a.	Emotional Stability	10
b.	Emotional Progression	10
c.	Social Adjustment	10
d.	Personality Integration	10
e.	Independence	8
	Total	48

EMS is a self-reporting Five Point Scale. Items of the scale are in question form demanding information for each in any of the five options mentioned below

i. V. Much

ii. Much

iii. Undecided

iv. Probably

v. Never

The items are so stated that if the answer is very much a score of 5 is given; for much 4; for undecided 3; and for probably 2 and for negative answer of never a score of 1 is to be awarded. Therefore, the higher the score on the scale, greater the degree of the emotional immaturity and vice-versa.

Reliability

The reliability of the scale was determined by (i) Test-retest Method, and (ii) Internal Consistency.

(i). Test-retest Reliability- the scale was measured for its test-retest reliability by administering upon a group of collegiate students (N=150) 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 .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.

Validity

The scale was validated against external criteria, i.e., the Gha area of the adjustment inventory for college students by Sinha 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 (N+46).

3.5. Independent variables

1. Gender- Boys/Girls
2. Types of school- Govt/Private
3. Streams- Science/Arts/Commerce
4. Social Categories- SC/ST/OBC/GEN

3.6. Dependent variables

1. Study Involvement
2. Emotional Maturity

3.7. The Procedure

Data were collected from the senior secondary schools (both private and government) students of East Sikkim. Here the researcher used standardized tools in order to collect the information regarding study involvement and emotional maturity of senior secondary school students. The questionnaires were distributed to 400 senior secondary school students. The data collected was scored, analyzed and interpreted as per the manual and finally, interpretation of data was done.

3.8. Techniques of Data Analysis

In the present study, descriptive statistical techniques were employed for collection of data. To assess the Study Involvement and Emotional Maturity of senior secondary school students Sikkim, the important statistical measures used were Mean, S.D., t-test, F- test and correlation.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4. ANALYSIS AND INTERPRETATION OF DATA

The data may be adequate, valid and reliable to any extent, it does not serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated, scientifically analyzes, intelligently interpreted and rationally concluded.

4.1. ORGANIZATION OF DATA

After having administered the test, the investigator assessed the answer sheets. The test was scored so that statistical treatment could possible.

4.2. ANALYSIS OF DATA

The details of the analysis of data collected from the selected sample on Study Involvement and Emotional Maturity of Senior Secondary School Students of Sikkim are presented as under.

4-2.1. Comparison across Gender on Dimensions of Study Involvement and Emotional Maturity.

The comparison across Gender on dimensions of Study Involvement and Emotional Maturity of Senior Secondary School Students of Sikkim are given in the following tables.

Table 4.1. Comparison across Gender on Achievement of Study Involvement

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
ACHIEVEMENT	BOYS	200	10.70	1.53	3.11	Significant at both levels
	GIRLS	200	11.13	1.15		

The mean scores, S.Ds and 't' value of the dimension achievement from study involvement concern to boys and girls are incorporated in table no. 4.1. It can be understood that 't' value belongs to dimension achievement has found statistically significant at both level.

Hence, the null hypothesis frame for dimension achievement states that, *there is no significant difference between boys and girls senior secondary school students for the dimension achievement from study involvement* is rejected.

Table 4.2. Comparison across Gender on Affiliation of Study Involvement

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
AFFILIATION	BOYS	200	9.85	1.47	.46	Not significant
	GIRLS	200	9.91	1.48		

The mean scores, S.Ds and 't' value of the dimension affiliation from study involvement concern to boys and girls are incorporated in table no. 4.2. It can be understood that 't' value belongs to dimension affiliation has found not significant.

Hence, the null hypothesis frame for dimension affiliation states that, *there is no significant difference between boys and girls senior secondary school students for the dimension affiliation from study involvement* is accepted.

Table. 4.3. Comparison across Gender on Autonomy of Study Involvement

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
AUTONOMY	BOYS	200	10.32	1.47	2.24	Significant at 0.05 level
	GIRLS	200	10.65	1.46		

The mean scores, S.Ds and 't' value of the dimension autonomy from study involvement concern to boys and girls are incorporated in table no. 4.3. It can be understood that 't' value belongs to dimension autonomy has found significant at 0.05 level.

Hence, the null hypothesis frame for dimension autonomy states that, *there is no significant difference between boys and girls senior secondary school students for the dimension autonomy from study involvement* is rejected.

Table. 4.4. Comparison across Gender on Difference of Study Involvement

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
DIFFERENCE	BOYS	200	10.51	1.56	.070	Not significant
	GIRLS	200	10.52	1.34		

The mean scores, S.Ds and 't' value of the dimension difference from study involvement concern to boys and girls are incorporated in table no. 4.4. It can be understood that 't' value belongs to dimension difference has found not significant.

Hence, the null hypothesis frame for dimension difference states that, *there is no significant difference between boys and girls senior secondary school students for the dimension difference from study involvement* is accepted.

Table. 4.5. Comparison across Gender on Recognition of Study Involvement

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
RECOGNITION	BOYS	200	9.41	1.79	1.24	Not significant
	GIRLS	200	9.62	1.50		

The mean scores, S.Ds and 't' value of the dimension recognition from study involvement concern to boys and girls are incorporated in table no. 4.5. It can be understood that 't' value belongs to dimension affiliation has not found significant.

Hence, the null hypothesis frame for dimension recognition states that, *there is no significant difference between boys and girls senior secondary school students for the dimension recognition from study involvement* is accepted.

Table. 4.6. Comparison across Gender on Order of Study Involvement

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
ORDER	BOYS	200	10.06	1.61	1.06	Not significant
	GIRLS	200	10.23	1.52		

The mean scores, S.Ds and 't' value of the dimension order from study involvement concern to boys and girls are incorporated in table no. 4.6. It can be understood that 't' value belongs to dimension order has found not significant.

Hence, the null hypothesis frame for dimension order states that, *there is no significant difference between boys and girls senior secondary school students for the dimension order from study involvement* is accepted.

Table. 4.7. Comparison across Gender on Aggression of Study Involvement

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
AGGRESSION	BOYS	200	10.05	1.38	.138	Not significant
	GIRLS	200	10.04	1.44		

The mean scores, S.Ds and 't' value of the dimension aggression from study involvement concern to boys and girls are incorporated in table no. 4.7. It can be understood that 't' value belongs to dimension aggression has found not significant.

Hence, the null hypothesis frame for dimension aggression states that, *there is no significant difference between boys and girls senior secondary school students for the dimension aggression from study involvement* is accepted.

Table. 4.8. Comparison across Gender on Abasement of Study Involvement

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
ABASEMENT	BOYS	200	10.71	7.96	.442	Not significant
	GIRLS	200	10.45	1.56		

The mean scores, S.Ds and ‘t’ value of the dimension abasement from study involvement concern to boys and girls are incorporated in table no. 4.8. It can be understood that ‘t’ value belongs to dimension abasement has found not significant.

Hence, the null hypothesis frame for dimension abasement states that, *there is no significant difference between boys and girls senior secondary school students for the dimension abasement from study involvement* is accepted.

Table. 4.9. Comparison across Gender on Nurturance of Study Involvement

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
NURTURANCE	BOYS	200	10.24	1.70	1.98	Significant at 0.05 level
	GIRLS	200	9.92	1.56		

The mean scores, S.Ds and 't' value of the dimension nurturance from study involvement concern to boys and girls are incorporated in table no. 4.9. It can be understood that 't' value belongs to dimension nurturance has found significant at 0.05 level.

Hence, the null hypothesis frame for dimension nurturance states that, *there is no significant difference between boys and girls senior secondary school students for the dimension nurturance from study involvement* is rejected.

Table. 4.10. Comparison across Gender on Succorance of Study Involvement

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
SUCCORANCE	BOYS	200	10.77	1.56	.243	Not significant
	GIRLS	200	10.73	1.53		

The mean scores, S.Ds and 't' value of the dimension succorance from study involvement concern to boys and girls are incorporated in table no. 4.10. It can be understood that 't' value belongs to dimension succorance has found not significant.

Hence, the null hypothesis frame for dimension succorance states that, *there is no significant difference between boys and girls senior secondary school students for the dimension succorance from study involvement* is accepted.

Table.4.11. Comparison across Gender on Emotional Stability of Emotional Maturity

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
EMOTIONAL STABILITY	BOYS	200	25.62	4.95	1.86	Not significant
	GIRLS	200	24.71	4.74		

The mean scores, S.Ds and 't' value of the dimension emotional stability from emotional maturity concern to boys and girls are incorporated in table no. 4.11. It can be understood that 't' value belongs to dimension emotional stability has found not significant.

Hence, the null hypothesis frame for dimension emotional stability states that, *there is no significant difference between boys and girls senior secondary school students for the dimension emotional stability from emotional maturity* is accepted.

Table. 4.12. Comparison across Gender on Emotional Progression of Emotional Maturity

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
EMOTIONAL PROGRESSION	BOYS	200	23.94	4.57	1.23	Not significant
	GIRLS	200	23.40	4.10		

The mean scores, S.Ds and 't' value of the dimension emotional progression from emotional maturity concern to boys and girls are incorporated in table no. 4.12. It can be understood that 't' value belongs to dimension emotional progression has found not significant.

Hence, the null hypothesis frame for dimension emotional progression states that, *there is no significant difference between boys and girls senior secondary school students for the dimension emotional progression from emotional maturity* is accepted.

Table. 4.13. Comparison across Gender on Social Adjustment of Emotional Maturity

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
SOCIAL ADJUSTMENT	BOYS	200	23.85	4.14	.900	Not significant
	GIRLS	200	23.49	3.81		

The mean scores, S.Ds and 't' value of the dimension adjustment from emotional maturity concern to boys and girls are incorporated in table no. 4.13. It can be understood that 't' value belongs to dimension social adjustment has found not significant.

