

**Relationship Amongst Self-Esteem, Emotional
Maturity and Adjustment of Senior Secondary
School Students in Sikkim**

A Thesis Submitted

To

Sikkim University



In Partial Fulfilment of the Requirement for the
Degree of Doctor of Philosophy

By

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Department of Education

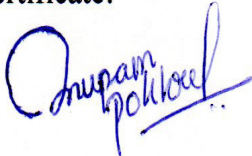
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March, 2023

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DECLARATION

I, **Anupam Pokhrel**, hereby declare that the research work entitled “**Relationship Amongst Self-Esteem, Emotional Maturity and Adjustment of Senior Secondary School Students in Sikkim**” submitted to Sikkim university in partial fulfilment of the requirement for the degree of **Doctor of Philosophy** is to record of work done by me. The contents of this thesis did not form any basis for the award of any previous degree and it is my original research work which is carried out by me under the supervision of **Dr. T.J.M.S. Raju**, Associate Professor, Department of Education, School of Professional Studies, Sikkim University, Sikkim. Further, I declare that this thesis has not been submitted in any form earlier for the award of any degree, diploma or certificate.



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This is to certify that the Thesis titled, “**Relationship Amongst Self-Esteem, Emotional Maturity and Adjustment of Senior Secondary School Students in Sikkim**” submitted to Sikkim University for partial fulfillment of the degree of Doctor of Philosophy in the **Department of Education**, embodies the result of bonafide research work carried out by **Anupam Pokhrel** under my guidance and supervision. No part of the dissertation has been submitted for any other Degree, Diploma, Association, or fellowship.

All the assistance and help received during the course of the investigation have been duly acknowledged by him.

I recommend this thesis be placed before the examiners for evaluation.

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“Relationship amongst Self-Esteem, Emotional Maturity and Adjustment of Senior Secondary School Students in Sikkim”

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Chapter I

CONCEPTUAL BACKGROUND OF THE STUDY

1.0 Introduction

In today's world, the learning culture has become dynamic more than ever before, and such is the case, that today students are getting their education in a process that is different from how our education structure was initially designed. Kaite, et al. (2022) with the progression in technology and the smart learning process, the classroom has been remolded and redefined to fit the growing needs of modern digital learning. Under these conditions, students face many hitches like academic load, competition among peers, adjusting to a changing environment, etc. The difficulties are creating many problems like feelings of loneliness, being emotionally unfulfilled, tension and maladjustment, etc. Christian (2020) rapid technological growth and competition distort students' capability and create lots of trouble to tackle the situation. Each day they come up with new situations that demand decisions involving changes in both their internal state and external environment. In this study, the researcher has done a comparative study on students' self-esteem, emotional maturity, and adjustment. Such being the case, these areas are prominent factors to define their mental and social state. According to Rachel (2022) self-esteem impacts the decision-making process, relationships, emotional health, and overall well-being. An individual who understands their potential to being healthy and positive can have the confidence to handle any challenges of life. Having an optimistic attitude benefit those around them immensely Raypole (2021). The adjustment has been considered one of the major contributing psychological factors in characterizing the individuals. (As cited in Jayachandran, 2015) the learners have to develop the adjustment ability which in turn will make the individual grow as responsible citizens of society. In this study, the researcher has

conducted a study on senior secondary school students who are pursuing their studies at the 11th and 12th levels because senior secondary education is the indispensable link to the whole education that forms the interconnectivity of the higher education system. So, it is regarded as an important point of transition, senior secondary education offers a substantial perspective for understanding and analysing. Further, the students at the 11th and 12th levels come under the adolescent phase, which is regarded as a stage full of changes. It is a stage where every individual looks for their place in the world. At this stage, every individual tries out different characters and experiments with different things. This is why self-esteem, emotional maturity, and adjustment are particularly substantial for adolescents where they get to identify their pros and cons and help direct their life on a proper track.

1.1 Self-esteem

Rogers (1959) defined self-esteem as, a person who has high self-worth, that is, has confidence and positive feelings about him or herself faces challenges in life, accepts failure and unhappiness at times, and is open with people (Mcleod Saul, 2014). Coles (1970) defined, identity as the individual attempt to define himself or herself as a unique person. (Eremie & Chikweru, 2017) people who are perceived with positive self-esteem demonstrated the following signs: confidence, self-direction, non-blaming others, demonstrates personal strength, optimism, ability to solve problems, and the ability to control emotions. And students who are having high self-esteem will have positive feelings, self-direction, and non-blaming others demonstrate personal strength and can accept failure.

Self-esteem is a compressive description of self that includes cognitive, evaluative, and behavioural aspects. It states to individual's worth and his attitude to see oneself. It is the way how we feel and perceive ourselves (Mann, et al. 2004). If an individual has

self-confidence and acceptable and positive regard, then such an individual would be regarded as having high self-esteem. Moreover, such individuals would have a sense of belonging and safekeeping. High self-esteem individual rises themselves and believe in rising others, they lean toward being successful in life. Their energy is not wasted on negative emotions and feelings of inferiority. Self-care plays a vital role to enhance the mind and the emotion, and it is a pertinent aspect of self-esteem, when we connect these factors to the life of adolescents in the study then we would see that adolescents are unable to take the risks and find stress to make a necessary decision to uphold a fulfilling life. While low self-esteem creates several self-doubts that limit the life of an individual.

To face the world, an individual must endure a sense of attitudes and beliefs about themselves; these factors would only be possible if an individual has high self-esteem. Self-esteem is such a core characteristic that our happiness, success, relationship, achievement, creativity, and sexual life revolve around (Jain, et al. 2014). Self-esteem refers to the evaluation a person makes and maintains about an individual.

1.1.1 Theories of Self-Esteem, the Six Pillars of Self-Esteem by Nathaniel Branden

Branden (1994) self-esteem arises within us and is built on six practices that we take part in. He called the practices the Six Pillars of Self-Esteem, meaning that they backed the development of high self-esteem. The more we participate in these practices, the stronger our self-esteem.

1. Living deliberately: It explains that every individual needs to be aware of what kind of thoughts going on inside and what kind of reality exists and accordingly by understanding the fact an individual needs to exist in a moment. Living

deliberately in the existing moment and need to stop overthinking about the past and the future.

2. Self-acceptance: It means we all need to acknowledge ourselves entirely. In any circumstance, we need to trust our character and we should not get prejudiced by some low feelings and moods. If the person is having such boldness that individual would be of high self-esteem.
3. Self-responsibility: This means we all need to be accountable for our picks and initiations. We need to be strong enough from the inside that no one else can modify or fix our adoptions. Moreover, our choices and pleasure should not be reliant on others.
4. Self-assertiveness: Branden's fourth pillar, explain how much an individual likes and admires the needs and interests and suitably expresses them. Every individual need to comprehend that it is nice to have certain needs, and that is suitable to let others healthily distinguish them.
5. Living purposefully: Living purposefully means existing up to our goals. If we are holding decisively, we set an aim, and we will plan accordingly and that will give license to us to reach them. We need to live with these types of goals in our attentions.
6. Personal integrity: The last pillar of self-esteem is personal integrity. We have beliefs about what kind of behavior is appropriate, and we keep our actions in line with that type. We also might finish up with this pillar by have a perception as we walk our talk.

Self-esteem is regarded as an attitude and opinion of oneself while coming up to face the world. Nearly every facet of life, individual joy, achievement, associations with others, accomplishment, ingenuity, and even sexual life circle around one important characteristic and that is self-esteem (Tafarodi & Swann, 1995). Further, self-esteem is how we look up to ourself as an individual and how much we respect ourself as comparing with others.

Self-esteem has a great effect on how much we can have faith in others and our association. If we have positive self-esteem, it will give us the asset and elasticity to enhance our lives and help us to learn and raise from our faults without the fear of denial (Held, 2002). It is also related to individual self-worth and that's how someone judges his overall presentation and positive self-worth. Self-esteem is an important aspect of an individual's own identity.

1.2 Emotional Maturity

Mridula and Jobson (2020) emotional maturity play a central part of an individual and higher the maturity can have ease and have a great life. Emotional maturity has a great impact on adolescent behavior and personality. Especially, adolescents in this competitive world are facing problems with the emotional maturity to cope with different circumstances like academic load, competition among peers, etc., and according to analysis adolescents are observed to be highly emotional in their dealings. Finley (1996) maturity is the capacity of the mind to endure the nasty situations, or the environment appropriately. Among senior secondary school students, emotional maturity is a need to respond to different circumstances and environments. In everyone's life relationship plays a very important role and to have a good relationship individual needs to have such traits i.e., co-operation, humor, quick conflict resolution, intimacy and caring, honouring, giving and receiving, equality, honesty, assertiveness,

creating a healthy environment, extended family contact, space for privacy, the balance between workplace and at home. These characteristics are shown by someone who is having emotional maturity. Relationships also required time, energy, identity, attachment, finances, extended family, and other social relationships and these factors are the assets of being an emotionally mature individual. In recent years the gap between cognition or rationality and emotions is being bridged. It is considered that emotional competence, emotional maturity, and emotional intelligence are important for the growth of a person (Chen, et al. 2017). Thus, one needs to understand one's own and others' emotions and learn to express, control, and manage emotions in social situations. The promotion of emotional competence has been found central to the overall competence of a person. Emotion has been quite prominent in today's research paradigm. Being emotionally mature it triggers in healing toxic emotions and accepting yourself as you are. Self-acceptance has a very pertinent role and if we try to ignore the essence of self-acceptance then we would become more overly reserved and dissociated. It would indeed be difficult in expressing your emotions when you feel them you may construct your connections.

1.2.1 Emotions

Hockenbury and Hockenbury (2010) a feeling is a various psychological dimension which has its own level and these levels are relevant to psychological aspects. The autonomic nervous system controls involuntary body responses, such as blood flow and digestion. The sympathetic nervous system is charged with controlling the body's fight-or-flight reactions. When facing a threat, these responses mechanically make your body flee from risk or face the risk head-on. While early study of the physiology of emotion tended to emphasis on these autonomic retorts, more recent research has beleaguered the role of your experience which triggers and influences this kind of act.

James and Lange (1887) itemized that physiological alterations help in emotional experience.

Fear: Fear is caused by circumstances that are perceived as physically intimidating. The situations that produce fear change with age. We are afraid of strange objects and persons during early childhood, loss of support, darkness, devils, and most importantly children learn emotional reactions by imitating their parents, and other family members and it goes on with their growth. During adolescence, the individual goes through fears mostly because of peer pressures, parents, and through personal experiences, such contribute to the development of fear. That is why each person's fear will be somewhat different from that of others. For example, if during childhood somebody was lost in a crowd, he or she may develop a fear of crowds.

Anxiety: Anxiety is a state of tender discomfort in the mind. During anxiety, a vague fear or apprehension occurs. It is quite difficult to differentiate between anxiety and fear which ultimately hamper the situation of an individual. You will become anxious when you anticipate any harmful or menacing event. The sense of worry can be an insensible memory of fear poignant stimulus. We may forget the particular unfriendly situation in which we erudite a fear. When we face a similar situation, we feel anxious without knowing why we feel so. A high level of anxiety is dreadful to our performance and health. A mental disorder could also be the region due to extreme anxiety.

Happiness: It is regarded as an optimistic emotion that gives joy and cheerfulness to an individual. Pleasure is the reaction to the gratification of a need or the accomplishment of a goal. If an individual feel fulfilled and feel joyed that appearance of pleasure can be find on any individual expression. A toddler expresses pleasure by babbling. They

gain to direct contentment in socially accepted customs. People derive desire from different areas during different stages of life. Babies derive desire from physical well-being and tingling, etc., whereas adults' involvement pleasure from the experiences like being successful in different situations. Children whose home, school, and neighbourhood surroundings are enjoyable to have more understandings than those who must live, work and play in unpleasant environments.

Affection: Affection is a sweetness of emotions towards a person, an animal or an object. It is built up as a result of a pleasant experience. In child the love and warmth of the mother's body can be identified whenever mother touches the child, he or she get really excited and happy. Adolescence methods, affection is unfocussed more towards people than pets. Affectionate retorts are shown in outgoing striving and approach behaviours (Kanchwala, 2022).

1.2.2 Theories of Emotional Maturity

Alexander (1948) maturity refers to a substantial phase in the growth of a living organism. The behavioural growth of an individual proclaimed the maturity level and the maturity concept is also used in the study of psychology and psychotherapy. In this field, it designates that phase of personality development that corresponds to biological and psychological maturation. We call a person psychologically mature after he has reached a certain level of intelligence and emotional outlook. After reaching certain level of emotional and intelligence outlook it can be proclaimed a person to be psychologically matured. The development of a person is undisturbed, and biological and psychological maturation growth more or less parallel with each other. Usually, however, biological maturation proceeds ahead of emotional maturation. Each phase of biological development is branded by certain distinct psychological attitudes. Biologically, the new born infant is totally reliant upon the mother, and therefore, his

emotional attitude is considered by this dependence. He tries to find gratification for his desires from his mother; his safety is based on being cared for and loved by the mother. Gradually, the first signs of independence appear. The child learns to use his biological equipment, he learns to focus with his eyes, to masticate food, to coordinate the innervations of his skeletal muscles, he learns how to grab objects and to walk. He learns to exercise conscious control over his excremental functions and to communicate his needs by speech. All these functions at first are mastered separately. The eyes learn how to focus, the hands how to grab, and the legs how to walk; but finally, all these functions become coordinated with each other and the child can spot objects in the environment, approach them and take hold of them. The greatest step towards independence is accomplished by the development of the functions of intelligence which allow a high degree of independent orientation in the surrounding world. The most important phase of development begins with the maturation of the sex glands during puberty. By now the growing organism has acquired all functions, to which finally the faculty of propagation is added. In every situation adolescent is refer as awkwardness, unstable, insecure and boastful and moreover we talk out the adolescent when the prominent topic of immature and juvenile come in upfront. Although biologically the adolescent organism reaches the end of its growth and has all its potential faculties, psychologically it can be sharply differentiated from maturity. In this age the parallelism between biological and psychological development does not prevail. Biological growth by now is a full phase ahead of psychological maturation.

Goleman, D. (1996) a word that denotes the rubric's emotion is a term whose detailed meaning psychologists and theorists have equivocated over for more than a century. In its most verbatim sense, it describes emotions as any nervousness of mind, moods, desire, any fervent joyful mental state. Goleman takes emotions to denote to a sense

and its idiosyncratic thoughts, psychological and genetic states, and range of tendencies. There are hundreds of feelings, along with their combinations, differences, alterations, and gradations. Indeed, there are many more refinements of emotions than we have words for. Daniel Goleman, continue to argue over precisely which emotions can be considered primary- the blue, red, and yellow of feelings from which all blends come- or even if there are such primary emotions at all. Daniel Goleman proposes basic families. The main candidates and some of the members of their families are as follows.

Anger: ferocity, barbarity, bitterness, rage, enragement, outrage, displeasure, animosity, hatred, annoyance, touchiness, resentment, and conceivably at the extreme, pathological abhorrence and violence.

Sadness: sorrow, mourning, dreariness, pessimism, sad, self-indulgence, aloneness, unhappiness, hopelessness, and severe depression.

Fear: nervousness, uneasiness, jumpiness, worry, disquiet, qualm, suspicion, apprehensiveness, awkwardness, terror, scare, and panic.

Enjoyment: contentment, delight, respite, gladness, paradise, enjoyment, fun, egoism, bodily desire, adventure, delight, fulfilment, approval, ecstatic, quirkiness, trance, and mania.

Love: receipt, openness, faith, compassion, empathy, piety, esteemed, and craze.

Amazement: tremor, surprise, astonishment, and miracle.

Disgust: disdain, contempt, disrespect, disgust, hatred, dislike, and nausea.

Disgrace: fault, discomfiture, humiliation, regret, shame, repentance, indignity, and repentance.