Hence, the null hypothesis frame for dimension social adjustment states that, *there is no significant difference between boys and girls senior secondary school students for the dimension social adjustment from emotional maturity* is accepted.

Table 4.14. Comparison across Gender on Personality Integrity of Emotional Maturity

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
PERSONALITY INTEGRITY	BOYS	200	21.61	4.13	1.94	Not significant
	GIRLS	200	20.80	4.23		

The mean scores, S.Ds and 't' value of the dimension personality integrity concern to boys and girls are incorporated in table no. 4.14. It can be understood that 't' value belongs to dimension personality integrity has found not significant.

Hence, the null hypothesis frame for dimension personality integrity states that, *there is no significant difference between boys and girls senior secondary school students for the dimension personality integrity from emotional maturity* is accepted.

Table 4.15. Comparison across Gender on Independence of Emotional Maturity

DIMENSION	GENDER	N	MEAN	S.D	t-VALUE	REMARK
INDEPENDENCE	BOYS	200	18.52	3.77	1.10	Not significant
	GIRLS	200	18.10	3.77		

The mean scores, S.Ds and 't' value of the dimension independence from emotional maturity concern to boys and girls are incorporated in table no. 4.15. It can be understood that 't' value belongs to dimension independence has found not significant.

Hence, the null hypothesis frame for dimension independence states that, *there is no significant difference between boys and girls senior secondary school students for the dimension independence from emotional maturity* is accepted.

Table 4.16. Summary of the 't' Result of the Boys and Girls Senior Secondary School Students in terms of Study Involvement and Emotional Maturity.

VARIABLES	GENDER	N	MEAN	S.D	t-VALUE	REMARK
STUDY INVOLVEMENT	BOYS	200	108.51	10.53	1.26	Not significant
	GIRLS	200	109.67	7.64		
EMOTIONAL MATURITY	BOYS	200	113.53	15.13	2.05	Significant at 0.05 level
	GIRLS	200	110.50	14.31		

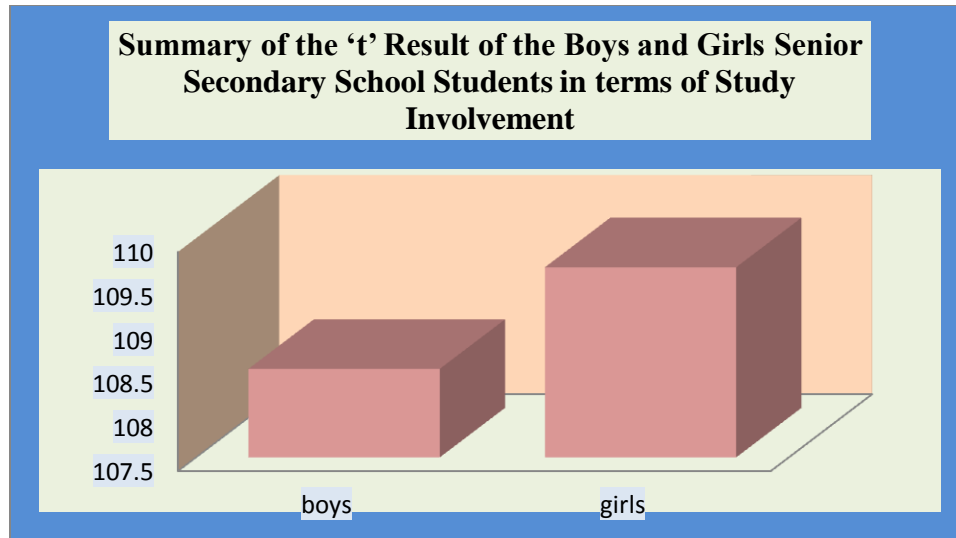


Fig.1. Bar Graph showing the mean value of Boys and Girls Senior Secondary School Students in terms of Study Involvement

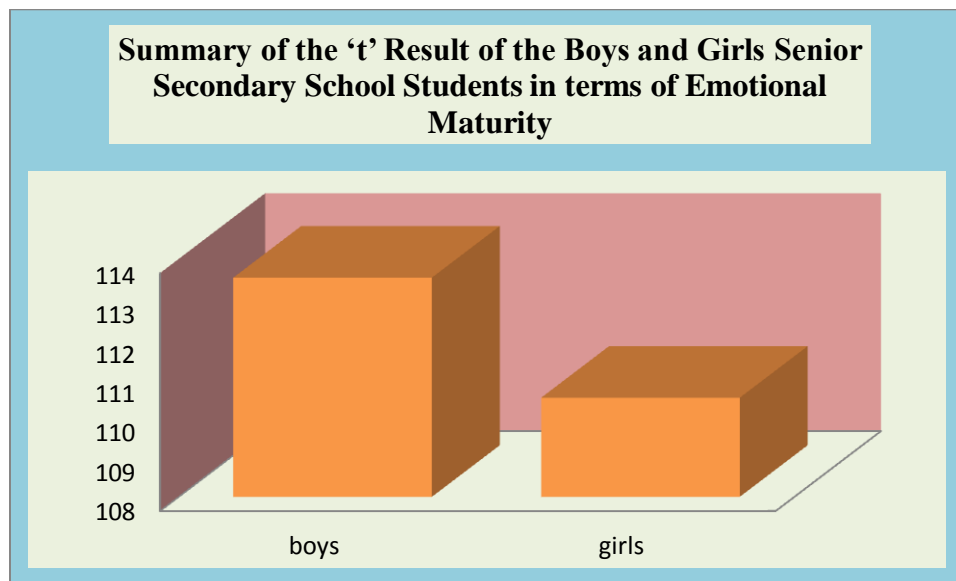


Fig.2. Bar Graph showing the mean value of Boys and Girls Senior Secondary School Students in terms of Emotional Maturity

The mean scores, S.Ds and 't' values of Study Involvement and Emotional Maturity concern to boys and girls are incorporated in table no. 4.16. It can be understood that 't'

value belongs to Study Involvement is not significant and 't' value for Emotional Maturity is statistically significant at 0.05 level.

It is also clearly depicted from the figure no. 1, that mean value of boys and girls almost do coincide, which indicate the fact that the scores are normally distributed.

Hence, it may be inferred that boys and girls senior secondary school students exhibits more or less similar attitude towards study involvement. Whereas in figure no 2, mean value of boys and girls have slightly differ which indicates that girls are little mature than boys.

Hence, the null hypothesis frame for Study Involvement states that, *there is no significant difference between boys and girls senior secondary school students in terms of Study Involvement* is accepted.

On the other hand the null hypothesis frame for Emotional Maturity states that, *there is no significant difference between boys and girls senior secondary school students in terms of Emotional Maturity* is rejected.

4-2.2. Comparison across Management on Dimensions of Study Involvement and Emotional Maturity.

The comparison across Management on dimensions of Study Involvement and Emotional Maturity of Senior Secondary School Students of Sikkim are given in the following tables.

Table 4.17. Comparison across Management on Achievement of Study Involvement

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
ACHIEVEMENT	GOVERNMENT	200	10.75	1.39	2.41	Significant at 0.05 level
	PRIVATE	200	11.08	1.34		

The mean scores, S.Ds and 't' value of the dimension achievement from study involvement concern to government and private senior secondary school students are incorporated in table no. 4.17. It can be understood that 't' value belongs to dimension achievement has found significant at 0.05 level.

Hence, the null hypothesis frame for dimension achievement states that, *there is no significant difference between government and private senior secondary school students for the dimension achievement from study involvement* is rejected.

Table 4.18. Comparison across Management on Affiliation of Study Involvement

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
AFFILIATION	GOVERNMENT	200	9.80	1.47	1.14	Not significant
	PRIVATE	200	9.96	1.48		

The mean scores, S.Ds and 't' value of the dimension affiliation from study involvement concern to government and private senior secondary school students are incorporated in

table no. 4.18. It can be understood that 't' value belongs to dimension affiliation has found not significant.

Hence, the null hypothesis frame for dimension affiliation states that, *there is no significant difference between government and private senior secondary school students for the dimension affiliation from study involvement* is accepted.

Table 4.19. Comparison across Management on Autonomy of Study Involvement

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
AUTONOMY	GOVERNMENT	200	10.63	1.25	1.95	Not significant
	PRIVATE	200	10.34	1.66		

The mean scores, S.Ds and 't' value of the dimension autonomy from study involvement concern to government and private senior secondary school students are incorporated in table no. 4.19. It can be understood that 't' value belongs to dimension autonomy has found not significant.

Hence, the null hypothesis frame for dimension autonomy states that, *there is no significant difference between government and private senior secondary school students for the dimension autonomy from study involvement* is accepted.

Table 4.20. Comparison across Management on Difference of Study Involvement

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
DIFFERENCE	GOVERNMENT	200	10.79	1.39	3.74	Significant at both levels
	PRIVATE	200	10.25	1.47		

The mean scores, S.Ds and 't' value of the dimension difference from study involvement concern to government and private senior secondary school students are incorporated in table no. 4.20. It can be understood that 't' value belongs to dimension achievement has found significant at both the levels.

Hence, the null hypothesis frame for dimension difference states that, *there is no significant difference between government and private senior secondary school students for the dimension difference from study involvement* is rejected

Table 4.21. Comparison across Management on Recognition of Study Involvement

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
RECOGNITION	GOVERNMENT	200	9.31	1.72	2.53	Significant at 0.05 level
	PRIVATE	200	9.72	1.56		

The mean scores, S.Ds and 't' value of the dimension recognition from study involvement concern to government and private senior secondary school students are incorporated in table no. 4.21. It can be understood that 't' value belongs to dimension recognition has found significant at 0.05 level.

Hence, the null hypothesis frame for dimension recognition states that, *there is no significant difference between government and private senior secondary school students for the dimension recognition from study involvement* is rejected.

Table 4.22. Comparison across Management on Order of Study Involvement

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
ORDER	GOVERNMENT	200	10.49	1.65	4.40	Significant at both levels
	PRIVATE	200	9.81	1.40		

The mean scores, S.Ds and 't' value of the dimension order from study involvement concern to government and private senior secondary school students are incorporated in table no. 4.22. It can be understood that 't' value belongs to dimension order from study involvement has found significant at both the levels.

Hence, the null hypothesis frame for dimension order states that, *there is no significant difference between government and private senior secondary school students for the dimension order from study involvement* is rejected.

Table 4.23. Comparison across Management on Aggression of Study Involvement

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
AGGRESSION	GOVERNMENT	200	10.14	1.48	1.37	Not significant
	PRIVATE	200	9.94	1.34		

The mean scores, S.Ds and 't' value of the dimension aggression from study involvement concern to government and private senior secondary school students are incorporated in table no. 4.23. It can be understood that 't' value belongs to dimension aggression has found not significant.

Hence, the null hypothesis frame for dimension aggression states that, *there is no significant difference between government and private senior secondary school students for the dimension aggression from study involvement* is accepted.

Table 4.24. Comparison across Management on Abasement of Study Involvement

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
ABASEMENT	GOVERNMENT	200	10.41	11.59	.605	Not significant
	PRIVATE	200	10.76	8.00		

The mean scores, S.Ds and 't' value of the dimension abasement from study involvement concern to government and private senior secondary school students are incorporated in table no. 4.24. It can be understood that 't' value belongs to dimension achievement has found not significant.

Hence, the null hypothesis frame for dimension abasement states that, *there is no significant difference between government and private senior secondary school students for the dimension abasement from study involvement* is accepted.

Table 4.25. Comparison across Management on Nurturance of Study Involvement

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
NURTURANCE	GOVERNMENT	200	9.91	1.66	2.05	Significant at 0.05 level
	PRIVATE	200	10.25	1.59		

The mean scores, S.Ds and 't' value of the dimension nurturance from study involvement concern to government and private senior secondary school students are incorporated in table no. 4.25. It can be understood that 't' value belongs to dimension nurturance has found significant at 0.05 level.

Hence, the null hypothesis frame for dimension nurturance states that, *there is no significant difference between government and private senior secondary school students for the dimension nurturance from study involvement* is rejected.

Table 4.26. Comparison across Management on Succorance of Study Involvement

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
SUCCORANCE	GOVERNMENT	200	10.65	1.60	1.22	Not significant
	PRIVATE	200	10.84	1.48		

The mean scores, S.Ds and 't' value of the dimension succorance from study involvement concern to government and private senior secondary school students are incorporated in table no. 4.26. It can be understood that 't' value belongs to dimension succorance has found not significant.

Hence, the null hypothesis frame for dimension succorance states that, *there is no significant difference between government and private senior secondary school students for the dimension succorance from study involvement* is accepted.

Table 4.27. Comparison across Management on Emotional Stability of Emotional Maturity

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
EMOTIONAL STABILITY	GOVERNMENT	200	24.41	4.89	3.16	Significant at both levels
	PRIVATE	200	25.93	4.73		

The mean scores, S.Ds and 't' value of the dimension emotional stability from emotional maturity concern to government and private senior secondary school students are incorporated in table no. 4.27. It can be understood that 't' value belongs to dimension emotional stability has found significant at both the levels.

Hence, the null hypothesis frame for dimension emotional stability states that, *there is no significant difference between government and private senior secondary school students for the dimension emotional stability from emotional maturity* is rejected.

Table 4.28. Comparison across Management on Emotional Progression of Emotional Maturity

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
EMOTIONAL PROGRESSION	GOVERNMENT	200	23.69	4.55	.084	Not significant
	PRIVATE	200	23.65	4.15		

The mean scores, S.Ds and 't' value of the dimension emotional progression from emotional maturity concern to government and private senior secondary school students are incorporated in table no. 4.28. It can be understood that 't' value belongs to dimension emotional progression has found not significant.

Hence, the null hypothesis frame for dimension emotional progression states that, *there is no significant difference between government and private senior secondary school students for the dimension emotional progression from emotional maturity* is accepted.

Table 4.29. Comparison across Management on Social Adjustment of Emotional Maturity

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
SOCIAL ADJUSTMENT	GOVERNMENT	200	23.39	4.24	1.40	Not significant
	PRIVATE	200	23.95	3.69		

The mean scores, S.Ds and 't' value of the dimension social adjustment from emotional maturity concern to government and private senior secondary school students are incorporated in table no. 4.29. It can be understood that 't' value belongs to dimension social adjustment has found not significant.

Hence, the null hypothesis frame for dimension social adjustment states that, *there is no significant difference between government and private senior secondary school students for the dimension social adjustment from emotional maturity* is accepted.

Table 4.30. Comparison across Management on Personality Integrity of Emotional Maturity

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
PERSONALITY INTEGRITY	GOVERNMENT	200	20.31	3.99	4.32	Significant at both levels
	PRIVATE	200	22.09	4.21		

The mean scores, S.Ds and 't' value of the dimension personality integrity from emotional maturity concern to government and private senior secondary school students are incorporated in table no. 4.30. It can be understood that 't' value belongs to dimension personality integrity has found significant at both levels.

Hence, the null hypothesis frame for dimension personality integrity states that, *there is no significant difference between government and private senior secondary school students for the dimension personality integrity from emotional maturity* is rejected.

Table 4.31. Comparison across Management on Independence of Emotional Maturity

DIMENSION	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
INDEPENDENCE	GOVERNMENT	200	18.21	3.24	.53	Not significant
	PRIVATE	200	18.41	4.25		

The mean scores, S.Ds and 't' value of the dimension independence from emotional maturity concern to government and private senior secondary school students are incorporated in table no. 4.31. It can be understood that 't' value belongs to dimension independence has found not significant.

Hence, the null hypothesis frame for dimension independence states that, *there is no significant difference between government and private senior secondary school students for the dimension independence from emotional maturity* is accepted.

Table 4.32. Summary of the ‘t’ Result of the Government and Private Senior Secondary School Students in terms of Study Involvement and Emotional Maturity.

VARIABLES	MANAGEMENT	N	MEAN	S.D	t-VALUE	REMARK
STUDY INVOLVEMENT	GOVERNMENT	200	109.54	7.86	1.02	Not significant
	PRIVATE	200	108.59	10.40		
EMOTIONAL MATURITY	GOVERNMENT	200	110.01	14.51	2.74	Significant at both levels
	PRIVATE	200	114.04	14.86		

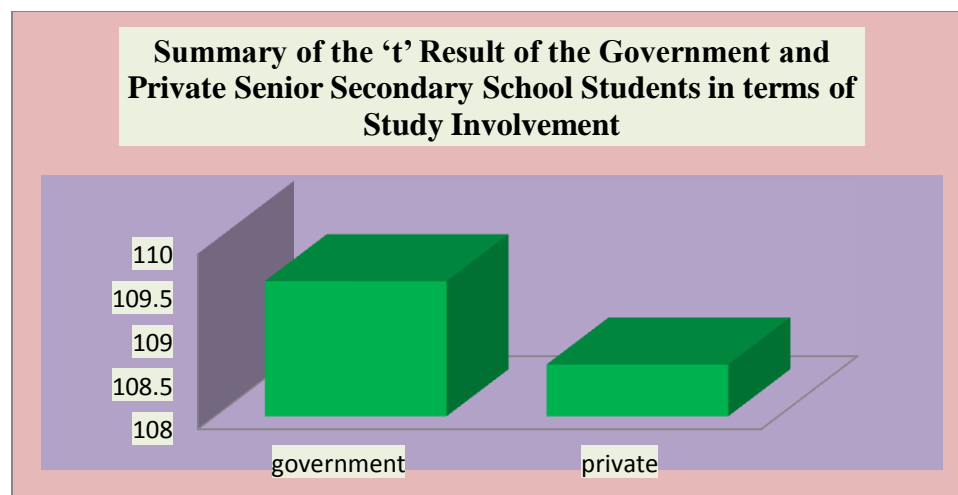


Fig.3. Bar Graph showing the mean value of Government and Private Senior Secondary School Students in terms of Study Involvement

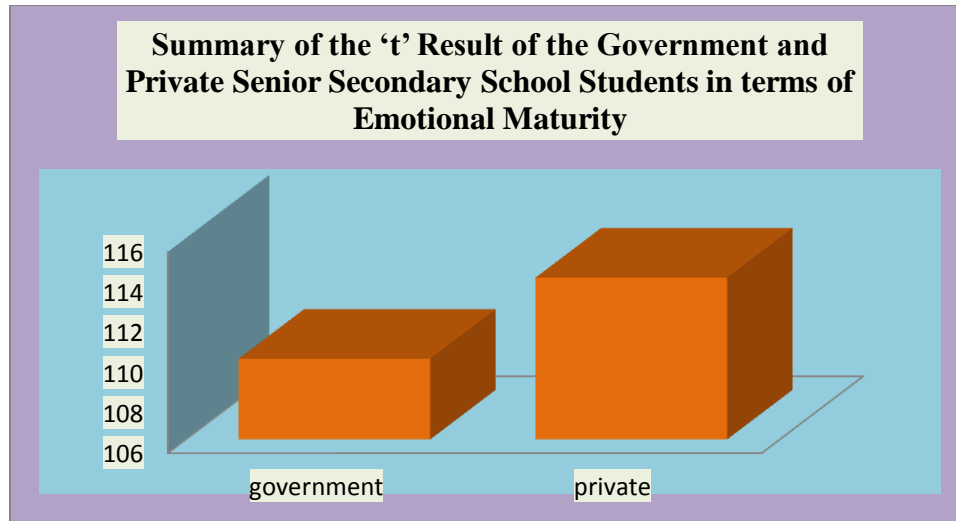


Fig.4. Bar Graph showing the mean value of Government and Private Senior Secondary School Students in terms of Emotional Maturity

The mean scores, S.D and 't' values of Study Involvement and Emotional Maturity concern to Government and Private school are incorporated in table no. 4.32. It can be understood that 't' value belongs to Study Involvement is not significant and the 't' value for Emotional Maturity is statistically significant at both levels.