1.3 Adjustment

Adjustment comprises a variety of demands for school students, it is not only academics with which the students are concerned but they are correspondingly affected by the social and emotional variations. In the school student are required to adjust to the new atmosphere and to work out their concerns directly with the teachers (Willms, 2000). As far as academic adjustment is concerned, students are needed to be independent apprentices, where they essentially adjust to the new academic demands. Today students are facing problems like dealing with more academic load and difficulties in maintaining pace with other students in the class and failure to understand different teaching strategies and techniques of the teachers which is creating adjustment problems among senior secondary school students.

Merskey (1970) adjustment is a way of handling and entails coping with various demands and processes of life. Adjustment among senior secondary school students plays a vital role in understanding the changes and behaving according to the demand of the existing environment. To balance the psychological paradigm and its needs on the field of social aspects, physical aspects and psychological aspects. Adjustment is a state, which promotes happiness and efficiency in an environment, and it leads to the modification of one's behavior and attitude.

Parameswaram and Beena (2004) adjustment as a process by which a living creature acquires an exact way of acting or behaving or changes an existing form of behaviour or action.

The above explanations of adjustment elucidate that the individual tries to satisfied our needs and demands. To gratify needs, man has to intermingle constantly with the environment. To establish good relation with different other, an individual need to

change his or her milieu. The environment is continually varying and so we have to make changes in ourselves. Thus, man has to make constant attempts to adjust to the environment which is uninterruptedly changing. In short, the individual satisfies his needs effectively in his environment. When this happens, it is called an adjustment. It has been cast-off as substitute for symmetry and editions. It is cast-off that an individual for living safely in the social and physical environment. Psychologists and biologists both use the term adjustment, but their main point of stress is different. The psychologist gives stresses on intrapersonal and interpersonal relations in society, while the biologist uses this term for physical demands of the environment. According to both viewpoints, adjustment means the reactions to the physical and social environment.

One of the most famous views is related to psychoanalytic theory. It was Sigmund Freud (1938) who proposed this view. According to Freud human psyche consist of three layers, the conscious, the subconscious, and the unconscious. It is the unconscious that holds the key to our behaviour, it is this unconscious level that decides the individual adjustment and maladjustment to himself and his environment. Having different feelings, motives, and desires which impacts the aggression in an individual. According to Freud man wants to seek pleasure and avoid pain or anything which is not in keeping with his pleasure-loving nature. A person's behaviour remains normal and in harmony with himself and his environment to the extent that his ego can maintain the balance between the evil designs of his id and the moral-ethical standard dictated by his super-ego. Freud suggested that adjustment or maladjustment should not be viewed only in terms of what the individual may be undergoing at present and what happened to him in his earlier childhood is ever more important.

Hoffman (2020) Adler, disagreed with the views expressed by Freud. He proposed that there is an inherent strong urge in all human beings to seek power and attain superiority.

However, as a child, one is helpless and dependent which makes one feel inferior, and to make up for the feeling of inferiority, one takes recourse in compensatory behaviour. Here there is a need for adjustment. Such being the case, to lead a healthy happy, and satisfying life one has to learn the various ways of adjustment. The first one is coping with one's environment as effectively as possible. The individual has to safeguard himself against turning into maladjustment and an abnormal personality.

1.3.1 Theories of Adjustment

Moritsugu, et al. (2016) adjustment is a continuously association with his or her ever-changing situation. This is the process of searching the balance between internal and external demands, uniting the needs for steadiness and flexibility to the new, and allying the self and others in the greater community. Fruitful harmonizing leads to success in accustoming, discovering sense, and purpose, learning the required assistance, and being open to the aids of empathy and emotion. Adjustment is explained as coping with problems in everyday life. The Latin roots of the term are adjured or to carry or make corrections. Our lives are in incessant change, so adjusting and making it right is a continuous procedure.

In current era the substantial factor on psychology that is (i) psychological well and (ii) psychical well-being has been an substantial part of investigation amongst investigator. And this issue lids us to explaining adjustment as a all-inclusive description that resists the incorporation of mind and body. Study in psychology and in medication has established a clear indication of mind and body communiqué. Rather than on behalf of two separate shares of one person, there are demonstrable connections between the physical and the psychological features.

In the early 1900s, Cannon (1915 to 1929) investigates on stress and the fight-or-flight response piercing the result of the environmental experience and the psychological response i.e., body triggers, getting ready for fight or flight. Being startled shaped body responses that escort action i.e., quick breathing, heart rate acceleration, and activation of the sweat gland. The preparation of psychological stimulation with favour to environment stressor which has been explain as general adaption syndrome (Selye, 1955). Given this preparation, if the creature is unproductive in dealing with the stressor, the body would become tired and defenceless to illness.

Fagundes and Way (2014) stated on the associations allyng initial childhood stress and later adult vulnerability to inflammation within the body, this vulnerability is believed to relate to illnesses such as heart disease, diabetes, arthritis, and some cancers.

Formerly psychology has been used as information to understand individuals and help to lid an effective life. It covers many dimension-like behaviors, emotions and reactions on this basis the human behaviouralist lacunas have been controlled (Morgan & Vera, 2011). The origins of preclusion and promotion agendas can be drew to the psychology of Alfred Adler (Watts, 2015). Adjustment is a part of the tradition of enablement, raise of health, and deterrence of disorders.

1.4 Education in Sikkim

Sikkim was merged as a state of India in 1975. The development of the educational process in Sikkim started with religious education then many schools came into being that provided modern formal education. According to the gazetteer of Sikkim (2013), after the merger with India several schools were established, and regularly education developed in the state. British administration encouraged and influenced the modern system of education with the establishment of English schools in different parts of

Sikkim. (As cited by Kharel, Gazetteer of Sikkim, 2013) before the British administration was extended, Sikkim has its traditional monastic system of education. During the British administration, three categories of schools were recognized they were government schools, missionary schools and village schools (maintained by the thikadars and the people from the concerned society) and those were separate from the monastic system of education. The course content in the government school and the missionary schools was the same as it was in the neighbouring state of West Bengal. The schools in village were upheld by the property-owners and private management, and the teaching of Nepali was introduced in 1924 in every school of Sikkim. English subject persisted as a necessary subject in all the schools of Sikkim. Regarding adult and non-formal education in Sikkim, the state does not have adult and non-formal education per se, though the literacy record were quite in considerable improvement. As national adult education program was initiated in 1978 for a certain period of time. Further, the implementation of central sponsored adult education program done according to the requirement of the state this program is also regarded as rural functional literacy program for eradication of adult illiteracy in the 15 to 35 years of age. The state government is anticipated to introducing a total literacy campaign (TLC) scheme like other states (Pradhan, Gazetteer of Sikkim, 2013).

Table 1.1

Number of schools in Sikkim from 1975-2006 were as follows (as cited by Kharel, Gazetteer of Sikkim, 2013):

Category	1975-76	1994-95	1999-2000	2004-05	2005-06
Primary (I-V)	228	529	501	502	503
JHS (I-VIII)	29	116	129	147	146
Secondary school (I-X)	Nil	66	77	92	93
Senior secondary school (I-XII)	7	22	33	41	41
Total	264	735	740	782	783

Note. Government of Sikkim, 2013.

Referring to the gazetteer of Sikkim 2013 the categorization based on the number of schools has been done and meant been mentioned primary schools in 1975 are 288 and the number of primary schools in 2006 is 503.

J.H.S (I-VIII) in 1975 is 29 and the number of Junior high schools in 2006 is 146.

Secondary school (I-X) is nil in 1975 and it emerged from 1994 to 1995 and the total number of schools during the time is 66 and the total number of secondary schools in 2006 is 93.

Senior Secondary school (I-XII) in 1997 is 7 and the total number of senior secondary school in 2006 is 41. It is found that at all levels the growth of the school has been beginning from the entail phase of 1975.

1.5 Need and Significance of the Study

The significance of studying self-esteem, emotional maturity, and adjustment comes from interdisciplinary approaches in psychology and these approaches are useful for understanding the human experience and give a broad perspective on the factors that affect living. The study of self-esteem, emotional maturity, and adjustment combined gives us a clear understanding and helps explain the problems in a precise manner. Further, these factors contribute to existential psychology and also contribute to understanding and identifying the problems of senior secondary school students of Sikkim. This study covers social psychology, development psychology, learning, community psychology, and counselling. Social psychology provides research on conformity and social norms. Development psychology brings life tasks at various stages in students' lives and transitions from infancy to seniority. Learning describes how students acquire behaviours, thoughts, and emotions from their interactions with the world. Community psychology provides the importance of understanding contexts.

Counselling brings descriptions of everyday challenges and the understanding of school and education. Further, it also covers sociology and contributes to studies of societal-level which influence behaviour and the experiences of individuals in societies. These are all to be found through the study of self-esteem, emotional maturity, and adjustment. Further, the researcher has measured various levels of self-esteem, emotional maturity, and adjustment among senior secondary school students by finding out the difference by correlating the self-esteem, emotional maturity and adjustment and by comparing based on the gender, locale, and academic streams.

Self-esteem is linked as an important way to how adolescence approaches their daily lives. Such being the case, self-esteem plays a very important role among adolescents in developing qualities like being optimistic about their future, capable of taking responsibility for their behaviour, decisions, and knowing their strengths and weakness.

Maturity is the capacity to deal efficiently and resiliently with experience and achieve cognitive, social, and intellectual competence, and live up to all the responsibilities by being self-disciplined and sincere.

Allport (1961) used six criteria to explain maturity (as cited in Kelland, 2020).

The 1st principle is self-extension, which was definitely as authentic contribution by the person in some substantial compasses of human endeavours, like work and family.

The 2nd principle is the aptitude to narrate oneself affectionately to others in both intimate (care) and nonintimate (sympathy) contact.

The 3rd principle is emotional safety i.e., an ability to animate with one's emotional conditions.

The 4th principle is realistic perception, thinking, and appraisals, that is, seeing the world as it is and not bending reality to fit individual needs.

The 5th principle is insight and humour, that is, knowing oneself and being able to laugh at oneself.

The 6th principle is a unifying philosophy of life, that is, a clear understanding of the willpower of individual life.

Socio-analytic model of maturity according to the model, it is important to distinguish between how people see themselves and how others see them; maturity is defined from both the actor's and the observer's perspectives. Maturity is divided into main to important rudiments i.e., identity rudiments and reputational rudiments. The features like career success and marital stability it is entirely associated the above two rudiments (Hogan & Roberts, 2004). Immaturity-maturity theory by Argyris (1962) it explains that a person's development is processed along a continuous break from an immaturity situation to a maturity situation. Every person's innate desire is to become mature and independent (Bharti, 2013). In every individual's life, it required opportunities for personal growth, and this personal growth can be defined, and they are, passivity to activity, dependence on independence, few behaviours to many behaviours, shallow interests to deep interests, short-term perspective to long-term perspective, subordination to equality or superiority, and non-self-awareness to self-awareness. Adolescence is mostly focused on school and the psychological phenomenon revolving around the boundaries of schools and they are closely related to success at school, social capability, and emotional stability. In the present circumstances, adolescence is having many hitches and these hitches enhance the issues on mental health of an students as anxiety issues, frustrations and nasty emotions etc. It is

understood that emotional maturity is a prominent aspect to lead a beautiful life and make it more worthwhile. As such to develop good qualities an individual needs to have an attribute like feelings of love, trying new things, enhancing new horizons, and showing empathy and emotional stability (Pathak, et al. 2011). The Latin word “*adolescere*” which particularly denoted to adolescence and it means to raise or to raise to prime of life. It is also regarded as changing from one stage to another condition of development in adulthood. The problem of adjustment appears when there is an incapability to make regular adjustments and feel pressured and stressed in (Kumar, B. & Sultana, S., 2020). And to have successful adjustment attributes individuals have a quality like participation in community organization. The ability to enjoy present activities without regretting the past, avoidance of criticism, avoidance of fault-finding, and so on.

1.6 Statement of the Problem

The difficulties faced by students in their day-to-day life in regard to their poor academic performance in school activities directly affects their level of confidence creating stressful events like mental trauma, changes in personality and relationship breakdown. To find out more related factors in a student’s life, the study extensively surveyed the level of self-esteem, emotional maturity and adjustment amongst senior secondary school students of Sikkim to learn more about the causes and impact of such events on the personality and development of a student. Also, the effects of gender, locale and academic streams of self-esteem, emotional maturity and adjustment were studied in detail. The main aim of the study was to understand the relationships between self-esteem, emotional maturity, and adjustment. As the research problem given as “Relationship Amongst Self-Esteem, Emotional Maturity and Adjustment of Senior Secondary School Students in Sikkim”.

1.7 Operative Definition of the Terms Used

Self-esteem- Self-esteem according to the present study refers to a ratio found by dividing one's successes into areas of the life of importance to a given individual by the failures in them or one's success/pretensions.

Emotional maturity- It is regarded as a feeling of an individual and it direct to explain the moods.

Adjustment- It refers to tackle and uphold yourself in any given situation.

Senior Secondary School Student- Senior secondary school is also known as high school. A student studying in the 11th -12th class is considered a senior secondary school student.

Academic streams- These refer to senior secondary school, i.e., arts and science is regarded as specialized area taught in school standards.

1.8 Objectives of the Study

1. To study the level of self-esteem, emotional maturity, and adjustment among senior secondary school students of Sikkim.
2. To find the variances in self-esteem among senior secondary school students in Sikkim with regard to gender, locale, and academic streams.
3. To find the variances in emotional maturity among senior secondary school students in Sikkim with regard to gender, locale, and academic streams.
4. To find the variances in adjustment among senior secondary school students in Sikkim with regard to gender, locale, and academic streams.
5. To find the relationships between self-esteem and emotional maturity of senior secondary school students in Sikkim.

6. To find the relationships between self-esteem, and adjustment of senior secondary school students in Sikkim.
7. To find the relationships between emotional maturity and adjustment of senior secondary school students in Sikkim.

1.9 Null Hypotheses

The following null hypotheses have been set up for the study.

H₀₁: There is no significant difference in the level of self-esteem of senior secondary school students in Sikkim.

H₀₂: There is no significant difference in the level of emotional, maturity of senior secondary school students in Sikkim.

H₀₃: There is no significant difference in the level of adjustment of senior secondary school students in Sikkim.

H₀₄: There is no significant difference in self-esteem and its dimension of senior secondary school students between the following:

- Boys and girls
- Urban and rural
- Science and arts

H₀₅: There is no significant difference in emotional maturity and its dimension of senior secondary school students between the following:

- Boys and girls
- Urban and rural
- Science and arts

Ho₆: There is no significant difference in adjustment and its dimension of senior secondary school students between the following:

- Boys and girls
- Urban and rural
- Science and arts

Ho₇: There is no significant relationship between self-esteem and emotional maturity of senior secondary school students in Sikkim.

Ho₈: There is no significant relationship between self-esteem and adjustment of senior secondary school students in Sikkim.

Ho₉: There is no significant relationship between emotional maturity and adjustment of senior secondary school students in Sikkim.

1.10 Delimitations of the Study

The present study has been delimited to senior secondary school students of Sikkim and further only government senior secondary schools from each district of Sikkim have been selected. Here, the researcher has delimited the study between boys and girls, urban and rural, and science and arts students of the senior secondary school of Sikkim state.

1.11 Conclusion

The present chapter emphasized explaining the variables i.e., self-esteem, emotional maturity, and adjustment among students by going through different theories. Furthermore, the researcher has explained the different factors that positively and negatively impact students. Here, the researcher has also elucidated the historical perspective of education in the Sikkim state and its evolution. And lastly, as per the

need of the study, the objectives, hypothesis, and significance of the research have been framed and incorporated accordingly.

Chapter II

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this study, the related literature has a very pertinent role. Thus, the researcher has reviewed different research work in the relevant area of the study i.e., self-esteem, emotional maturity, and adjustment. These relevant studies give direction and also provide information and status about the concerned research field. Through this, it gave a glimpse into formulating hypotheses and also helps in developing explanations and suggesting more research. Further, it also gave an idea relating to methodology and arrangement. It gives the researcher to continue his work and provides direction from the previous work. Such being the case, it plays an important role in the precondition to actualize and help to plan and execute the work accordingly.