It is also clearly depicted from the figure no. 3, that mean value of government and private school students almost do coincide, which indicate the fact that the scores are normally distributed.

Hence, it may be inferred that government and private senior secondary school students exhibits more or less similar attitude towards study involvement. Whereas in figure no 4, mean value of government and private school students have slightly differ which indicates that private school students are little mature than government school students.

Hence, the null hypothesis frame for Study Involvement states that, *there is no significant difference between government and private senior secondary school students in terms of study involvement* is accepted. Whereas, the null hypothesis frame for Emotional

Maturity states that, *there is no significant difference between government and private senior secondary school students in terms of emotional maturity* is rejected.

4-2.3. Comparison across Streams on Dimensions of Study Involvement and Emotional Maturity.

The comparison across Streams on dimensions of Study Involvement and Emotional Maturity of Senior Secondary School Students of Sikkim are given in the following tables.

Table 4.33. Comparison across Streams on Achievement of Study Involvement

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
ACHIEVEMENT	ARTS	134	10.82	1.40	.447	Not significant
	SCIENCE	132	10.96	1.40		
	COMMERCE	134	10.96	1.32		

The mean scores, S.Ds and 'F' value of the dimension achievement from study involvement concern to different streams of senior secondary school students are incorporated in table no. 4.33. It can be understood that 'F' value belongs to dimension achievement has found not significant.

Hence, the null hypothesis frame for dimension achievement states that, *there is no significant difference between different streams of senior secondary school students for the dimension achievement from study involvement* is accepted.

Table 4.34. Comparison across Streams on Affiliation of Study Involvement

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
AFFILIATION	ARTS	134	9.77	1.35	3.64	Significant at both levels
	SCIENCE	132	9.71	1.58		
	COMMERCE	134	10.16	1.45		

The mean scores, S.Ds and 'F' value of the dimension affiliation from study involvement concern to different streams of senior secondary school students are incorporated in table no. 4.34. It can be understood that 'F' value belongs to dimension affiliation has found significant at both the levels.

Hence, the null hypothesis frame for dimension affiliation states that, *there is no significant difference between different streams of senior secondary school students for the dimension affiliation from study involvement* is rejected.

Table 4.35. Comparison across Streams on Autonomy of Study Involvement

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
AUTONOMY	ARTS	134	10.29	1.53	6.01	Significant at both levels
	SCIENCE	132	10.33	1.50		
	COMMERCE	134	10.84	1.33		

The mean scores, S.Ds and 'F' value of the dimension autonomy from study involvement concern to different streams of senior secondary school students are incorporated in table

no. 4.35. It can be understood that 'F' value belongs to dimension autonomy has found significant at both levels.

Hence, the null hypothesis frame for dimension autonomy states that, *there is no significant difference between different streams of senior secondary school students for the dimension autonomy from study involvement* is rejected.

Table 4.36. Comparison across Streams on Difference of Study Involvement

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
DIFFERENCE	ARTS	134	10.51	1.45	6.71	Significant at both levels
	SCIENCE	132	10.20	1.49		
	COMMERCE	134	10.84	1.37		

The mean scores, S.Ds and 'F' value of the dimension difference from study involvement concern to different streams of senior secondary school students are incorporated in table no. 4.36. It can be understood that 'F' value belongs to dimension difference has found significant.

Hence, the null hypothesis frame for dimension difference states that, *there is no significant difference between different streams of senior secondary school students for the dimension difference from study involvement* is rejected.

Table 4.37. Comparison across Streams on Recognition of Study Involvement

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
RECOGNITION	ARTS	134	9.33	1.69	1.52	Not significant
	SCIENCE	132	9.54	1.59		
	COMMERCE	134	9.68	1.66		

The mean scores, S.Ds and 'F' value of the dimension recognition from study involvement concern to different streams of senior secondary school students are incorporated in table no. 4.37. It can be understood that 'F' value belongs to dimension recognition has found not significant.

Hence, the null hypothesis frame for dimension recognition states that, *there is no significant difference between different streams of senior secondary school students for the dimension recognition from study involvement* is accepted.

Table 4.38. Comparison across Streams on Order of Study Involvement

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
ORDER	ARTS	134	10.07	1.66	1.59	Not significant
	SCIENCE	132	10.03	1.53		
	COMMERCE	134	10.34	1.48		

The mean scores, S.Ds and 'F' value of the dimension order from study involvement concern to different streams of senior secondary school students are incorporated in table no. 4.38. It can be understood that 'F' value belongs to dimension order has found not significant.

Hence, the null hypothesis frame for dimension order states that, *there is no significant difference between different streams of senior secondary school students for the dimension order from study involvement* is accepted.

Table 4.39. Comparison across Streams on Aggression of Study Involvement

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
AGGRESSION	ARTS	134	9.92	1.60	.892	Not significant
	SCIENCE	132	10.14	1.23		
	COMMERCE	134	10.07	1.38		

The mean scores, S.Ds and 'F' value of the dimension aggression from study involvement concern to different streams of senior secondary school students are incorporated in table no. 4.39. It can be understood that 'F' value belongs to dimension aggression has found not significant.

Hence, the null hypothesis frame for dimension aggression states that, *there is no significant difference between different streams of senior secondary school students for the dimension aggression from study involvement* is accepted.

Table 4.40. Comparison across Streams on Abasement of Study Involvement

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
ABASEMENT	ARTS	134	11.13	9.69	.985	Not significant
	SCIENCE	132	10.19	1.57		
	COMMERCE	134	10.41	1.53		

The mean scores, S.Ds and 'F' value of the dimension abasement from study involvement concern to different streams of senior secondary school students are incorporated in table no. 4.40. It can be understood that 'F' value belongs to dimension abasement has found not significant.

Hence, the null hypothesis frame for dimension abasement states that, *there is no significant difference between different streams of senior secondary school students for the dimension abasement from study involvement* is accepted.

Table 4.41. Comparison across Streams on Nurturance of Study Involvement

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
NURTURANCE	ARTS	134	9.88	1.72	1.54	Not significant
	SCIENCE	132	10.20	1.65		
	COMMERCE	134	10.17	1.52		

The mean scores, S.Ds and 'F' value of the dimension nurturance from study involvement concern to different streams of senior secondary school students are incorporated in table

no. 4.41. It can be understood that 'F' value belongs to dimension nurturance has found not significant.

Hence, the null hypothesis frame for dimension nurturance states that, *there is no significant difference between different streams of senior secondary school students for the dimension nurturance from study involvement* is accepted.

Table 4.42. Comparison across Streams on Succorance of Study Involvement

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
SUCCORANCE	ARTS	134	10.79	1.46	.717	Not significant
	SCIENCE	132	10.83	1.45		
	COMMERCE	134	10.62	1.70		

The mean scores, S.Ds and 'F' value of the dimension succorance from study involvement concern to different streams of senior secondary school students are incorporated in table no. 4.42. It can be understood that 'F' value belongs to dimension succorance has found not significant.

Hence, the null hypothesis frame for dimension succorance states that, *there is no significant difference between different streams of senior secondary school students for the dimension succorance from study involvement* is accepted.

Table 4.43. Comparison across Streams on Emotional Stability of Emotional Maturity

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
EMOTIONAL STABILITY	ARTS	134	24.48	4.96	5.94	Significant at both levels
	SCIENCE	132	26.34	5.33		
	COMMERCE	134	24.70	4.04		

The mean scores, S.Ds and 'F' value of the dimension emotional stability from emotional maturity concern to different streams of senior secondary school students are incorporated in table no. 4.43. It can be understood that 'F' value belongs to dimension emotional stability has found significant at both levels.

Hence, the null hypothesis frame for dimension emotional stability states that, *there is no significant difference between different streams of senior secondary school students for the dimension emotional stability from emotional maturity* is rejected.

Table 4.44. Comparison across Streams on Emotional Progression of Emotional Maturity

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
EMOTIONAL PROGRESSION	ARTS	134	23.44	4.26	6.34	Significant at both level
	SCIENCE	132	24.71	4.35		
	COMMERCE	134	22.88	4.26		

The mean scores, S.Ds and 'F' value of the dimension emotional progression from emotional maturity concern to different streams of senior secondary school students are incorporated in table no. 4.44. It can be understood that 'F' value belongs to dimension emotional progression has found significant at both levels.

Hence, the null hypothesis frame for dimension emotional progression states that, *there is no significant difference between different streams of senior secondary school students for the dimension emotional progression from emotional maturity* is rejected.

Table 4.45. Comparison across Streams on Social Adjustment of Emotional Maturity

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
SOCIAL ADJUSTMENT	ARTS	134	23.09	3.70	4.49	Significant at both levels
	SCIENCE	132	24.48	4.27		
	COMMERCE	134	23.44	3.84		

The mean scores, S.Ds and 'F' value of the dimension social adjustment from emotional maturity concern to different streams of senior secondary school students are incorporated in table no. 4.45. It can be understood that 'F' value belongs to dimension social progression has found significant.

Hence, the null hypothesis frame for dimension social progression states that, *there is no significant difference between different streams of senior secondary school students for the dimension social progression from emotional maturity* is rejected.

Table 4.46. Comparison across Streams on Personality Integrity of Emotional Maturity

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
PERSONALITY INTEGRITY	ARTS	134	20.78	4.38	2.36	Not significant
	SCIENCE	132	21.84	4.31		
	COMMERCE	134	21.01	3.83		

The mean scores, S.Ds and 'F' value of the dimension personality integrity from emotional maturity concern to different streams of senior secondary school students are incorporated in table no. 4.46. It can be understood that 'F' value belongs to dimension social progression has found not significant.

Hence, the null hypothesis frame for dimension social progression states that, *there is no significant difference between different streams of senior secondary school students for the dimension social progression from emotional maturity* is accepted.

Table 4.47. Comparison across Streams on Independence of Emotional Maturity

DIMENSION	STREAMS	N	MEAN	S.D	F	REMARK
INDEPENDENCE	ARTS	134	18.14	4.07	3.78	Significant at 0.05 level
	SCIENCE	132	19.02	3.46		
	COMMERCE	134	17.78	3.69		

The mean scores, S.Ds and 'F' value of the dimension independence from emotional maturity concern to different streams of senior secondary school students are

incorporated in table no. 4.47. It can be understood that ‘F’ value belongs to dimension independence has found significant at 0.05 level.

Hence, the null hypothesis frame for dimension independence states that, *there is no significant difference between different streams of senior secondary school students for the independence from emotional maturity* is rejected.

Table 4.48. Summary of the ‘F’ Result of the different Streams of Senior Secondary School Students in terms of Study Involvement and Emotional Maturity.

VARIABLES	STREAMS	N	MEAN	S.D	F	REMARK
STUDY INVOLVEMENT	ARTS	134	108.52	10.96	5.99	Significant at both levels
	SCIENCE	132	107.48	8.54		
	COMMERCE	134	111.22	7.43		
EMOTIONAL MATURITY	ARTS	134	109.93	15.66	8.93	Significant at both levels
	SCIENCE	132	116.39	14.85		
	COMMERCE	134	109.82	12.85		

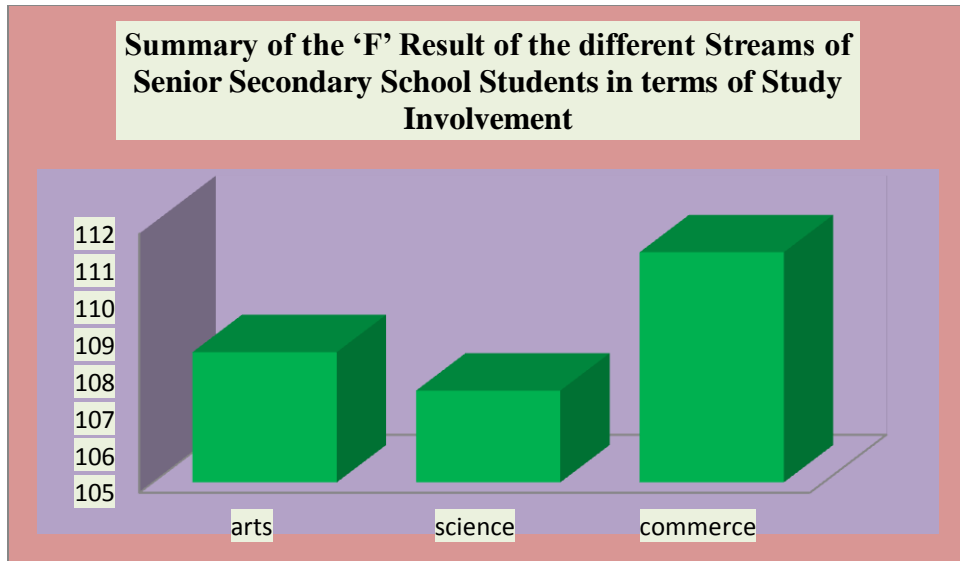


Fig.5. Bar Graph showing the mean value of Different Streams of Senior Secondary School Students in terms of Study Involvement

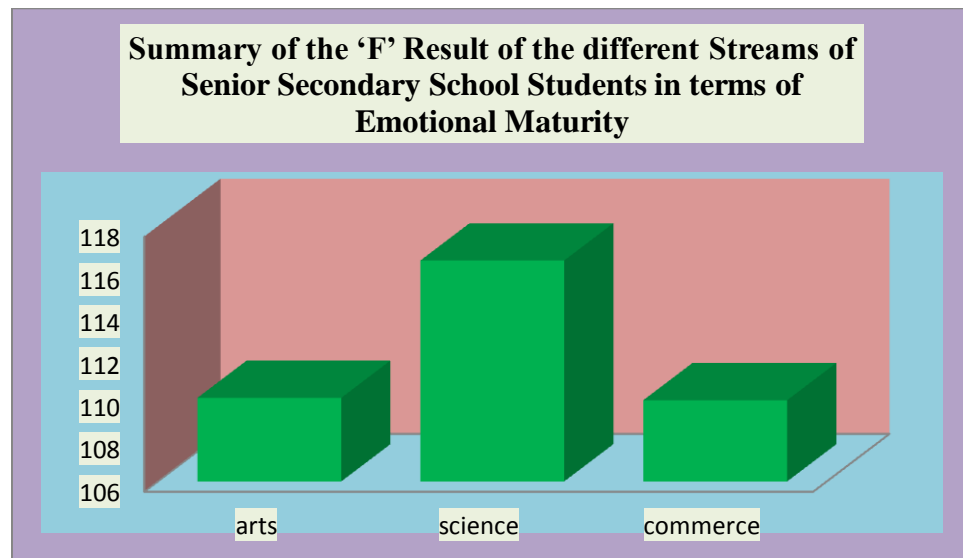


Fig.6. Bar Graph showing the mean value of Different Streams of Senior Secondary School Students in terms of Emotional Maturity

The mean scores, S.D and 'F' values of Study Involvement and Emotional Maturity concern to different Streams are incorporated in table no. 4.48. It can be understood that

'F' value belongs to study involvement and emotional maturity has found significant at both the levels.

It is also clearly depicted from the figure no. 5, that mean value of arts, science and commerce do not coincide, which indicate the fact that the commerce students study involvement is slightly better as compare to arts and science.

Hence, it may be inferred that arts, science and commerce students do not exhibits similar attitude towards study involvement. It is also clearly depicted from the figure no 6, mean value of arts, science and commerce have slightly differ which indicates that arts and commerce students are little mature than science students.

Hence, the null hypothesis frame for Study Involvement and Emotional Maturity states that, *there is no significant difference between different streams of senior secondary school students in terms of study involvement and emotional maturity* is rejected.

4-2.4. Comparison across Social Categories on Dimensions of Study Involvement and Emotional Maturity.

The comparison across Social Categories on dimensions of Study Involvement and Emotional Maturity of Senior Secondary School Students of Sikkim are given in the following tables.

**Table 4.49. Comparison across Social Categories on Achievement of Study
Involvement**

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
ACHIEVEMENT	GENERAL	121	10.78	1.38	2.51	Not significant
	OBC	121	10.88	1.39		
	ST	119	10.90	1.36		
	SC	39	11.46	1.18		

The mean scores, S.Ds and 'F' value of the dimension achievement from study involvement concern to social categories of senior secondary school students are incorporated in table no. 4.49. It can be understood that 'F' value belongs to dimension achievement has found not significant.

Hence, the null hypothesis frame for dimension achievement states that, *there is no significant difference between social categories of senior secondary school students for the dimension achievement from study involvement* is accepted.

**Table 4.50. Comparison across Social Categories on Affiliation of Study
Involvement**

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
AFFILIATION	GENERAL	121	9.88	1.47	2.48	Not significant
	OBC	121	9.88	1.36		
	ST	119	9.70	1.57		
	SC	39	10.28	1.42		

The mean scores, S.Ds and 'F' value of the dimension affiliation from study involvement concern to social categories of senior secondary school students are incorporated in table no. 4.50. It can be understood that 'F' value belongs to dimension affiliation has found not significant.

Hence, the null hypothesis frame for dimension affiliation states that, *there is no significant difference between social categories of senior secondary school students for the dimension affiliation from study involvement* is accepted.

Table 4.51. Comparison across Social Categories on Autonomy of Study

Involvement

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
AUTONOMY	GENERAL	121	10.79	1.43	2.48	Not significant
	OBC	121	10.41	1.55		
	ST	119	10.33	1.35		
	SC	39	10.28	1.60		

The mean scores, S.Ds and 'F' value of the dimension autonomy from study involvement concern to social categories of senior secondary school students are incorporated in table no. 4.51. It can be understood that 'F' value belongs to dimension autonomy has found not significant.

Hence, the null hypothesis frame for dimension autonomy states that, *there is no significant difference between social categories of senior secondary school students for the dimension autonomy from study involvement* is accepted.

Table 4.52. Comparison across Social Categories on Difference of Study

Involvement

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
DIFFERENCE	GENERAL	121	10.83	1.38	3.30	Significant at 0.05 level
	OBC	121	10.38	1.49		
	ST	119	10.46	1.41		
	SC	39	10.13	1.60		

The mean scores, S.Ds and 'F' value of the dimension difference from study involvement concern to social categories of senior secondary school students are incorporated in table no. 4.52. It can be understood that 'F' value belongs to dimension difference has found statistically significant at 0.05 level.

Hence, the null hypothesis frame for dimension difference states that, *there is no significant difference between social categories of senior secondary school students for the dimension difference from study involvement* is rejected.