Western Sydney University, Library (2017) the purpose of a literature review is to gain an understanding of the existing research and debates relevant to a particular topic or area of the particular research and to show the result in the process of a written document. Directing a literature review supports you in shaping your knowledge in your arena. It will help in learning the substantial concepts, research methods, and experimental techniques that are processed in your research arena. It will also give a vision to gain understanding how researchers put on the concepts your erudition in your unit to real-world hitches. The great advantage of literature reviews is that as you read, it will help you to get a better idea of how research outcomes are showed and conversed in your specific subject. Even a little devotion to what you read and try to attain a similar style, then it will help you to develop more successful at scripting for your subject.

2.1 Studies Conducted on Self-Esteem

Yang and Fetsch (2007) conducted a study on the self-esteem of rural children. The children of small towns were investigated on the basis of their self-esteem. Comparing these children's self-rated competencies to extant norms proposes that rural children's self-perceptions are not clearly different from suburban and urban children. Results found that rural students have high self-worth and assessments as compared to metropolitan norms. And found no substantial relation between self-ratings of physical appearance as compared to urban children. With regard to locale urban as well as rural boys rated themselves higher in athletic ability as compared with girls.

Houtte et al. (2009) studied on self-esteem of academic students and vocational students and main motive is to see the difference between. This study queries whether students' global self-esteem is any impact with regard to procedures within-school tracking compared to processes of across school tracking. Investigation is based on a sample of 3,758 academic students and 2,152 students from vocational course. The result shows that academic students in multilateral schools have slightly higher self-esteem than those in categorical schools. Conceivably, academic students compare themselves with the vocational track students, leading to a higher awareness of status gratification, resulting in higher self-esteem.

Singh and Bhatia (2012) directed a study on secondary school students to examine self-esteem in relation to their family environment. The study was conducted to explore the relationship between self-esteem and family environment. A sample of 175 students was selected through random sampling and taken. Results found are positive and substantial and found not substantial on socioeconomic areas. It also showed that the environment and family communications influenced the self-esteem among secondary school students.

Dawn (2012) directed a study on self-esteem, adjustment, and academic achievement among students with blindness, the study aimed at analyzing the type of educational placement (integrated and non-integrated) shaped any substantial effect and variances among adolescent blind and sighted students with regard to their self-esteem, adjustment, and academic achievement. The sample consisted of 4 groups of i.e., (i) blind children of integrated schools (ii) blind children of non-integrated schools (iii) sighted children of integrated schools, and (iv) sighted children of non-integrated schools. It has found no difference in self-esteem, adjustment, and academic achievement between blind students and sighted students of integrated schools as compared to the students of non-integrated schools. All the students showed positive self-esteem and adjustment. However, the interaction effects of student groups and settings were substantial for academic achievement.

Bhardwaj and Agrawal (2013) conducted a study on the self-esteem of preadolescent children and to see the gender differences. One hundred students with ages between 9 and 12 years were selected as the participants for this study. All the sample of the students were studying in std. fifth (5) to std. seven (7), in a school in north India. For the baseline assessment of self-esteem, the Indian Adaptation of battle's Self-Esteem Inventory for children was used. The study was a former investigation, with a cross-sectional strategy. Boys' and girls' students were compared by unpaired *t*-test. The result showed that the general self-esteem of girls was found be higher as compare to boys and it has found no gender differences with regard to overall self-esteem amongst preadolescence.

Valsaraj et al. (2014) directed a study on correlation on academic stress and self-esteem of higher secondary schools student of UDUPI Region. The sample of 96 first-year higher secondary students of the science batch. The academic stress rating scale

was a four-point scale that includes 32 statements regarding examination stress, stress from peers, intrapersonal stress, study habit, and time management. 80.20% of students are under moderate stress, 13.5% are under mild stress and 6.2% are under severe stress. Among the subjects 82.30% were under normal self-esteem and 6.2% were having low self-esteem. A substantial but low negative relationship is found between academic stress and self-esteem.

Sheykhjan et al. (2014) directed a study on high school students on self-esteem in relation to academic achievement. The primary purpose of this study was to determine the influence of self-esteem on academic achievement among high school students in the Miandoab City of Iran. The methodology of the research is descriptive and correlated and descriptive and inferential statistics were used to analyze the data. Statistical society includes male and female high school students in Miandoab City in 2013-2014, their numbers were 610 people which includes a string of experimental sciences and human sciences. The sample of the study consisted of 40 patients, 20 patients were female and 20 were male. Selected randomly from among high school students. A tool to measure self-esteem questionnaire is that Cooper smith 1966 by correcting on the scale of Rogers, Dymond (1945). Self-esteem is substantial to everybody. Having high self-esteem has many optimistic effects and benefits, particularly between students of high school. And with regard to gender found substantial relation on self-esteem and academic attainment. This study proposes high school develop positive self-esteem to face the problems and challenges of the present complex world by more confidence and courage.

Orrie et al. (2014) conducted a study on attachment, self-esteem, and test anxiety in adolescence and early adulthood. The aim of this investigation was to measure how attachment, self-esteem, and test anxiety are related in two age groups: teenagers and

student of college. Results displayed that student of college have higher test anxiety than the students of high school on the cognitive obstruction and tenseness scales, while high school students showed higher social derogation compared to students of college. An anxious attachment was related to all three sub-scales of test anxiety and avoidant attachment was related to cognitive obstruction among college students and to tenseness among high school students. Maximum number of the correlations among anxious attachment and test anxiety were arbitrated by self-esteem of student of high school.

Afiqah and Mamat (2015) conducted a study on the self-esteem and academic achievement of adolescents in urban and rural areas. Total of 100 respondents participated in this study consisting of students from form 1 to form 5. This study is a quantitative study where the survey was based on questionnaires that were distributed as a research instrument. Data were analyzed using pearson correlation to find the relationship and an independent *t*-test to find the differences. Results found that there is no difference in self-esteem of rural and urban areas.

Ho (2015) conducted a study on Students' Self-Esteem in an Asian Educational System: Contribution of Parental Involvement and Parental Investment". The aim of this investigation is to recognize the parental participation and investment aspects which make the greatest influence to students' self-esteem in Hong Kong. Data for this study was obtained from questionnaires collected from a sample of about 2100 middle grade students and their parents, as well as parents of first grade students, from 18 schools. As a result, diverse dimensions of parental contribution and investment apparent in Hong Kong were clarified. Secondly, the association between parental contribution and investment and family socioeconomic position was valued. Finally,

student self-esteem is related to diverse investment and involvement after regulatory the contextual factors was inspected.

Wairimu et al. (2016) study conducted on Parental Involvement and Self-Esteem among school students of secondary level in Kieni West Sub-County, Nyeri County, Kenya. This study investigated the relationship between parental involvement and self-esteem among adolescents in secondary school students in Kieni West District in Nyeri County. It was directed through self-determination theory by William, J. and Baumrind's Model of Parenting Styles by Baumrind, D.B. Some of the gaps identified in the literature review were addressed. Emphasis was put on establishing the relationship between parental involvement in the perspective of autonomy, competence, and relatedness and the development of self-esteem among adolescents. The study followed mixed methods research design where the qualitative and quantitative methodology was combined. The instruments consisted of questionnaires and unstructured interviews. The reliability of research instruments was established using the test-retest method and a reliability coefficient of 0.5 was obtained. Quantitative data were collected from 200 participants selected from 8 schools using the probability sampling method. Qualitative data was collected from 8 participants selected from 8 schools using the purposive sampling method. The data collected was computerized using statistical techniques. And it was analyzed and interpreted using inferential statistics with the aim of investigating the relationship between parental involvement and self-esteem among adolescents. Both quantitative and qualitative data were analyzed. Result stated that parents in regions of Kieni West County were engaged in the lives of teenagers. And the teenagers were found to be high self-esteem. This research also found a relationship between the dependent and independent variables. Self-esteem among teenagers were found to be linked to parental involvement.

Eremie and Chikweru (2017) conducted a study on self-esteem among private and public secondary schools' students in rivers state: implications for counselling. The main aim of study is to identify the parenting styles and the self-esteem of students of secondary school, local government areas, rivers state. The population was found to be 36,017 students including public junior secondary schools particular from five local government areas in rivers state. The study used a correlation survey design. The instrument was tested for reliability and the reliability coefficient obtained was 0.85 showing that the instrument was reliable. Results showed that commanding parenting style and permissive parenting style had the maximum positive correlation with self-esteem while autocratic and uninvolved parenting styles are negatively correlated with self-esteem. On the basis of findings of the study, the following recommendations among others were made: (i) Parents should be more involved in the daily decision-making of their students in an authoritative or authoritative style without completely taking over their personal lives (ii) The government should also institute policies that put sanctions on parents that deliberately neglect to take care of the students and penalize those who follow autocratic practices and who abuse the civil rights of the student.

Biswas (2018) studied a higher secondary school in relation to their self-esteem and emotional maturity. The correlation value is found to be 0.199 on emotional maturity relation with self-esteem. Such being the case, the result found strong correlation within these to variables i.e., EM and SE, as a result the null hypothesis is rejected.

Saraswathy and Sahaya (2021) a study on self-confidence among arts and science college students in Chennai district. Self-confidence inventory was developed by Currie. The sample consists of 110 arts and science college students of whom 60 are male and 50 are female. The purposes is to search out the level of self-confidence and

the substantial difference between self-confidence among arts and science college students with respect to gender and stream of study. The data are analyzed and interpreted using statistical tools like percentage analysis, mean, standard deviation, and 't'-test. The result indicates that the level of arts and science college students' self-confidence is average, there is a substantial difference in self-confidence based on gender and there is no substantial difference between arts and science colleges student self-confidence based on gender and stream. The study emphasizes the importance of students' self-confidence in their college life. The result indicates that the level of arts and science college students' self-confidence is average, there is a substantial difference in self-confidence based on gender and there is no substantial difference among arts and science college students.

2.2 Studies Conducted on Emotional Maturity

Subbarayan and Visvanathan (2011) a study of emotional maturity led on college student. The present investigation has been done through random sampling procedure and the results found that the students are having extremely unstable with regard to emotional maturity is concerned.

Dutta et al. (2013) a comparative study done on student of secondary school with regard to emotional maturity in Lakhimpur and Sonitpur districts of Assam. The investigation has been done following a random sampling procedure and the sample size was one thousand divided into 500 under gender dimension. This study is done amongst thirty-two schools under government and private. This study found result as not having any substantial difference under emotional maturity amongst students under both government and private, under both gender i.e., boys and girls and under locale i.e., urban and rural.

Kaur and Manjeet (2013) investigated research on school going senior secondary students in relation to emotional maturity. This investigation done on higher secondary schools student to inspect their emotional maturity level of students. The emotional maturity scale (EMS) developed and administrated by the investigator self was used to measure the emotional maturity of students. The sample of 100 students form 4 senior secondary school from West Bengal has been considered. The dependability was evaluated which was 0.72. The research results that no substantial relation between emotional maturity under government and private, and under gender i.e., boys and girls.

Mili (2013) conducted an investigation on school-going students of secondary level in Assam in relation to emotional maturity. Results found no noteworthy variance on emotional maturity under private and govt., under gender i.e., boys and girls and under locale among school students.

Vataliya (2014) directed an investigation on emotional maturity between Arts & Science students. The study mainly aims to investigate emotional maturity among students. Two groups were selected one group from the arts faculty and another group from the science faculty each group has a 30-student emotional maturity scale here used for data collection it is standardized by Dr. Yashvirshig and Mahesh Bhargava. Statistical Technique 't'-test was used for data analysis. The result shows that there is a substantial difference between the two groups i.e., arts and science.

Nehra (2014) directed a study on school going students, the "Relationship amongst Adjustment and Emotional Maturity". Sample of hundred students on gender base has be collected form four government schools. The investigation concluded under these findings: (i) under class nine standard result of adjustment got no noteworthy difference on gender (ii) No noteworthy variance has inculcated with regard to gender on

emotional maturity (iii) with regard to adjustment and emotional maturity it has resulted no substantial relation respectively.

Nath (2015) directed research on a study on secondary school students in state of Assam to find the Emotional Maturity level. Result showcased a real difference under emotional maturity on private and government, under rural and municipal and under boys and girls.

Demeter et al. (2016) led a study on sample of 117 adolescents were nominated from Romania (Arad). The study aims to find the relation between the attachment styles, emotional maturity and self-esteem amongst adolescent of Romania. And the topic of the research in under self-esteem, emotional-maturity, and attachment and this study is a comparative study among adolescents. Investigation found no relationship between these three dimensions i.e., addon styles, emotional-maturity and self-esteem among adolescent.

Brahmbhat (2016) directed an investigation on students of high secondary school in relation to emotional maturity. The study followed a random sampling technique used for the selection of the participants. The sample consisted of 120 students (30 urban male students and 30 urban female students, 30 rural male students, and 30 rural female students). The investigated result found that girl student are having low emotional maturity and under locale urban student are having low emotional maturity.

Kaur and Singh (2016) research were done on school-going student in relation to self-esteem and emotional-maturity. The emotional maturity scale (EMS) developed and the sample of 100 students form 4 senior secondary school from West Bengal has been considered. The reliability was calculated which was 0.72. The research results that no

substantial relation between emotional maturity under government and private, and under gender i.e., boys and girls.

Mohammadzadeh et al. (2017) conducted studies among adolescent with regard to their emotional health and self-esteem and the study was conducted on Malaysian orphanages. In this study cross-sectional descriptive study included 287 adolescents who are under the age of twelve to eighteen years. The instigation showed 80.1% are having anxiety, 84.7% are having stress and 85.2% are having depression. Especially female are having more. The instigation showed that 70.8% male are having low self-esteem and 69.2% female are having low self-esteem due to the cause of anxiety and depression.

Waghmare (2018) conducted a study on emotional maturity among urban and rural college going students. This research attempted to study the gender difference in emotional maturity. The sample has 80 college students 40 were Urban (20 Male and 20 Female) College Students and 40 were Rural (20 Male and 20 Female) College, Students. A factorial design was used and Mean, SD, and '*f*' values were calculated respectively. Results show that students of urban locale has highest on emotional instability, highest on emotional regression, highest on social maladjustment, highest on personality disintegration, highest on lack of independence, and highest on emotional maturity as compared to rural students.

2.3 Studies Conducted on Adjustment

Mahmoudi and Betsur (2010) conducted a study on adolescents and to see the connection between adjustment and self-esteem. The sample of 100 students who are under adolescent age were selected randomly and adjustment inventory standardized by bell (1969) it measured four areas like health, home, emotion and social aspects and

further used self-esteem inventory standardized by Cooper (1987) and this tool measured five areas comprise home, self, society, parents, and school academic. Investigation shows better the adjustment higher the self-esteem and home environment shows positive effect for adolescent. The investigation also revealed positive impact of school academic on adjustment among adolescent. And lastly the investigation found no noteworthy relation of self-esteem and adjustment on total scores.

Louis and Emerson (2012) studied on adolescent adjustment amongst students of high school: A report on mid-adolescence transitioning. The purposes is to classify adjustment problems school going student. The sample of five hundred student subjected as male hundred and one and female as hundred and three of age who come under eighteen to fourteen and following random sampling procedure the sample were collected. The investigation revealed as having problem on social, emotional and education domain under both male and female students but the outcome shows no noteworthy difference in gender. After administrating the test, the investigator further interviewed the children to know the factors which led to maladjustment. In conclusion, adolescents are found as a vulnerable group of children. Such being the case, role of parents and different professional is essential to help students to enrich adequate coping strategies.

Pasha and Munaf (2013) investigated on university students with regard to finding self-esteem and adjustment relationships. The investigation was done to see the connection between the above two variables on different dimensions. The sample was collected from master's students and found a positive relationship between the variables. And self-discipline and individuality integration were also found to be having no substantial relation to adjustment.

Sharma and Saini (2013) directed research on girls are regular in health and community adjustment and discontented in expressive change. The study was conducted on the students of two colleges- one urban and one rural of the Jammu region. The 3 main dimensions of adjustment i.e., (i) health, (ii) social and (iii) emotional were deliberate between gender and locale. A sample of hundred students was selected by using a stratified random sampling technique. The boys are average in social adjustment and unsatisfied with health and emotional adjustment. With regard to gender, it does not vary substantially in health, social and emotional adjustment.

Sharma, R. et al. (2013) directed an investigation on school going students to see the connection between emotional maturity & adjustment. The sample collected from government school and around 100 students are selected and the tool of EM is used for the study. The result found no direct substantial correlation between adjustment and emotional maturity of secondary school students. But independently both factors affect the academic performance.

Serena et al. (2013) conducted study on student of middle school in relation to social achievement areas, classroom goal structures, and adjustment. Perceived classroom command goal construction predicted social expansion goals positively nevertheless social demonstration-approach goals negatively. Apparent classroom performance goal structure positively forecast social demonstration method and evasion goals. Afterward, social development goals were related to adaptive outcomes. While social demonstration-approach areas forecast negative results. While, social demonstration-avoid goals forecast high social concern but low troublesome behaviours.

Keisha and Deneia (2014) study on parenting styles and adjustment outcomes among college students. This study examined the fit of a hypothesized model consisting of

parenting styles, indicators of well-being, and academic adjustment among 315 college students. The classical demonstrated a close fit to the data and controlled several important paths. It has inspected the fit of a hypothesized model containing of parenting styles, pointers of well-being, and academic adjustment among college going students. The construction showed nearby fit to the data and presented substantial relationship.

Paramanik et al. (2014) study conducted on student concerning to gender and residence in relation to adjustment. The present investigation conducted study on a sample of four hundred seventy-one divided into half boys and half girls. The investigation showed no noteworthy difference on adjustment under locale and with regard to gender girls showed high adjustment.

Jain and Pasrija (2014) directed research on school going students to see the emotional maturity and adjustment. A sample collected for the study is 140 form the school going students following simple random sampling procedure. The investigation explores that there is no noteworthy difference on emotional maturity and adjustment under govt., and private, under boys and girls.

Sinha V.K. (2014) directed research on college going student to find a connection on emotional maturity and adjustment. A sample of 200 student were taken and followed random sampling as procedure. The investigation showed a positive relation between the above two variables.

Panth et al. (2015) conducted study on undergraduate student in relation to adjustment and emotional maturity between gender. The study focused on gender and academic stream and showed relation on emotional maturity and adjustment. For this purpose, hundred students of bachelor degree of arts and science, fifty boys and fifty girls were selected from the diverse academic institute. The investigation directed that boys are

having low level of adjustment and emotional maturity with regard to academic stream arts students are having low level of adjustment and science students are having low level of emotional maturity. There were no noteworthy differences between gender in emotional maturity and adjustment. There was a noteworthy variance on academic streams on emotional maturity nevertheless not noteworthy in adjustment.

Muthukumar and Kumar (2015) a study conducted on student of high school in relation to home adjustment. This study, an effort has been made to investigate the home adjustment of high school students. Home adjustment scale standardized by Swarupa has been used to calculate the home adjustment of high school students. The normative survey technique has been tracked to find out the home adjustment among student of high school following purposive sampling technique for the study. The collected of data were imperilled to descriptive and differential analysis. The result of the analysis reveals that the home adjustment of high school students of samples on gender, students residing with regard to locale areas, students studying in govt. schools, and students studying in private parent income, and students who fit to joint family and who belong, nuclear domestic, do not vary substantially in their home adjustment.

Singh (2015) study conducted among student of secondary school with regard to adjustment in relation to emotional intelligence and mental health. The study was assumed to examined the significance of the association of adjustment with emotional intelligence and the mental health of senior secondary school students. The study was conducted on 600 senior secondary school students selected from government schools in seven districts of Punjab. Indian adaptations of adjustment inventory by Sharma (1988), the emotional intelligence scale by Hyde, Pethi, and Dhar, 2002, and the mental health battery by Singh and Sengupta, 2009 were used for data collection. Investigation showed positive relationship between emotional and adjustment.

Chamyal and Manral (2017) investigated on student of senior secondary school in almora on adjustment. Sample of 220 samples were collected for the study and followed simple random sampling. The study finds the relation on adjustment with regard to gender. For this drive of enquiry adjustment inventory standardized by Sinha and Singh was used. Adjustment inventory was circulated to 220 secondary school students with regard to gender. Descriptive statistics were used. Means, standard deviation, and values were calculated. As *t*-test was used to find the significance of the difference in adjustment among secondary school students and senior secondary school students at $p < 0.01$ and $p < 0.05$. The study revealed that knowledge of adjustment and its issues like emotional, social, and educational may be used to identify well adjustment or maladjustment in our college, home, and social environment. A comparison may profitably be used for this purpose.

Packiaselvi and Malathi (2017) directed research on high school students to see the social adjustment and their academic achievement in Coimbatore district. The sample of 148 student were taken for the investigation. The investigation resulted no substantial changes with regard to gender, school type, locale, education qualification on social adjustment.

Gehlawat (2018) directed research on school students to find the adjustment among gender. This research was done under 471 samples and divided into two halves as 234 male and 237 female and followed random sampling techniques. The investigation found no such substantial variance on social pattern, emotional and on education with regarding to gender variable.

Neelavathi and Emimah (2019) conducted a study on adjustment of arts and science college students in relation to their social intelligence. This study explores at the

relationship between social intelligence and adjustment of college students with respect to demographic variables like gender, the subject is chosen, and location of the college. The study was conducted on a sample of 250 undergraduate students of Thoothukudi District. The social intelligence scale and adjustment scale prepared and validated by the investigators were used to measure the social intelligence and adjustment of the sample. The results of the investigation discovered a substantial difference in the adjustment of humanities and science university students about gender and location of the college and regarding adjustment.

Patel (2021) conducted a study on a comparative study of adjustment among urban and rural adolescent students. The study was to compare adjustment among urban and rural adolescent i.e., secondary school students. Sample of 657 students were collected for the study and followed simple random sampling process. Further the study is focused on gender and locale. The tool developed by Sinha and Singh on adjustment were used for the study this tool focused on senior secondary school students. The data study made with the support of the student's 't'-test. With regard to locale, it has found a substantial difference on students' adjustment. And further result showed that student from urban is more adjusted than rural student.

2.4 Research Gaps

(Mahmoudi & Betsur 2010; Dawn 2012) the study revealed that self-esteem has a positive influence over adjustment among students. With regard to gender (Nehra 2014; Kaur Vishavpreet & Singh 2016) the studies revealed about the problem with lack of emotional maturity and adjustment among senior secondary school students and with regard to gender. Further the study conducted by Brahmbhat (2016) regarding locale and gender, it has found that the rural research depict emotionally mature than student of urban schools areas, and with regard to gender and area of residence students

studying in high school male urban students are emotionally mature than girls and on some of the studies revealed that both males and female are having problem with self-esteem and emotional maturity, (Orrie, et al. 2014) the study revealed that self-esteem is weaker among students about their education level. Further (Panth, Chaurasia and Gupta, 2015) found no difference between the two variables i.e., adjustment and emotional maturity. The study conducted by Neelavathi and Emimah (2019) found that there is a substantial difference in the adjustment of arts and science college students concerning gender and location of the college. Further, with regard to co-relation is concerned, the study conducted by (Sharma R., 2013) findings reveal that there is no direct substantial correlation among adjustment and emotional maturity of students studying in secondary classes. But independently both factors affect the academic performance. (Sinha, 2014) the study conducted on correlation between emotional maturity and adjustment it has found to be correlated positively. Further, the researcher identified some missing elements in the correlation between self-esteem, emotional maturity, and adjustment. And further, the variables like academic streams with regard to arts and science were also found as missing elements in the above study. Such being the case, the main focus is given to those missing elements to fulfil the research gaps relating to the above-collected reviews.

2.5 Conclusion

The present chapter highlighted explaining the review of related literature on self-esteem, emotional maturity, and adjustment among senior secondary school students of Sikkim by going through different relevant studies. And lastly, the researcher has explained the results found in the different reviews in connection with the study.

Chapter III

RESEARCH METHOD AND PROCEDURE

3.0 Introduction

The purpose of the chapter is to give a comprehensive explanation of the methods, detailing the samples and the populations. Besides that, the researcher has tried to explain the tools concerning their validity and reliability to keep clear evidence.

3.1 Research Method

The descriptive survey method has been used in the present research and educational psychology has been followed for the study. A descriptive survey collects three types of information. They are what exists, what we want, and how to reach our goals. The present study is related to the gathering of evidence in the existing situation. In this present study, neither a historical trend is developed nor manipulation of independent variables. (Leedy, 1980) defines the descriptive survey method or (normative survey method) as a process through which the data is collected by the researcher using observations. The first step in the survey, namely to identify the different groups of end-users, was undertaken by using this method. The actual collection of data from the different end-user groups was done by using a structured questionnaire. Only a normative survey has been conducted and analyzed following the variables of gender, locality, and academic streams thus the present study was conducted by using the survey method. The researcher surveyed senior secondary school students with the help of the tools selected for the purpose.

3.2 The Tools

The tool used in the study are given below:

3.2.1 Self Esteem Inventory

Self-esteem inventory, constructed and standardized by Sudha K. Sharma & Md. Sarwar (2015) on secondary and senior secondary school students. This tool consists of 30 items divided into 3 areas (i) General Self-Esteem (ii) Social Self-Esteem and (iii) Cognitive Self-Esteem. Self-Esteem inventory is a standardized tool consisting of reliability and validity.

Table 3.1

Dimension-wise items of Self-Esteem Inventory.

Dimensions	Items with positive polarity	Items with negative polarity	Total
GSE	1,2,4,5,7,11,12,15,16.	19	10
SSE	3,10,21,22,25,26,27,28.	23,24.	10
CSE	6,8,9,13,14,17,18,20,29,30		10
			30

Note. GSE- general self-esteem, SSE- social self-esteem, CSE- cognitive self-esteem.

Reliability

Table 3.2

Reliability of Self-Esteem Inventory.

Component	Coefficient of correlation (Split Half Method)	Reliability by spearman Brown
30 items for self- esteem	0.680	0.809

Validity

The validity may be defined as the accuracy with which it measures what it purposes to measure. In the present inventory content validity was determined. The inventory was sent to 37 experts in the field of psychology. They gave their suggestions based on definitions of self-esteem and its dimensions. Only those items were retained in the

inventory which got consensus of the experts. It ensures that the inventory has high content validity.

Norms:

Table 3.3

Qualitative norms of the Self-Esteem Inventory of the Secondary School Students.

Range of raw score of Males	Range of raw score of Females	Interpretation
140.5	131.5	
124	120-.31	Very high self-esteem
117.83	115.5	
116.06	114.43	High self-esteem
114.38	113.37	
112.45	111.22	Average self-esteem
110.52	108.86	
108.32	107.5	
105.82	105.13	Low self-esteem
104.62	102.95	
102.5	102.77	Very low self-esteem
97.93	95.42	

The self-esteem inventory has a substantial and practical value in the arena of education, particularly amongst school-going students of senior secondary level.

3.2.2 Emotional Maturity scale

Singh, Y. and Bhargava, M. (2016) have established a scale on emotional maturity. This tool consists of 48 items divided into 5 areas i.e., (i) emotional stability (ii) emotional regression (iii) social maladjustment (iv) personality integration, and (v) independence. The product 'r' of the test is .75 and the validity of emotional maturities is .64 (N=46).

Norms:**Table 3.4***Norms for Interpretation of the Level of Emotional Maturity.*

Sl. No.	Range of raw scores	Level of emotional maturity
1	50-80	Extremely stable
2	81-88	Moderate stable
3	89-106	Unstable
4	107-240	Extremely unstable

The emotional maturity inventory has a substantial and pragmatic value in the field of education.

3.2.3 Adjustment Inventory

Sinha and Singh (2007) developed an adjustment inventory for school-going students. This tool consists of 60 items divided into 3 areas (i) emotional (ii) social and (iii) educational.

Table 3.5*Area-wise Type of items Sr. Distribution.*

ADJ	Adjustment marked never	Total	Adjustment marked always	Total	Total items
EMO	_____	_____	1,4,7,10,13,16,19,22,25,28, 31,34,37, 40,43,46,49,52,55,58	20	20
SOC	11,17,20,23,26,32,38,41,44,50, 53,56,59		2,5,8,14,29,35,47	07	20
EDU	12,18,24,30,33,48,51, 54,57,60		3,6,9,15,21,27,36, 39,42,45	10	20
	Grand Total	23	+	37	60

Note. ADJ- Adjustment, EMO- Emotional, SOC- Social, EDU- Educational.

Norms:**Table 3.6***Norms for Interpretation of the Level of Adjustment.*

Sl. No.	Range of raw scores	z-Score Range	Level of self-esteem of students
1	92 & more	+2.01 & above	Extremely Unsatisfactory Adjustment
2	78-91	+1.26 to 2.00	Unsatisfactory Adjustment
3	63-77	+0.51 to 1.25	Below Average Adjustment
4	42-62	-0.50 to 0.50	Average/ Moderate Adjustment
5	27-41	-1.25 to -0.51	Above Average Adjustment
6	12-26	-2.00 to -1.26	High Adjustment
7	11 & less	-2.01 & below	Extremely High Adjustment

3.3 Population

There are 16000 senior secondary school students from 90 numbers of senior secondary schools in Sikkim. The students who are studying in classes 11th and 12th have been comprised of the population of the study.

3.3.1 Sample

The researcher studies a portion of elements selected from the larger portion of the population representing them. A representative portion of elements drawn from the population is called a sample and the process of drawing those elements from the population is called sampling. In the present study, the population is students of senior secondary schools of Sikkim state. A sample of 376 senior secondary schools has been selected from the Sikkim state covering each district following simple random sampling techniques. Out of 376 students, 188 girls and 188 boys have been selected 94 of each

sample has been selected from four districts as well as from the academic streams of the senior secondary school of Sikkim state i.e., north Sikkim, south Sikkim, east Sikkim, and west Sikkim.

Table 3.7

District-wise number of State Government Senior Secondary Schools as of the Year 2022.

District	Number of schools
<i>East</i>	32
<i>West</i>	29
<i>North</i>	7
<i>South</i>	22
<i>Total</i>	90

Note. Education Department, Government of Sikkim, 2022.

3.4 The Procedure

In the present investigation, the students of senior secondary schools of Sikkim state have been selected as the sample bears students of varied gender, locality, and academic stream. After planning the sample, the investigator planned the tools. The researcher has adopted standardized tools. The investigator has also planned the procedure for treating the data. For systematic analysis and interpretation of data, the investigator planned to find out the mean, median, and standard deviation from the raw scores of each group and subgroup. To find the substantial difference of the intra variation 't' ratio has been used. A summary has been given at the end by suggesting recommendations emerging out of the study. The possibility for future investigation in the area has also been showed.

The administration of the tools was followed as per the norms and conditions. The investigator had to take personal care in giving directions to the students for answering

questions. The principals of the schools were requested to extend their cooperation for the successful conduct of the study. The self-esteem, emotional maturity, and adjustment tools were administered first.

The following precautions were observed during the administration of the scale and they are as under:

- Care was taken to discuss the purpose of the investigation with the students in order to develop a rapport between the investigator and the respondents. The students were briefed inside the common room with all sorts of materials needed for some doubts and confusion that may come to them prior to the administration in responding to the item clarified first.
- The self-esteem, emotional maturity, and adjustment tools were administered and no student was put under pressure for returning the test booklet until he or she completed it because there was no strict time limit for responding to the entire scales.
- The students were assured of keeping their responses secret so that they could freely exercise their mental power. Even they were told not to write their name if they had some doubt.
- The students were convinced for exercising their free will and free choice.