Table 4.53. Comparison across Social Categories on Recognition of Study Involvement

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
RECOGNITION	GENERAL	121	9.52	1.74	1.62	Not significant
	OBC	121	9.50	1.49		
	ST	119	9.35	1.71		
	SC	39	10.03	1.63		

The mean scores, S.Ds and 'F' value of the dimension recognition from study involvement concern to social categories of senior secondary school students are incorporated in table no. 4.53. It can be understood that 'F' value belongs to dimension recognition has found not significant.

Hence, the null hypothesis frame for dimension recognition states that, *there is no significant difference between social categories of senior secondary school students for the dimension recognition from study involvement* is accepted.

Table 4.54. Comparison across Social Categories on Order of Study Involvement

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
ORDER	GENERAL	121	10.40	1.53	3.90	Significant at both levels
	OBC	121	9.83	1.55		
	ST	119	10.32	1.61		
	SC	39	9.82	1.37		

The mean scores, S.Ds and 'F' value of the dimension order from study involvement concern to social categories of senior secondary school students are incorporated in table no. 4.54. It can be understood that 'F' value belongs to dimension order has found significant at both the levels.

Hence, the null hypothesis frame for dimension order states that, *there is no significant difference between social categories of senior secondary school students for the dimension order from study involvement* is accepted.

Table 4.55. Comparison across Social Categories on Aggression of Study

Involvement

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
AGGRESSION	GENERAL	121	10.17	1.18	2.50	Not significant
	OBC	121	9.79	1.29		
	ST	119	10.24	1.57		
	SC	39	9.87	1.78		

The mean scores, S.Ds and 'F' value of the dimension aggression from study involvement concern to social categories of senior secondary school students are incorporated in table no. 4.55. It can be understood that 'F' value belongs to dimension aggression has found not significant.

Hence, the null hypothesis frame for dimension aggression states that, *there is no significant difference between social categories of senior secondary school students for the dimension aggression from study involvement* is accepted.

Table 4.56. Comparison across Social Categories on Abasement of Study

Involvement

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
ABASEMENT	GENERAL	121	10.32	1.52	.622	Not significant
	OBC	121	10.39	1.54		
	ST	119	11.18	10.26		
	SC	39	10.15	1.84		

The mean scores, S.Ds and 'F' value of the dimension abasement from study involvement concern to social categories of senior secondary school students are incorporated in table no. 4.56. It can be understood that 'F' value belongs to dimension abasement has found not significant.

Hence, the null hypothesis frame for dimension abasement states that, *there is no significant difference between social categories of senior secondary school students for the dimension abasement from study involvement* is accepted.

Table 4.57. Comparison across Social Categories on Nurturance of Study

Involvement

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
NURTURANCE	GENERAL	121	10.06	1.32	.302	Not significant
	OBC	121	10.15	1.45		
	ST	119	9.99	2.04		
	SC	39	10.23	1.70		

The mean scores, S.Ds and 'F' value of the dimension nurturance from study involvement concern to social categories of senior secondary school students are incorporated in table no. 4.57. It can be understood that 'F' value belongs to dimension nurturance has found not significant.

Hence, the null hypothesis frame for dimension nurturance states that, *there is no significant difference between social categories of senior secondary school students for the dimension nurturance from study involvement* is accepted.

Table 4.58. Comparison across Social Categories on Succorance of Study

Involvement

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
SUCCORANCE	GENERAL	121	10.85	1.49	1.71	Not significant
	OBC	121	10.49	1.57		
	ST	119	10.90	1.58		
	SC	39	19.77	1.42		

The mean scores, S.Ds and 'F' value of the dimension succorance from study involvement concern to social categories of senior secondary school students are incorporated in table no. 4.58. It can be understood that 'F' value belongs to dimension succorance has found not significant.

Hence, the null hypothesis frame for dimension succorance states that, *there is no significant difference between social categories of senior secondary school students for the dimension succorance from study involvement* is accepted.

**Table 4.59. Comparison across Social Categories on Emotional Stability of
Emotional Maturity**

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
EMOTIONAL STABILITY	GENERAL	121	25.30	4.96	.489	Not significant
	OBC	121	25.00	5.42		
	ST	119	24.95	4.40		
	SC	39	25.95	4.08		

The mean scores, S.Ds and 'F' value of the dimension emotional stability from emotional maturity concern to social categories of senior secondary school students are incorporated in table no. 4.59. It can be understood that 'F' value belongs to dimension emotional stability has found not significant.

Hence, the null hypothesis frame for dimension emotional stability states that, *there is no significant difference between social categories of senior secondary school students for the dimension emotional stability from study involvement* is accepted.

Table 4.60. Comparison across Social Categories on Emotional Progression of Emotional Maturity

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
EMOTIONAL PROGRESSION	GENERAL	121	24.23	4.36	2.28	Not significant
	OBC	121	22.86	4.50		
	ST	119	23.97	4.38		
	SC	39	23.56	3.39		

The mean scores, S.Ds and 'F' value of the dimension emotional progression from emotional maturity concern to social categories of senior secondary school students are incorporated in table no. 4.60. It can be understood that 'F' value belongs to dimension emotional progression has found not significant.

Hence, the null hypothesis frame for dimension emotional progression states that, *there is no significant difference between social categories of senior secondary school students for the dimension emotional progression from study involvement* is accepted.

Table 4.61. Comparison across Social Categories on Social Adjustment of Emotional Maturity

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
SOCIAL ADJUSTMENT	GENERAL	121	23.50	4.45	1.04	Not significant
	OBC	121	23.75	3.87		
	ST	119	24.03	3.72		
	SC	39	22.79	3.43		

The mean scores, S.Ds and 'F' value of the dimension social adjustment from emotional maturity concern to social categories of senior secondary school students are incorporated in table no. 4.61. It can be understood that 'F' value belongs to dimension social adjustment has found not significant.

Hence, the null hypothesis frame for dimension social adjustment states that, *there is no significant difference between social categories of senior secondary school students for the dimension social adjustment from study involvement* is accepted.

Table 4.62. Comparison across Social Categories on Personality Integrity of Emotional Maturity

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
PERSONALITY INTEGRITY	GENERAL	121	21.28	4.26	.445	Not significant
	OBC	121	21.01	4.27		
	ST	119	21.12	4.18		
	SC	39	21.87	3.88		

The mean scores, S.Ds and 'F' value of the dimension personality integrity from emotional maturity concern to social categories of senior secondary school students are incorporated in table no. 4.62. It can be understood that 'F' value belongs to dimension personality integrity has found not significant.

Hence, the null hypothesis frame for dimension personality integrity states that, *there is no significant difference between social categories of senior secondary school students for the dimension personality integrity from study involvement* is accepted.

Table 4.63. Comparison across Social Categories on Independence of Emotional Maturity

DIMENSION	SOCIAL CATEGORY	N	MEAN	S.D	F	REMARK
INDEPENDENCE	GENERAL	121	18.07	4.11	1.00	Not significant
	OBC	121	18.66	3.72		
	ST	119	18.02	3.56		
	SC	39	18.85	3.46		

The mean scores, S.Ds and 'F' value of the dimension independence from emotional maturity concern to social categories of senior secondary school students are incorporated in table no. 4.63. It can be understood that 'F' value belongs to dimension independence has found not significant.

Hence, the null hypothesis frame for dimension independence states that, *there is no significant difference between social categories of senior secondary school students for the dimension independence from study involvement* is accepted.

Table 4.64. Summary of the ‘F’ Result of the Social Category of Senior Secondary School Students in terms of Study Involvement and Emotional Maturity.

VARIABLES	SOCIAL CATEGORIES	N	MEAN	S.D	F	REMARK
STUDY INVOLVEMENT	GENERAL	121	109.26	8.13	3.38	Significant at 0.05 level
	OBC	121	107.64	7.21		
	ST	119	111.02	11.41		
	SC	39	107.13	9.58		
EMOTIONAL MATURITY	GENERAL	121	112.39	15.53	.185	Not significant
	OBC	121	111.28	15.24		
	ST	119	112.08	14.33		
	SC	39	113.03	12.69		

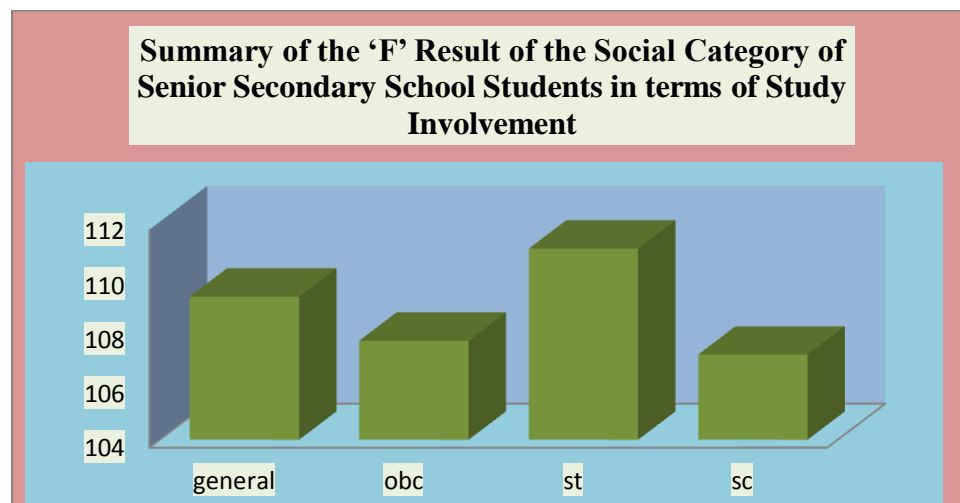


Fig.7. Bar Graph showing the mean value of the Social Category of Senior Secondary School Students in terms of Study Involvement

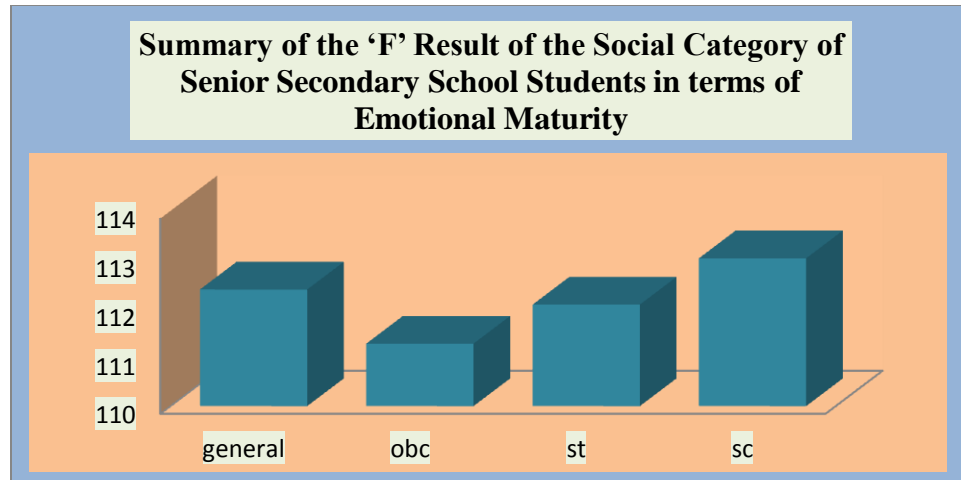


Fig.8. Bar Graph showing the mean value of the Social Category of Senior Secondary School Students in terms of Emotional Maturity

The mean scores, S.D and 'f' values of Study Involvement and Emotional Maturity concern to Social Category are incorporated in table no. 4.64. It can be understood that 'F' value belong to study involvement has found statistically significant at 0.05 level and 'F' value for Emotional Maturity has found not significant.

It is also clearly depicted from the figure no. 7, that mean value of general, OBC, ST and SC students do not coincide, which indicate the fact that the ST students study involvement is slightly better as compare to general, OBC and SC students.

Hence, it may be inferred that general, OBC, Stand SC students do not exhibits similar attitude towards study involvement. Whereas in figure no 8, mean value of general, OBC, ST and SC students almost do coincide.

Hence, the null hypothesis frame for Study Involvement states that, *there is no significant difference between social categories of senior secondary school students in terms of study involvement* is rejected. Whereas the null hypothesis frame for emotional maturity states

that, *there is no significant difference between social categories of senior secondary school students in terms of emotional maturity* is accepted.

4-2.5. Comparison across Correlation between Study Involvement and Emotional Maturity.

The comparison across Correlation between Study Involvement and Emotional Maturity of Senior Secondary School Students of Sikkim are given in table no 4.65.

Table 4.65. Correlations

DEPENDENT VARIABLES	r
Study Involvement	-.11*
Emotional Maturity	

The correlation between Study Involvement and Emotional Maturity are incorporated in table no 4.65. It can be observed that the value is a negative value and the value is -0.11. It means the study involvement is going in a positive way and emotional maturity is going in a negative way. But it should be consider as significant value.

So the null hypothesis frame for correlation states that, *there is no relationship between study involvement and emotional maturity* is rejected.

CHAPTER V

5. SUMMARY AND COINCLUSION

5.1. Summary of the study

Introduction

The involvement of students in their scholastic pursuits (studies) is called study involvement. Involvement is defined as identification with the task to be accomplished. Interest in any field will make people to involve thoroughly. This involvement is decided by the psychological and environmental factors. For study involvement there are factors like the school, class room environment, the teacher and the individual interest makes the students to be more successful in their studies. Student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience. Thus, a highly involved student is one who, for example, devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students. Conversely, a typical uninvolved student neglects studies, spends little time on campus, abstains from extracurricular activities, and has infrequent contact with faculty members or other students.

Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra-personally. Emotional maturity helps for the growth of behaviour and promotes a capacity to control a reasonable amount of frustration which results in students leading a happy healthy and peaceful life. The development of emotions will lay a strong foundation for various

development of a child's personality. Emotions like fear, anger and affection are direct contribution to emotional maturity. Once students are emotionally mature, they will have ability to comprehend whatever they learn in the classroom resulting in better academic achievement.

5.2. Rationale of the study

In the present study, emotional maturity and study involvement have been considered as important factors in the learning process. Here importance of the study is to motivate students to study and become involved in the learning process which has become very crucial in the present days. As we believe students play a decisive role in their own learning process, students were allowed to choose the reading activities they considered most beneficial. Parents play an important by assisting on homework, by engage in the process of learning, they can set an example for their children that are powerful and positive.

Emotional maturity helps for the growth of behaviour and promotes a capacity to control a reasonable amount of frustration which results in students leading a happy healthy and peaceful life. The development of emotions will lay a strong foundation for various development of a child's personality. Emotions like fear, anger and affection are direct contribution to emotional maturity. Once students are emotionally mature, they will have ability to comprehend whatever they learn in the classroom resulting in better academic achievement.

5.3. Objectives of the study

1. To study the difference between boys and girls senior secondary school students in terms of Study involvement and Emotional maturity.
2. To study the difference between Private and Government senior secondary school students in terms of Study involvement and Emotional maturity.
3. To study the difference between different streams of senior secondary school students in terms of study involvement and emotional maturity.
4. To study the difference between social categories of senior secondary school student in terms of study involvement and emotional maturity.
5. To know the relationship between Study involvement and Emotional maturity of senior secondary school students.

5.4. Hypotheses of the study

1. There is no significant difference between boys and girls senior secondary school students in terms of Study involvement and Emotional maturity.
2. There is no significant difference between Government and private senior secondary school students in terms of Study involvement and Emotional maturity.
3. There is no significant difference between different streams of senior secondary school students in terms of study involvement and emotional maturity.
4. There is no significant difference between social categories of senior secondary school students in terms of study involvement and emotional maturity.

5. There is no relationship between study involvement and emotional maturity of senior secondary school students.

5.5. Operational Definitions

The different key terms in the title of the study and to be used in the body of study is operationally defined as follows;

1. Study Involvement- Study involvement means involvement of students in their scholastic pursuits (studies). It is the process where a student involves in their studies whole heartedly. This involvement makes the students conscious about the subject they studied. Without complete involvement of students, they cannot excel good performance. In order to become a good performer they need to involve themselves in the studies.

Study Involvement in this study means the study habits or study interest of the secondary school students.

2. Emotional Maturity- In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, and frustration and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy.

It deals with interplay of forces with intensities and quantities. Available test are crude and measure chiefly the degree of dependence. But this test measures the different aspects of emotional maturity. As self acceptance is an important aspect of maturity says Wenkart, and it must be preceded by acceptance from others.

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

3. Senior Secondary School Students- senior secondary school students means the students studying in senior secondary level i.e. xi and xii standards after completion of their secondary standard.

4. Streams- In this study streams means the students belonging to different discipline in the school viz, science, arts and commerce etc.

5. Social Categories- In this study social categories means students belonging to different social categories viz, ST/SC/OBC/General.

5.6. Delimitation of the study

For the present study was delimited in the following aspects:

1. The state of Sikkim has four districts. The study was restricted to only one district i.e. East Districts
2. The study was delimited to the senior secondary school students only.
3. Eight government and eight private schools was selected for the collection of data in the present study.
4. The present study was delimited to 400 students

5.7. Methodology

The purpose of the study was to study the study involvement and emotional maturity of senior secondary school students of Sikkim. Therefore, the present study was based on the descriptive survey method.

5.8. Sample of the study

The representative proportion of the population is called a sample. A sample of 400 senior secondary school students was selected from East Sikkim. Out of 400 students, 200 students were selected from government schools and 200 students from private schools in which 100 male and 100 female from both the institutions.

5.9. Tool used

To assess the Study Involvement and Emotional Maturity of higher secondary school students, the following tools will be used:

1. Study Involvement Inventory developed by Asha Bhatnagar (1982). The inventory contains 40 items. The ten need areas (Murray,1938) taken into consideration for the inventory are:

- i. Abasement
- ii. Achievement
- iii. Affiliation
- iv. Aggression
- v. Autonomy
- vi. Deference

vii. Nurturance

viii. Order

ix. Recognition

x. Succorance

Emotional Maturity Scale of Dr. Yashvir Singh and Dr. Mahesh Bhargava (1990).

Emotional Maturity Scale has a total of 48 items under the five categories given below:

1. Emotional Stability

2. Emotional Progression

3. Social Adjustment

4. Personality Integration

5. Independence

EMS is a self-reporting Five Point Scale. Items of the scale are in question form demanding information for each in any of the five options mentioned below

i. V. Much

ii. Much

iii. Undecided

iv. Probably

v. Never

The items are so stated that if the answer is very much a score of 5 is given; for much 4; for undecided 3; and for probably 2 and for negative answer of never a score of 1 is to be awarded. Therefore, the higher the score on the scale, greater the degree of the emotional immaturity and vice-versa.

5.10. Statistical treatment of the collected data

In the present study, descriptive statistical techniques were employed for collection of data. To assess the Study Involvement and Emotional Maturity of higher secondary school students, the important statistical measures used were Mean, S.D., t-test, F- test and correlation.

5.11. Findings of the study

1. There is a significant difference between boys and girls concern to dimensions achievement, autonomy, and nurturance of Study Involvement.
2. There is no significant difference between boys and girls concern to dimensions affiliation, difference, recognition, order, aggression, abasement, and succorance of Study Involvement.
3. There is a significant difference between boys and girls concern to dimensions achievement, autonomy, nurturance, of Study Involvement.
4. There is no significant difference between boys and girls concern to dimensions emotional stability, emotional progression, social adjustment, personality integrity and independence of Emotional Maturity.