3.4.1 Scoring of the Answer Sheet

The answer sheet was then collected and scored as per the manual and in this study three manuals used i.e., self-esteem inventory, emotional maturity scale, and adjustment inventory and the sample contained 376. The self-esteem inventory five-point scale with strongly agree, agree, undecided, disagree, and strongly disagree,

which have been numbered as 1,2,3,4,5 respectively, and with regard emotional maturity scale five-point scale with very much, much, undecided, probably and never, which have been numbered as 5,4,3,2,1 respectively and coming to adjustment inventory three-point response scale with always, sometimes and never, which have been numbered as 0,1,2 accordingly. The summated scores of the students were considered as the total scores of the self-esteem, emotional maturity and adjustment tools. The data sheet was prepared accordingly. Then all the scores pertaining to different scales were studied in terms of the requirement as per the objectives and hypotheses stated earlier. Meanwhile interview schedule was developed by the researcher under the guidance of an expert and was administered to the respondents in order to get an in-depth perception of a self-esteem, emotional maturity and adjustment among senior secondary school students of Sikkim.

3.5 Techniques of Data Analysis

In data analysis, both descriptive and inferential statistics has adopted. For the assessment of self-esteem, emotional maturity and adjustment, mean, S.D., percentage, frequency, 't' ratio, and product moment correlations has been done using SPSS version 20. Proper organization and organization of data was done and the normality of the sample data was verified. Statistical test of normality, KS test and Shapiro-Wilk test was directed in SPSS for the total Self-Esteem, Emotional Maturity and Adjustment.

Table 3.8*Test of Normality of Total Self-Esteem, Emotional Maturity and Adjustment.*

	Kolmogorov-Smirnov*			Shapiro-Wilk		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
Self-esteem	.037	376	.064	.996	376	.354
Emotional maturity	.044	376	.083	.994	376	.127
Self-esteem	.040	376	.200	.992	376	.051

Note. $P > 0.05$ for both the KS test and Shapiro Wilk test.

The result of the Kolmogorov-Smirnov* test and Shapiro-Wilk test for normality of sample data of self-esteem, emotional maturity, and adjustment. Regarding self-esteem, the p -value for the K-S test is (0.064) and Shapiro-Wilk test (0.354) is greater than 0.05, indicating the normality of the sample data for self-esteem. Another dimension i.e., Emotional Maturity's p -value for the K-S test is (0.83) and p -value for the Shapiro-Wilk test is (0.127) indicates a value greater than 0.05, which indicates the normality of the sample data. Lastly, another dimension i.e., adjustment p -value for the K-S test is (0.200) and p -value for the Shapiro-Wilk test is (0.051) indicates a value greater than 0.05, which indicates the normality of the sample data. Since the sample data for self-esteem, emotional maturity, and adjustment were found to be distributed normally, parametric tests namely the t -test, were performed to test the null hypotheses of self-esteem emotional maturity, and adjustment.

3.6 Conclusion

The present chapter stressed explaining the methodology part. Here, the researcher has explained the design, and tools that have been used for the study, moreover researcher has also explained the validity and reliability of the tools. Further, the researcher has given an explanation of the population, and sample, shown the techniques of data

analysis, explained the scoring of the answer sheet, and lastly, the procedure of data collection explanation has been done respectively.

Chapter IV

ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter deals with the description, analysis, and interpretation of data collected through administering the tools in different schools in Sikkim. Detailed differential analysis and interpretation of results on self-esteem, emotional maturity, and adjustment of Sikkim senior secondary school students have been presented. Through data analysis, the collected data has been given a systematic structure and meaning. Data analysis has been used as a systematic approach for using statistical techniques for describing and evaluating the raw data. Further, in this study interpretation has been presented for reviewing the data and to get the relevant conclusion. The researcher has categorized and summarized the collected data to get the proper outcomes and for the analysis proposed, numerical data has been considered. In the analysis part, the use of statistical methods such as standard deviation, mean, median, *t*-ratio, and correlation has been calculated in the study.

4.1 Organization of Data

Subsequently managing the test, the researcher assessed the response sheets. The trial was consequently recorded and the categorization has been followed based on gender, locales, and academic streams. The data has been classified, tabulated, and graphically presented and further summarised the individual ranges of scores for a variable. Thorough classification of data the researcher has summarized and described the affinities and diversities of data. The tabulation has been done to simplify the presentation and facilitate the comparisons keeping in view the objectives of the study. The other technique like graphical presentation has been done by plotting the bar graphs for the analysis in the study.

4.2 Level of Self-Esteem, Emotional Maturity and Adjustment Among Senior Secondary School Students of Sikkim

The level of self-esteem, emotional maturity and adjustment has been interpreted by using frequency and percentage. Self-esteem among senior secondary school students has been interpreted into five levels viz. very high self-esteem, high self-esteem, average self-esteem, low self-esteem and very low self-esteem as according to the norms of self-esteem inventory. Accordingly, the tabulation and the graphical representation of data has been presented.

Emotional maturity among senior secondary school students has been interpreted into four levels viz. extremely stable, moderately stable, unstable and extremely unstable. Accordingly, the tabulation and the graphical representation of data has been presented.

Adjustment among senior secondary school students has been interpreted into seven levels viz. extremely unsatisfactory adjustment, unsatisfactory adjustment, below average adjustment, average/moderate adjustment, above average adjustment, high adjustment, extremely high adjustment. Accordingly, the tabulation and the graphical representation of data has been presented.

4.2.1 Categorization of the level of Self-Esteem among senior secondary school students of Sikkim

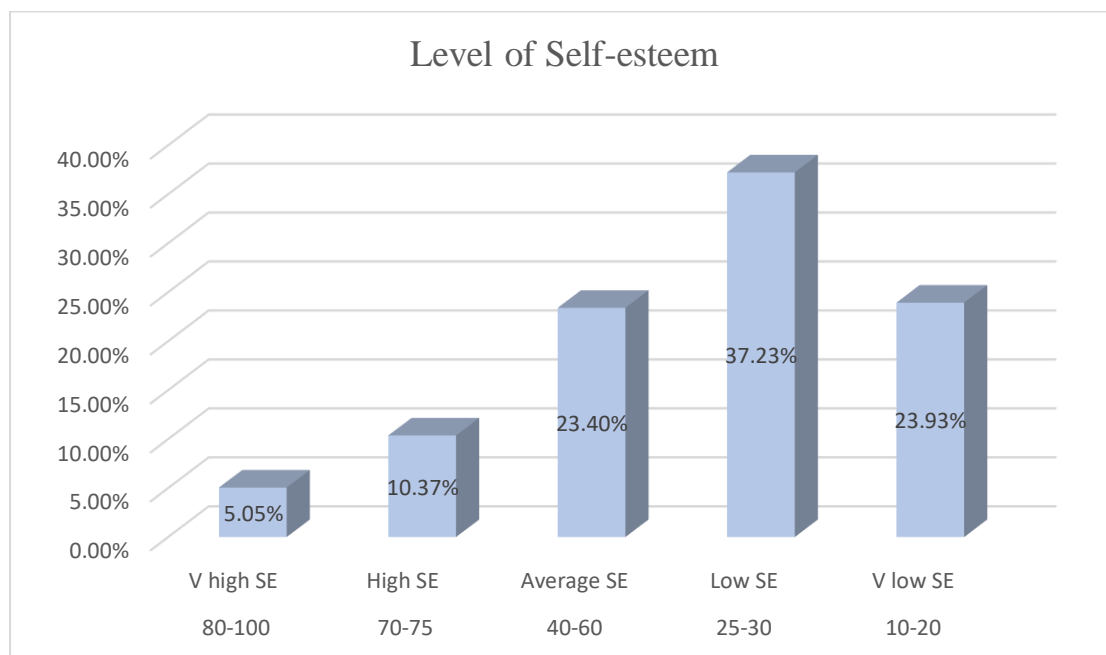
The scores have been divided conferring to the class interval which fall within the classification in order to bring out the scores which comes under the different scores range viz. very high self-esteem, high self-esteem, average self-esteem, low self-esteem and very low self-esteem. Hence the level of self-esteem among senior secondary school students with the above mention categories have been stated and signified with the interpretation and findings.

Table 4.1*Level of Total Self-Esteem of Senior Secondary School Students.*

Sl. No.	Range of raw Score of males	Range of raw score of females	f (N=376)	Interpretation	Percent age
1.	140.5	131.5		Very high self-esteem	5.05 %
	124	120-31	14		
	117.83	115.5	5		
2.	116.06	114.43	16	High self-esteem	10.37%
	114.38	113.37	23		
3.	112.45	111.22	38	Average self-esteem	23.40%
	110.52	108.86	50		
4.	108.32	107.5	72	Low self-esteem	37.23%
	105.82	105.13	22		
	104.62	102.95	46		
5.	102.5	102.77	66	Very low self-esteem	23.93%
	97.93	95.42	24		

Fig 4.1

Level of Total Self-Esteem of Senior Secondary School Students.



The manual classifies the self-esteem of senior secondary school students into 5 categories i.e., very high self-esteem, high self-esteem, average self-esteem, low self-esteem, and very low self-esteem. This table revealed that 5.05 % of students have very high self-esteem which is under the category of 80th and 90th percentile, 10.37% of students have high self-esteem which is under the category of 70th and 75th percentile, 23.40% of students fall beneath average self-esteem which is under the category of 40th, 50th, and 60th percentile, 37.23% of students have low self-esteem which is under category of 25th and 30th percentile, 23.93% of students have very low self-esteem which is under the category of 10th and 20th percentile.

4.2.2 Categorization of the level of Emotional Maturity among senior secondary school students of Sikkim

The investigator categorized the scores by using percentage and frequency. Scores has been divided conferring to the class interval which fall within the classification in order to bring out the scores which comes under the different scores range viz. extremely

stable, moderately stable, unstable and extremely unstable. Hence the level of emotional maturity among senior secondary school students with the above mention categories have been stated and signified with the interpretation and findings.

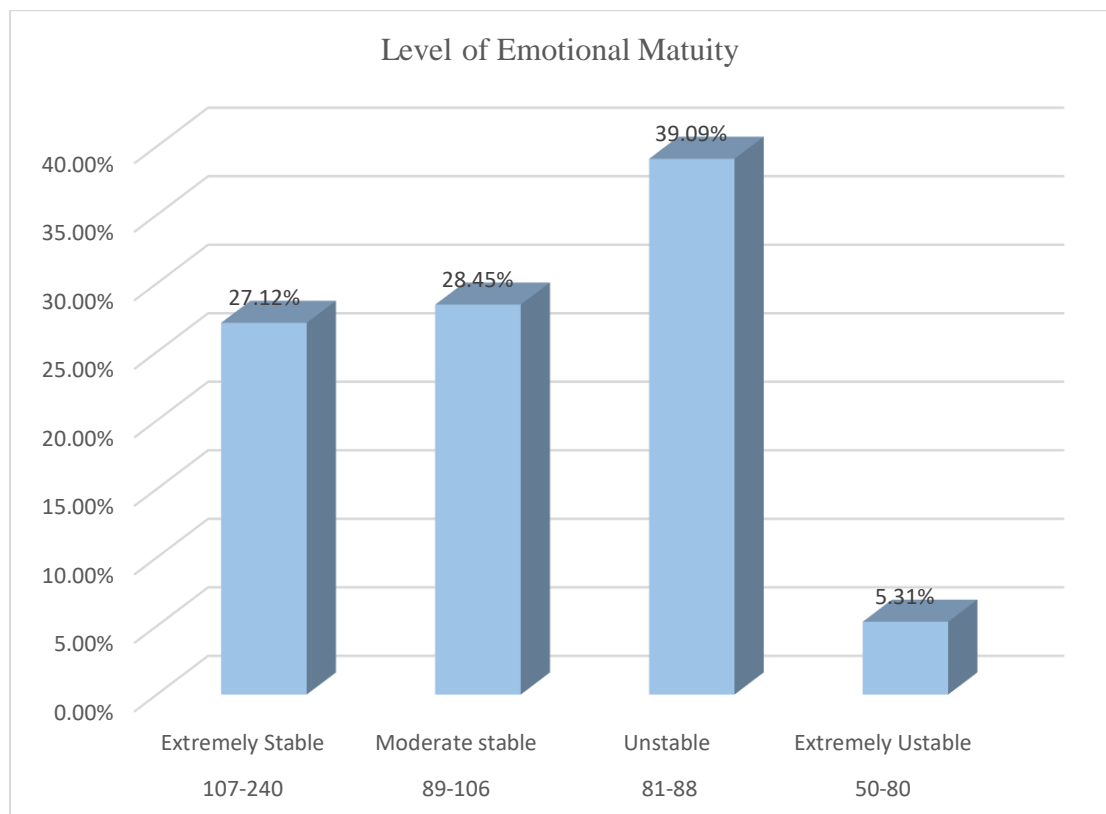
Table 4.2

Level of Total Emotional Maturity of Senior Secondary School Students.

Sl. No.	Range of raw scores	Level of emotional maturity of students	f (N=376)	Percentage
1	50-80	Extremely stable	102	27.12%
2	81-88	Moderate stable	107	28.45%
3	89-106	Unstable	147	39.09%
4	107-240	Extremely unstable	20	5.31%

Fig 4.2

Level of Total Emotional Maturity of Senior Secondary School Students.



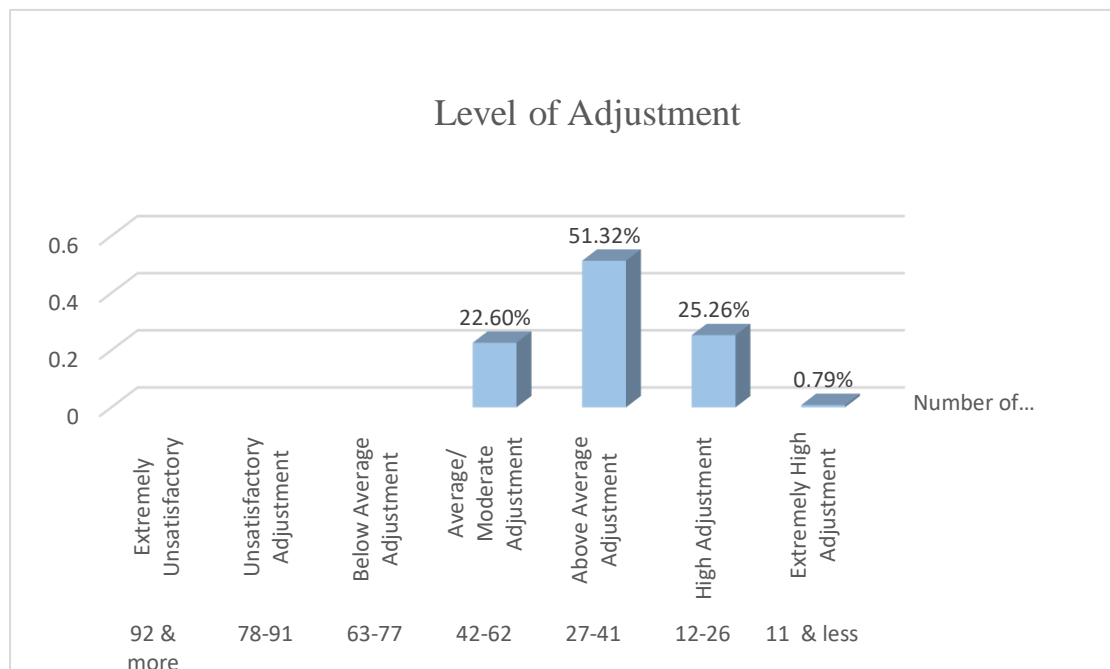
The table and graph depict the manual classifies on self-esteem of senior secondary school students into 5 categories i.e., extremely stable, moderately stable, unstable, and extremely unstable. This table reveals that 27.12 have extremely stable emotional maturity, 28.45% have moderately stable emotional maturity, and 39.09% have unstable emotional maturity in senior secondary school students. 5.31% have extremely unstable emotional maturity amongst school going students of senior secondary level. Therefore, the above percentage of emotional maturity portrays the condition amongst school going students of senior secondary level emotional maturity.

4.2.3 Categorization of the level of Adjustment among senior secondary school students of Sikkim

The scores have been divided conferring to the class interval which fall within the arrangement in order to bring out the scores which comes under the different scores range viz. extremely unsatisfactory adjustment, unsatisfactory adjustment, below average adjustment, average/moderate adjustment, above average adjustment, high adjustment, extremely high adjustment. Henceforth, the level of adjustment among senior secondary school students with the above mention categories have been stated and signified with the interpretation and findings.

Table 4.3*Level of Total Adjustment of Senior Secondary School Students.*

Sl. No.	Range of raw scores	z-Score Range	Level of self-esteem of students	f (N=376)	Percentage
1	92 & more	+2.01 & above	Extremely Unsatisfactory	0	0
2	78-91	+1.26 to 2.00	Unsatisfactory Adjustment	0	0
3	63-77	+0.51 to 1.25	Below Average Adjustment	0	0
4	42-62	-0.50 to 0.50	Average/ Moderate Adjustment	85	22.60%
5	27-41	-1.25 to -0.51	Above Average Adjustment	193	51.32%
6	12-26	-2.00 to -1.26	High Adjustment	95	25.26%
7	11 & less	-2.01 & below	Extremely High Adjustment	3	0.79%

Fig 4.3*Level of Adjustment of Senior Secondary School Students.*

The table and graph depict the manual classifies on adjustment of senior secondary school students into 5 categories i.e., extremely stable, moderately stable, unstable, and extremely unstable. This table revealed that 22.60% have under-average/moderate adjustment, 51.32% have above-average adjustment, 25.26% have under high adjustment, and 0.79% have under extremely high adjustment. Such being the case the level of adjustment depicts the situation of senior secondary school student adjustment.

4.3 Differences in Self-Esteem Among Senior Secondary School Students in Sikkim with Regard to Gender, Locale, and Academic Streams.

To find the differences in the scores in self-esteem with regard to gender, locale, and academic streams of senior secondary school students, the data has been calculated using mean, standard deviation, and *t*-test on the following groups:

- Self-Esteem of boys and girls amongst school going students of senior secondary level of Sikkim.
- Self-Esteem of urban and rural amongst school going students of senior secondary level of Sikkim.
- Self-Esteem of science and arts amongst school going students of senior secondary level of Sikkim.

4.3.1 Gender Wise Difference in Self-Esteem Among Senior Secondary School Students of Sikkim.

Self-esteem amongst school going students of senior secondary level of Sikkim with regard to gender has been analysed, and in this regard, the mean score of the students belonging to both genders i.e., boys and girls has been calculated and presented below.

Table 4.4.1 (a)

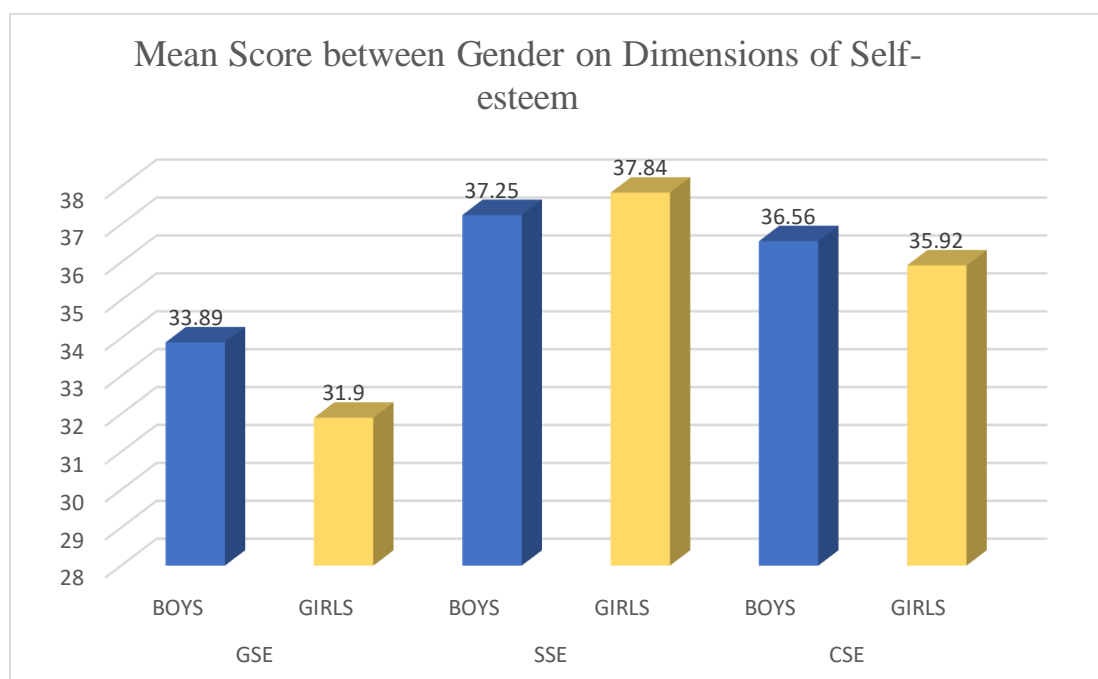
Mean score Between Gender on Dimensions of Senior Secondary School Students of Sikkim are Given Below. (Boys-188, Girls-188, N=376)

Variable	Gender	Mean	SD	t-Value	p
General Self-esteem	Boys	33.89	4.24	3.81**	.000
	Girls	31.90	5.77		
Social Self-Esteem	Boys	37.25	3.41	1.67	.095
	Girls	37.84	3.36		
Cognitive Self-Esteem	Boys	36.56	3.74	1.71	.087
	Girls	35.92	3.51		

Note. **= Substantial at 0.01.

Fig 4.4.1 (a)

Mean score of Self-Esteem between gender on Dimensions of Senior Secondary School Students of Sikkim.



To find the difference in the scores on the self-esteem of boys and girls of senior secondary school student, the test of significance difference between the mean were

calculated. The above table depicts the test significance of the dimension-wise mean scores on emotional maturities.

1. **General self-esteem:** The first dimension i.e., the self-esteem of senior secondary school, boys and girls. The calculated value was found to be 3.81, $p < 0.05$. Therefore, the null hypothesis H_{04} : There is no substantial difference in general self-esteem of boys and girls amongst school going students of senior secondary level concerning general self-esteem is rejected.
2. **Social self-esteem:** The second dimension i.e., self-esteem of senior secondary school, boys and girls. The calculated value was found to be 1.67, $p > 0.05$. Thus, the null hypothesis H_{04} : There is no substantial difference in social self-esteem of boys and girls amongst school going students of senior secondary level concerning social self-esteem is failed to be rejected.
3. **Cognitive self-esteem:** The third dimension i.e., self-esteem of senior secondary school, boys and girls. The calculated value was found to be 1.17, $p > 0.05$. Therefore, the null hypothesis H_{04} : There is no substantial difference in cognitive self-esteem of boys and girls amongst school going students of senior secondary level concerning cognitive self-esteem is failed to be rejected.

Table 4.4.1 (b)

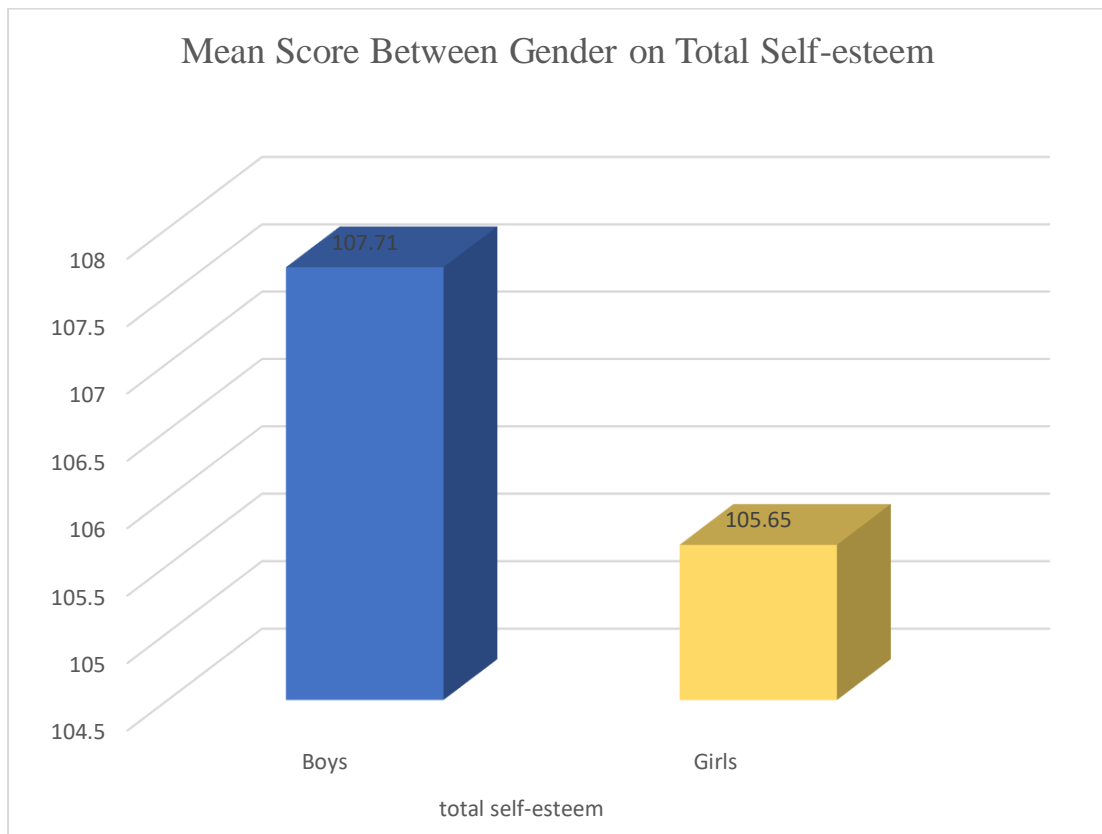
Mean Score Between Gender on Total Self-Esteem of Senior Secondary School Students of Sikkim are Given Below. (Boys-188, Girls-188, N=376)

Variable	Gender	Mean	SD	<i>t-Value</i>	<i>p</i>
Total self-esteem	<i>Boys</i>	107.71	7.53	3.34**	.001
	<i>Girls</i>	105.65	8.59		

Note. **= Substantial at 0.01.

Fig 4.4.1 (b)

Mean Score between Gender on the total Self-Esteem of Senior Secondary School Students of Sikkim.



The total self-esteem of senior secondary school, boys and girls. The calculated value was found to be 3.34, $p < 0.05$. Therefore, the null hypothesis H_{04} : There is no substantial difference in self-esteem of urban and girls amongst school going students of senior secondary level concerning total self-esteem is rejected.

4.3.2 Locale Wise Difference in Self-Esteem Among Senior Secondary School Students of Sikkim

Self-esteem amongst school going students of senior secondary level of Sikkim with regard to locale has been analyzed, and in this regard, the mean score of the students belong to urban and rural areas has been calculated and presented below.

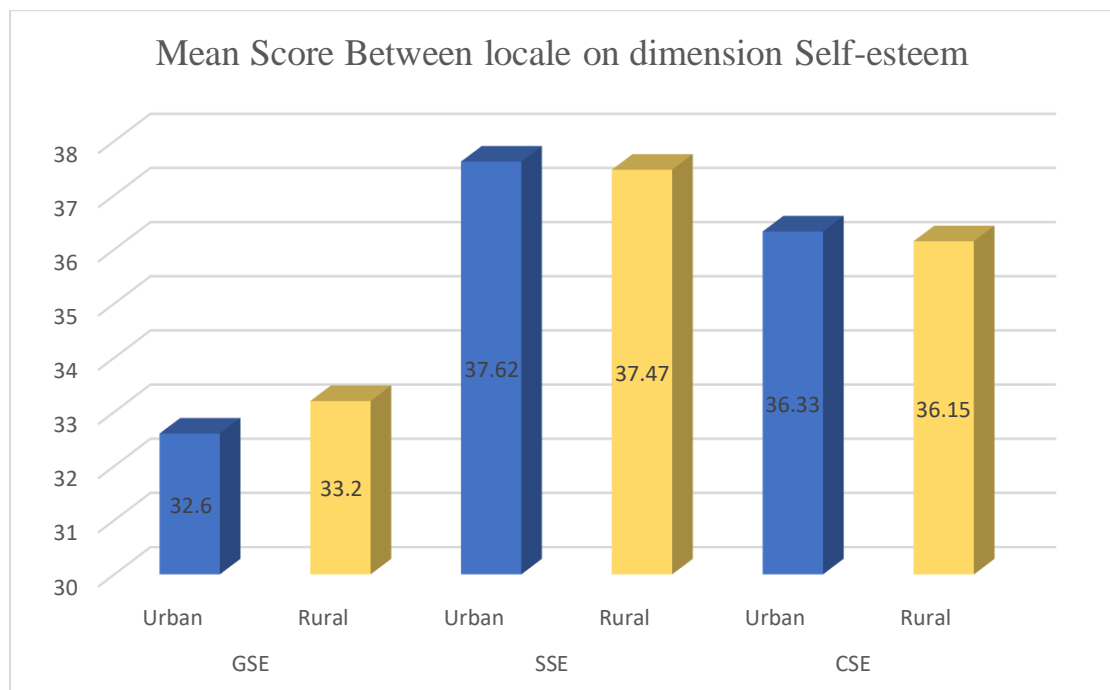
Table 4.4.2 (a)

Mean Score between Locale on dimensions and total self-esteem of Senior Secondary School Students of Sikkim is given below. (Urban-188, Rural- 188, N=376).

Variable	Locale	Mean	SD	t-Value	p
General Self-esteem	<i>Urban</i>	32.60	5.51	1.13	.259
	<i>Rural</i>	33.20	4.76		
Social self-esteem	<i>Urban</i>	37.62	3.28	0.42	.672
	<i>Rural</i>	37.47	3.51		
Cognitive self-esteem	<i>Urban</i>	36.33	3.65	0.46	.641
	<i>Rural</i>	36.15	3.64		

Fig 4.4.2 (a)

Mean Score between locale on the dimension of Self-Esteem of Senior Secondary School Students of Sikkim.



To find the difference in the scores in the self-esteem of urban and rural senior secondary school student, the test of significance of the difference between the mean were calculated. The above table depicts the test significance of dimension-wise mean scores on emotional maturities.

1. **General self-esteem:** The first dimension i.e., self-esteem of senior secondary school, urban and rural. The calculated value was found to be 1.13, $p>0.05$. Therefore, the null hypothesis H_{04} : There is no substantial difference in general self-esteem of urban and rural amongst school going students of senior secondary level concerning general self-esteem is failed to be rejected.
2. **Social self-esteem:** The second dimension i.e., self-esteem of senior secondary school, urban and rural. The calculated value was found to be 0.42, $p>0.05$. Therefore, the null hypothesis H_{04} : There is no substantial difference in social self-esteem of urban and rural amongst school going students of senior secondary level concerning social self-esteem is failed to be rejected.
3. **Cognitive self-esteem:** The third dimension i.e., self-esteem of senior secondary school, urban and rural. The calculated value was found to be 0.46, $p>0.05$. Therefore, the null hypothesis H_{04} : There is no substantial difference in cognitive self-esteem of urban and girls amongst school going students of senior secondary level concerning cognitive self-esteem is failed to be rejected.