5. There is no significant difference between boys and girls senior secondary school students in terms of Study Involvement.
6. There is significant difference between boys and girls senior secondary school students in terms of Emotional Maturity.
7. There is a significant difference between government and private concern to dimensions achievement, difference, recognition, order and nurturance of Study Involvement.
8. There is no significant difference between government and private concern to dimensions affiliation, autonomy, aggression, abasement and succorance of Study Involvement.
9. There is a significant difference between government and private concern to dimensions emotional stability, personality integrity of Emotional Maturity.
10. There is no significant difference between government and private concern to dimensions emotional progression, social adjustment and independence of Emotional Maturity.
11. There is no significant difference between government and private senior secondary school students in terms of study involvement.
12. There is significant difference between government and private senior secondary school students in terms of emotional maturity.
13. There is a significant difference between different streams concern to dimensions affiliation, autonomy, difference of Study Involvement.

14. There is no significant difference between different streams concern to dimensions achievement, recognition, order, aggression, abasement, nurturance and succorance of Study Involvement.

15. There is a significant difference between different streams concern to dimensions emotional stability, emotional progression, social adjustment, and independence of Emotional Maturity.

16. There is no significant difference between different streams concern to dimensions personality integrity of Emotional Maturity.

17. There is significant difference between different streams of senior secondary school students in terms of study involvement and emotional maturity.

18. There is a significant difference between social categories concern to dimensions difference, order of Study Involvement.

19. There is no significant difference between social categories concern to dimensions achievement, affiliation, autonomy, recognition, aggression, abasement, nurturance and succorance of Study Involvement.

20. There is no significant difference between social categories concern to dimensions emotional stability, emotional progression, social adjustment, personality integrity and independence of Emotional Maturity.

21. There is significant difference between social categories of senior secondary school students in terms of study involvement.

22. There is no significant difference between social categories of senior secondary school students in terms of emotional maturity.

23. There is negative relationship between study involvement and emotional maturity of senior secondary school students.

5.12. Conclusion

Conclusion i. There is no significant difference between boys and girls senior secondary school students of Sikkim for Study Involvement. Anyhow there is a significant difference found between the dimensions of Study Involvement related to Achievement, Autonomy and Nurturance but no significant difference was found from other dimensions like Affiliation, difference, Recognition, Order, Aggression, Abasement and Succorance.

However, there is a significant difference between boys and girls senior secondary school students of Sikkim for Emotional Maturity but no significant difference was found between the dimensions of Emotional Maturity like Emotional Stability, Emotional Progression, Social Adjustment, Personality Integrity and Independence.

Conclusion ii. There is no significant difference between government and private senior secondary school students of Sikkim for Study Involvement. Anyhow there is a significant difference found between the dimensions of Study Involvement related to Achievement, Difference, Recognition, Order, and Nurturance but no significant

difference was found for the other dimensions like Affiliation, Autonomy, Aggression, Abasement and Succorance.

However, there is a significant difference between government and private senior secondary school students of Sikkim for Emotional Maturity. There is a significant difference found between the dimensions of Emotional Maturity like Emotional Stability and Personality Integrity but no significant difference was found for the other dimensions like Emotional Progression and Independence.

Conclusion iii. There is a significant difference between different streams of senior secondary school students of Sikkim for Study Involvement. It has also found that there is a significant difference between the dimensions of Study Involvement like Affiliation, Autonomy, and Difference but no significant difference was found for the other dimensions like Achievement, Recognition, Order, Aggression, Abasement, Nurturance and Succorance.

There is a significant difference between government and private senior secondary school students of Sikkim for Emotional Maturity. It has also found significant difference between the dimensions of Emotional Maturity like Emotional Stability, Emotional Progression, Social Adjustment and Independence but no significant difference was found for the dimension Personality Integrity.

Conclusion iv. There is a significant difference between social categories of senior secondary school students of Sikkim for Study Involvement. It has also found significant difference between the dimensions of Study Involvement related to Difference and order dimensions. But no significant difference was found for the other dimensions like

Achievement, Affiliation, Autonomy, Recognition, Aggression, Abasement, Nurturance and Succorance.

However, there is no significant difference between social categories of senior secondary school students of Sikkim for Emotional Maturity. It has also found that there is no significant difference between the dimensions of Emotional Maturity like Emotional Stability, Emotional Progression, Social Adjustment, Personality Integrity and Independence.

5.13. Recommendations

Based on the study, the following recommendations are made:

1. Students should be made active and empowered partners in the learning process.
2. Engage students as concerned partners, and contributors.
3. Re-conceptualize the role of youth in the classroom as creators, disseminators and implementers of knowledge.
4. Subject matter and instructional methods should be selected to emphasize;
 - i. Student-directed learning experiences.
 - ii. Cross-generational learning experiences.
 - iii. Exploratory- learning experiences.
 - iv. Integrative -learning experiences.
 - v. Cooperative-learning experiences.

vi. Action-oriented learning experiences.

5.14. Suggestions for further Research

On the basis of above findings, the investigator is inclined to have following suggestions for further research:-

1. Study can be conducted on large sample by including more districts so as to present clear picture of the students.
2. Study can be conducted into different parts of the country with larger sample of various age groups.
3. Study can be conducted on a large and more representative sample so the results obtained may be more reliable.
4. Similar studies can be conducted on college and university students.

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**STUDY INVOLVEMENT AND EMOTIONAL MATURITY OF SENIOR
SECONDARY SCHOOL STUDENTS**

Please fill in the following information:-

Name _____

Date:-

Class _____

Gender Male/Female _____

Stream(Science/Arts/Commerce) _____

Caste: SC/ST/General/OBC____

School _____

INSTRUCTION

Read each statement carefully and mark tick in ANYONE of the given 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.

STUDY INVOLVEMENT TOOL

SL.NO	STATEMENTS	YES	UNDECIDED	NO	S C O R E
1	One has to work very hard to achieve success				
2	I study because my parents want me to study				
3	Teachers should consult students about homework				
4	I like teachers very much				
5	I am proud of my marks				
6	I always like to be in the school				
7	Teachers seem to be very arrogant				
8	I often dream that I have failed				
9	I feel pity on boys who are weak in studies				

10	If I do not understand lesson I ask somebody				
11	I can do anything for studies				
12	I like those students who study				
13	Inspite of my parents I do not study				
14	Teachers know a great deal about homework				
15	It is my strong desire to get prize for studies				
16	My books are always arranged properly at one place				
17	I enjoy very much when some students imitate teachers				
18	I find arithmetic sums very difficult				
19	I should pay attention to boys who are weak in studies				
20	Most of my friends help me in studies				
21	I hope to be a great man when I grow up				
22	I am proud of my school				
23	one feels happy without studies				
24	Teachers in my school have good character				
25	Success begets praise from all				
26	One should finish work in time				
27	It is foolish to solve mathematical problems				
28	I feel ashamed if I am not able to answer a question in my class				
29	Most of my friends are weak in studies				
30	My brothers and sisters help me in studies				
31	Goal of my life is to study				
32	I like all my class fellows				

33	Home work should not be given				
34	Teachers work is full of responsibility				
35	Only educated persons get respect in the society				
36	Homework should be finished in time				
37	No students can be happy in school				
38	I feel ashamed when I lag behind in the class				
39	I help my friends in solving their educational problems				
40	I like those teachers who help us				

EMOTIONAL MATURITY TOOL

SL. NO	STATEMENTS	V. M U C H	M U C H	U N D E C I D E D	P R O B A B L Y	N E V E R	S C O R E
1	Are you involved in mental botheration?						
2	Do you get frightened about the coming situation?						
3	Do you stop in the middle of any work before reaching the goal?						
4	Do you take help of other persons to complete your personal work?						
5	Is there any difference between your desires and objectives?						
6	Do you feel within yourself that you are short tempered?						
7	Do you feel that you are very stubborn?						
8	Do you feel jealous of other people?						

9	Do you get wild due to anger?						
10	Do you get lost in imagination and day dream?						
11	If you fail to achieve your goal, do you feel inferior?						
12	Do you experience a sense of discomfort and lack of peace in mind?						
13	Do you teasing against the others?						
14	Do you try to put the blame on others for your lapses?						
15	When you do not agree with others, do you start quarrelling with them?						
16	Do you feel yourself as exhausted?						
17	Is your behaviour more aggressive than your friends and others?						
18	Do you get lost in the world of imaginations?						
19	do you feel that you are self-centered?						
20	Do you feel that you are dissatisfied with yourself?						
21	Do you have a strained companionship with your friends and colleagues?						
22	Do you hate others?						
23	Do you praise yourself?						
24	Do you avoid joining in social gatherings?						
25	Do you spend much of your time for your own sake?						
26	Do you lie?						
27	Do you bluff?						
28	Do you like very much to be alone?						
29	Are you proud by nature?						
30	Do you shirk from work?						
31	Even though you know some work, do you pretend as if you do not know it?						
32	Even if you do not know about some work, do you posed as if you know it?						

33	Having known that you are at fault, instead of accepting it, do you try to establish that you are right?						
34	Do you suffer from any kind of fear?						
35	Do you lose your mental balance (poise)?						
36	Are you in the habit of stealing of anything?						
37	Do you indulge freely without bothering about moral codes of conduct?						
38	Are you pessimistic towards life?						
39	Do you have a weak will?						
40	Are you intolerant about the views of others?						
41	Do people consider you as undependable?						
42	Do people disagree with your views?						
43	Would you like to be a follower?						
44	Do you disagree with the opinions of your group?						
45	Do people think of you as an irresponsible person?						
46	Don't you evince interest in others work?						
47	Do people hesitate to take your help in any work?						
48	Do you give more importance to your work than others work?						