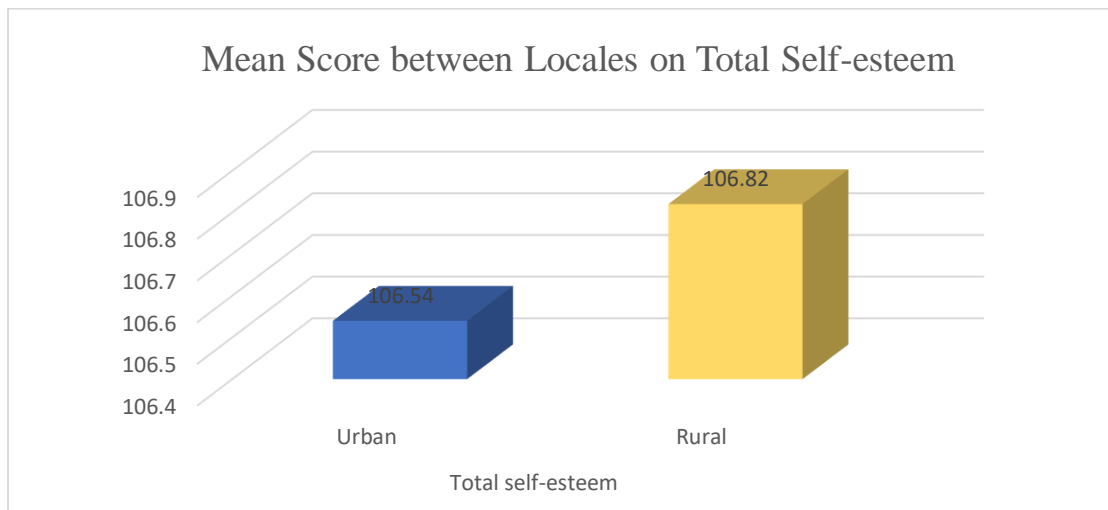
Table 4.4.2 (b)

Mean Score between Locales on total self-esteem of Senior Secondary School Students of Sikkim is given below. (Urban-188, Rural- 188, N=376)

Variable	Locale	Mean	SD	t-Value	<i>p</i>
Total self-esteem	<i>Urban</i>	106.54	5.80	0.44	.657
	<i>Rural</i>	106.82	5.25		

Fig 4.4.2 (b)

Mean Score between locales on total Self-Esteem of Senior Secondary School Students of Sikkim.



The total self-esteem of senior secondary school, urban and rural. The calculated value was found to be 0.44, $p > 0.05$. Therefore, the null hypothesis H_0 : There is no substantial difference in self-esteem of urban and girls amongst school going students of senior secondary level concerning total self-esteem is failed to be rejected.

4.3.3 Academic Stream Wise Difference in Self-Esteem Among Senior Secondary School Students of Sikkim

Self-esteem amongst school going students of senior secondary level of Sikkim with regard to academic stream has been analysed. In this regard, the mean score of the students belong to science and arts stream has been calculated and presented below.

Table 4.4.3 (a)

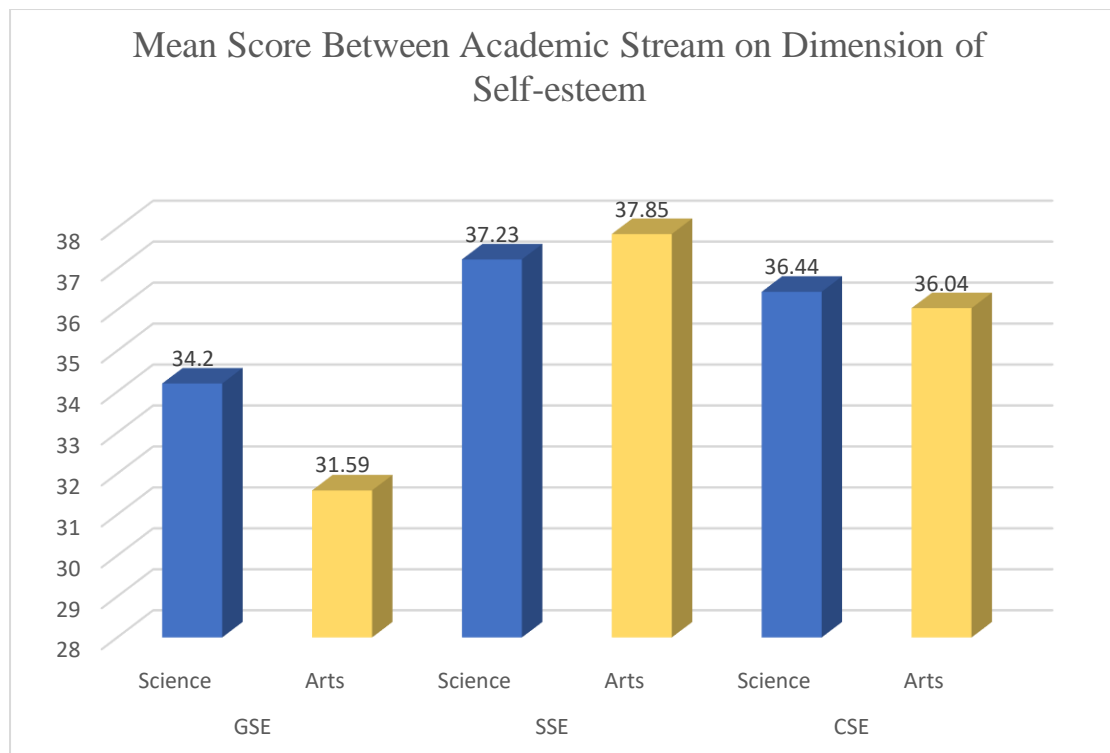
Mean Score between Academic Stream on dimensions and total self-esteem of Senior Secondary School Students of Sikkim are given below. (Science-188, Arts- 188, N=376)

Variable	Academic Stream	Mean	SD	<i>t-Value</i>	<i>p</i>
General Self-esteem	Science	34.20	3.85	5.07**	.000
	Arts	31.59	5.92		
Social self-esteem	Science	37.23	3.43	1.76	.078
	Arts	37.85	3.35		
Cognitive self-esteem	Science	36.44	3.76	1.06	.289
	Arts	36.04	3.51		

Note. **= Substantial at 0.01

Fig 4.4.3 (a)

Mean Score between the academic stream on the dimension of Self-Esteem of Senior Secondary School Students of Sikkim.



To find the difference in the scores in the self-esteem of science and arts senior secondary school student, the test of significance of the difference between the mean

were calculated. The above table depicts the test significance of the dimension-wise mean scores on emotional maturities.

1. **General self-esteem:** The first dimension i.e., self-esteem of senior secondary school, science, and arts. The calculated value was found to be 5.07, $p < 0.05$. Therefore, the null hypothesis H_{04} : There is no substantial difference in general self-esteem of science and arts amongst school going students of senior secondary level is found to be rejected.
2. **Social self-esteem:** The second dimension i.e., self-esteem of senior secondary school, science, and arts. The calculated value was found to be 1.76, $p > 0.05$. Therefore, the null hypothesis H_{04} : There is no substantial difference in social self-esteem of science and arts amongst school going students of senior secondary level is failed to be rejected.
3. **Cognitive self-esteem:** The third dimension i.e., self-esteem of senior secondary school, science, and arts. The calculated value was found to be 1.06, $p > 0.05$. Therefore, the null hypothesis H_{04} : There is no substantial difference in cognitive self-esteem of science and arts amongst school going students of senior secondary level is failed to be rejected.

Table 4.4.3 (b)

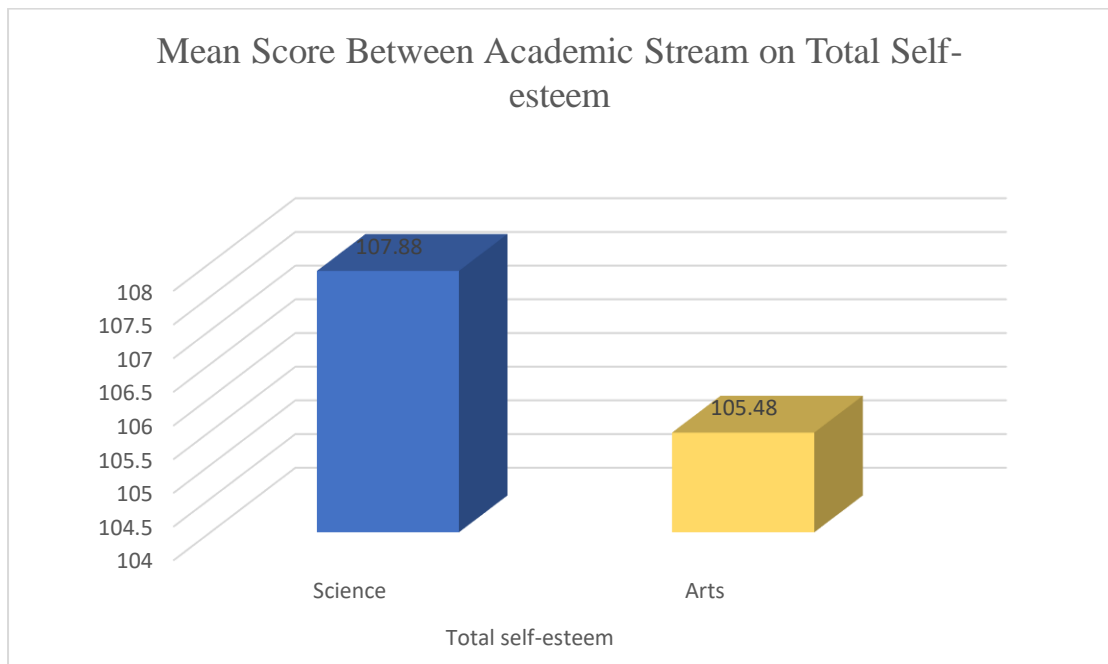
Mean Score between the Academic Stream on total self-esteem of Senior Secondary School Students of Sikkim is given below. (Science-188, Arts- 188, N=376).

Variable	Academic	Mean	SD	<i>t-Value</i>	<i>p</i>
	Stream				
Total self-esteem	<i>Science</i>	107.88	5.29	3.92**	.000
	<i>Arts</i>	105.48	6.47		

Note. **= Substantial at 0.01.

Fig 4.4.3 (b)

Mean Score between the academic stream on total Self-Esteem of Senior Secondary School Students of Sikkim.



The total self-esteem of senior secondary school, science, and arts. The calculated value was found to be 3.92, $p < 0.05$. Therefore, the null hypothesis H_{04} : There is no substantial difference in self-esteem of science and arts amongst school going students amongst school going students of senior secondary level is found to be rejected at 0.05 and 0.01 levels.

4.4 Difference in Emotional Maturity Among Senior Secondary School Students in Sikkim with Regard to Gender, Locale, and Academic Streams

To find the differences in the scores in emotional maturity with regard to gender, locale and academic streams of senior secondary school student, the data has been calculated using mean, standard deviation, and t -test on the following groups:

- Emotional maturity of boys and girls amongst school going students of senior secondary level of Sikkim.

- Emotional maturity of urban and rural amongst school going students of senior secondary level of Sikkim.
- Emotional maturity of science and arts amongst school going students of senior secondary level of Sikkim.

4.4.1 Gender Wise Difference in Emotional Maturity Among Senior Secondary School Students of Sikkim

Self-esteem among senior secondary school students of Sikkim with regard to gender has been analysed. In this regard, the mean score of the students belonging to both genders i.e., boys and girls has been calculated and presented below.

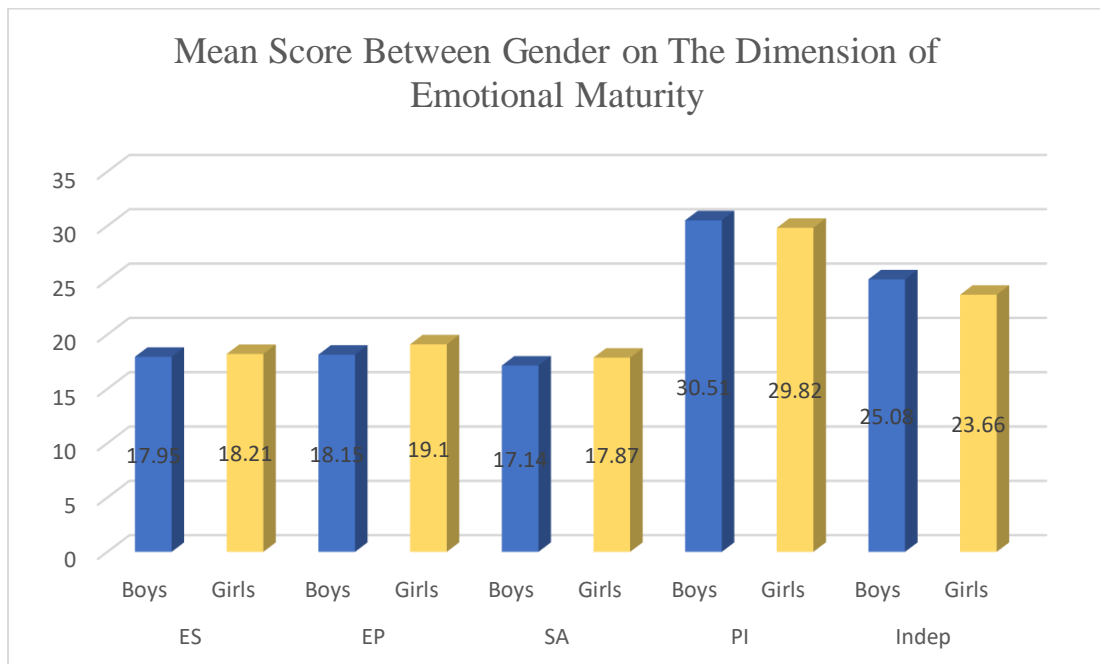
Table 4.5.1(a)

Mean Score between Gender on dimensions and total Emotional Maturity of Senior Secondary School Students of Sikkim are given below. (Boys-188, Girls- 188, N=376)

Variable	Gender	Mean	SD	<i>t-Value</i>	<i>p</i>
Emotional Stability	<i>Boys</i>	17.95	5.17	0.47	.636
	<i>Girls</i>	18.21	5.47		
Emotional progression	<i>Boys</i>	18.15	5.45	1.67	.095
	<i>Girls</i>	19.10	5.46		
Social Adjustment	<i>Boys</i>	17.14	4.66	1.40	.161
	<i>Girls</i>	17.87	5.36		
Personality integration	<i>Boys</i>	30.51	4.31	0.26	.791
	<i>Girls</i>	29.82	4.62		
Independence	<i>Boys</i>	25.08	3.31	1.75	.079
	<i>Girls</i>	23.66	3.37		

Fig 4.5.1(a)

Mean Score between gender on the dimension of emotional maturity of Senior Secondary School Students of Sikkim.



To find the difference in the scores in the emotional maturity of boys and girls of senior secondary school student, the test of significance of the difference between the mean were calculated. The above table depicts the test significance of the dimension-wise mean scores on emotional maturities.

- 1. Emotional stability:** The first dimension i.e., emotional stability of senior secondary school, boys and girls. The calculated value was found to be 0.47, $p > 0.05$. Therefore, the null hypothesis H_0 : There is no substantial difference in emotional stability of boys and girls amongst school going students of senior secondary level is failed to be rejected.
- 2. Emotional progression:** The second dimension i.e., emotional progression of senior secondary school, boys and girls. The calculated value was found to be 1.67, $p > 0.05$. Therefore, the null hypothesis H_0 : There is no substantial difference in the

emotional progression of boys and girls amongst school going students of senior secondary level is failed to be rejected.

3. **Social adjustment:** The third dimension i.e., social adjustment of senior secondary school, boys and girls. The calculated value was found to be 1.40, $p>0.05$. Therefore, the null hypothesis H_{05} : There is no substantial difference in the social adjustment of boys and girls amongst school going students of senior secondary level is failed to be rejected.
4. **Personality integration:** The fourth dimension is emotional personality integration of senior secondary school, boys and girls. The calculated value was found to be 0.26, $p>0.05$. Therefore, the null hypothesis H_{05} : There is no substantial difference in personality integration of boys and girls amongst school going students of senior secondary level is failed to be rejected.
5. **Independence:** The fifth dimension is independence of senior secondary school, boys and girls. The calculated value was found to be 1.75, $p>0.05$. Therefore, the null hypothesis H_{05} : There is no substantial difference in the independence of boys and girls amongst school going students of senior secondary level is failed to be rejected.

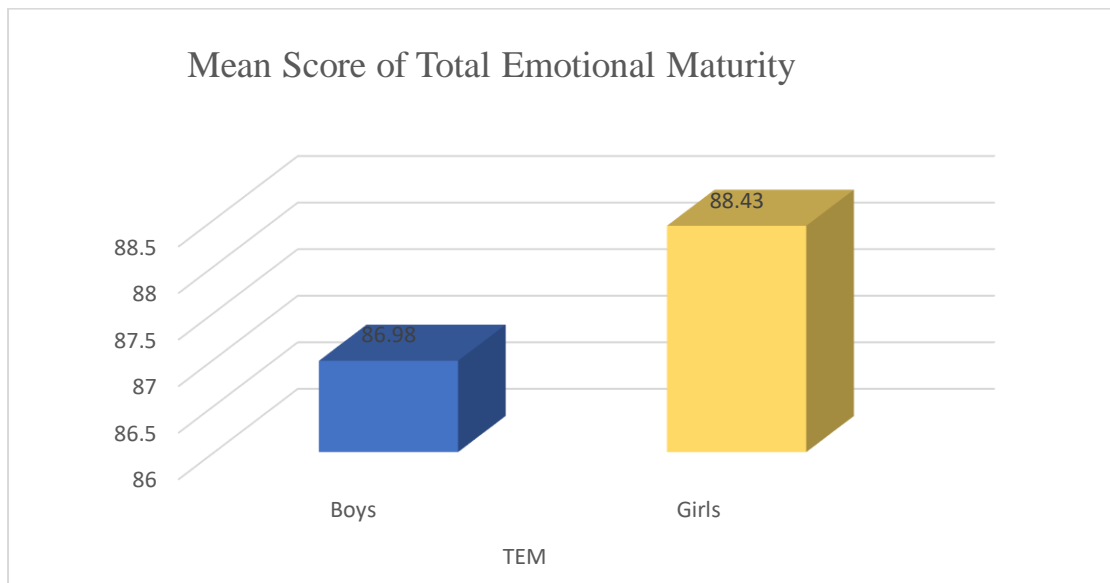
Table 4.5.1(b)

The Mean Score between Gender on dimensions and total Emotional Maturity of Senior Secondary School Students of Sikkim are given below. (Boy-188, Girls- 188, N=376)

Variable	Gender	Mean	SD	<i>t-Value</i>	<i>p</i>
Total	<i>Boys</i>	86.98	11.12	1.22	.223
	<i>Girls</i>	88.43	11.85		

Fig 4.5.1(b)

Mean Score between gender on total emotional maturity of Senior Secondary School Students of Sikkim.



The total emotional maturity of senior secondary school, boys and girls. The calculated value was found to be 1.22, $p > 0.05$. Therefore, the null hypothesis H_0 : There is no substantial difference in the emotional maturity of boys and girls amongst school going students of senior secondary level is failed to be rejected at 0.05 and failed to be rejected the null hypothesis at 0.01 level.

4.4.2 Locale Wise Difference in emotional maturity Among Senior Secondary School Students of Sikkim

Self-esteem amongst school going students of senior secondary level of Sikkim with regard to locale has been analysed. In this regard, the mean score of the students belongs to urban and rural areas has been calculated and presented below.

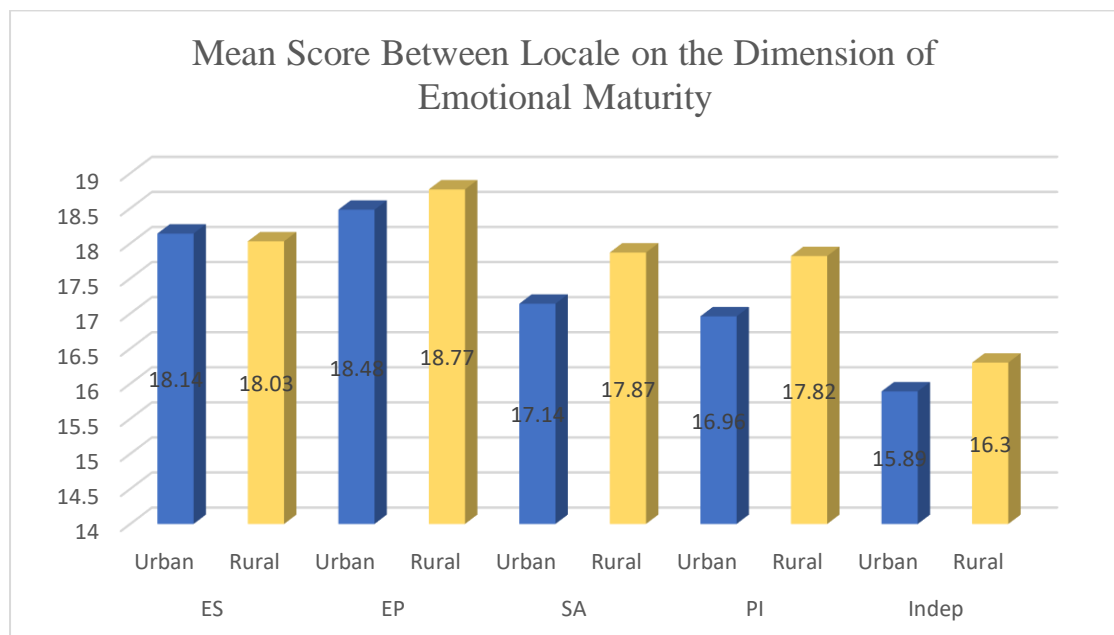
Table 4.5.2 (a)

Mean Score Between Locale on Dimensions and Total Emotional Maturity of Senior Secondary School Students of Sikkim are given below. (Urban-188, Rural- 188, N=376)

Variable	Locale	Mean	SD	<i>t</i> -Value	<i>p</i>
Emotional Stability	<i>Urban</i>	18.14	5.57	0.20	.839
	<i>Rural</i>	18.03	5.06		
Emotional progression	<i>Urban</i>	18.48	5.38	0.51	.605
	<i>Rural</i>	18.77	5.56		
Social Adjustment	<i>Urban</i>	17.14	4.95	1.40	.161
	<i>Rural</i>	17.87	5.09		
Personality integration	<i>Urban</i>	16.96	4.03	1.88	.060
	<i>Rural</i>	17.82	4.83		
Independence	<i>Urban</i>	15.89	3.32	1.20	.230
	<i>Rural</i>	16.30	3.37		

Fig 4.5.2 (a)

Mean Score between locales on the dimension of emotional maturity of Senior Secondary School Students of Sikkim.



To find the difference in the scores in the emotional maturity of urban and rural students of senior secondary school students, the test of significance of the difference

between the mean was calculated. The above table depicts the test significance of the dimension-wise mean scores on emotional maturities.

- 1. Emotional stability:** The first dimension i.e., emotional stability of senior secondary school, urban and rural. The calculated value was found to be 0.20, $p > 0.05$. Therefore, the null hypothesis H_0 : There is no substantial difference in emotional stability of urban and rural amongst school going students of senior secondary level is failed to be rejected.
- 2. Emotional progression:** The second dimension i.e., emotional progression of senior secondary school, urban and rural. The calculated value was found to be 0.51, $p > 0.05$. Therefore, the null hypothesis H_0 : There is no substantial difference in the emotional progression of urban and rural amongst school going students of senior secondary level is failed to be rejected.
- 3. Social adjustment:** The third dimension i.e., social adjustment of senior secondary school, urban and rural. The calculated value was found to be 1.40, $p > 0.05$. Therefore, the null hypothesis H_0 : There is no substantial difference in the social adjustment of urban and rural amongst school going students of senior secondary level is failed to be rejected.
- 4. Personality integration:** The fourth dimension is emotional personality integration of senior secondary school, urban and rural. The calculated value was found to be 1.88, $p > 0.05$. Therefore, the null hypothesis H_0 : There is no substantial difference in personality integration of urban and rural amongst school going students of senior secondary level is failed to be rejected.
- 5. Independence:** The fifth dimension is independence of senior secondary school, urban and rural. The calculated value was found to be 1.20, $p > 0.05$. Therefore, the

null hypothesis H_{05} : There is no substantial difference in the independence of urban and rural amongst school going students of senior secondary level is failed to be rejected.

Table 4.5.2 (b)

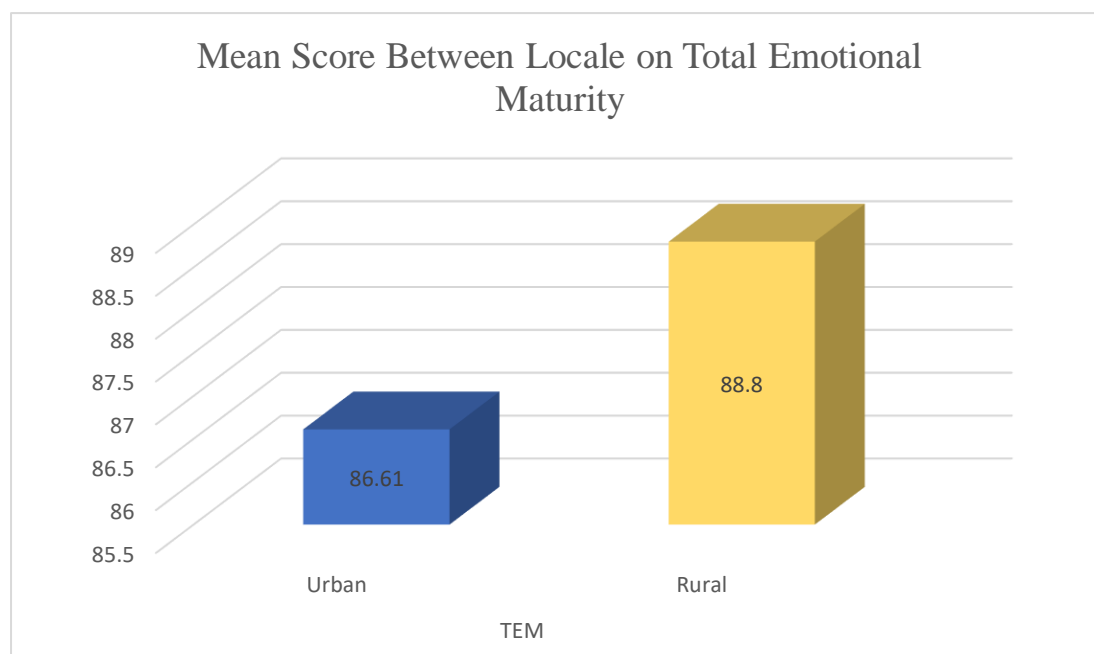
Mean Score of the total Emotional Maturity of Senior Secondary School Students of Sikkim is given below. (Urban-188, Rural- 188, N=376)

Variable	Locale	Mean	SD	<i>t</i> -Value	<i>p</i>
Total	<i>Urban</i>	86.61	11.63	1.85	.065
	<i>Rural</i>	88.80	11.29		

Note. @= Not substantial.

Fig 4.5.2 (b)

Mean Score between locale on total emotional maturity of Senior Secondary School Students of Sikkim.



The total emotional maturity of senior secondary school, urban and rural. The calculated value was found to be 1.85, $p > 0.05$. Therefore, the null hypothesis H_{05} : There is no substantial difference in the emotional maturity of urban and rural amongst school going students of senior secondary level is failed to be rejected.

4.4.3 Academic Stream Wise Difference in emotional maturity Among Senior Secondary School Students of Sikkim

Self-esteem among senior secondary school students of Sikkim with regard to locale has been analysed. In this regard, the mean score of the students belongs to science and arts stream has been calculated and presented below.

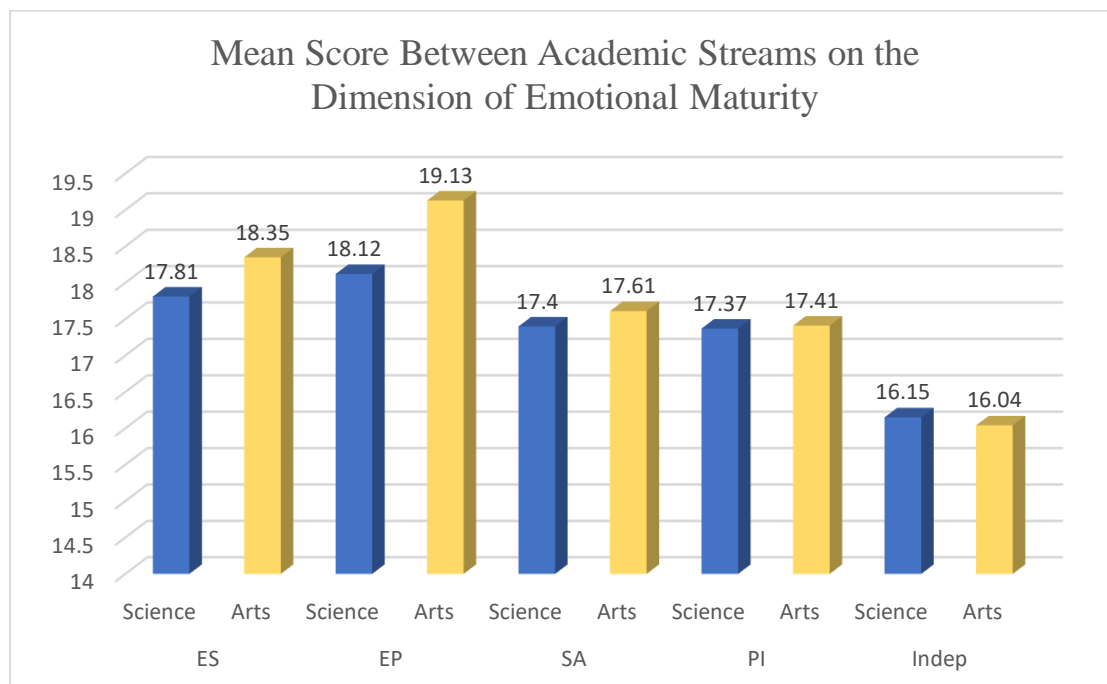
Table 4.5.3 (a)

Mean Score between the academic stream on dimensions and total Emotional Maturity of Senior Secondary School Students of Sikkim are given below. (Science-188, Arts-188, N=376)

Variable	Academic Stream	Mean	SD	t-Value	p
Emotional Stability	Science	17.81	5.08	0.97	.329
	Arts	18.35	5.62		
Emotional progression	Science	18.12	5.41	1.80	.072
	Arts	19.13	5.50		
Social Adjustment	Science	17.40	5.03	0.39	.690
	Arts	17.61	5.07		
Personality integration	Science	17.37	4.48	0.81	.936
	Arts	17.41	4.46		
Independence	Science	16.15	3.33	0.30	.759
	Arts	16.04	3.37		

Fig 4.5.3 (a)

Mean Score between academic streams on the dimension of emotional maturity of Senior Secondary School Students of Sikkim.



To find the difference in the scores in the emotional maturity of science and arts of senior secondary school student, the test of significance of the difference between the mean were calculated. The above table depicts the test significance of the dimension-wise mean scores on emotional maturities.

- 1. Emotional stability:** The first dimension i.e., emotional stability of senior secondary school, science, and arts. The calculated value was found to be 0.97. Therefore, the null hypothesis H_{05} : There is no substantial difference in emotional stability of science and arts amongst school going students of senior secondary level is failed to be rejected.
- 2. Emotional progression:** The second dimension i.e., emotional progression of senior secondary school, science, and arts. The calculated value was found to be 1.80, $p > 0.05$. Therefore, the null hypothesis H_{05} : There is no substantial

difference in the emotional progression of science and arts amongst school going students of senior secondary level is failed to be rejected.

3. **Social adjustment:** The third dimension i.e., social adjustment of senior secondary school, science, and arts. The calculated value was found to be 0.39, $p > 0.05$. Therefore, the null hypothesis H_0 : There is no substantial difference in the social adjustment of science and arts amongst school going students of senior secondary level is failed to be rejected.
4. **Personality integration:** The fourth dimension is emotional personality integration of senior secondary school, science, and arts. The calculated value was found to be 0.81, $p > 0.05$. Therefore, the null hypothesis H_0 : There is no substantial difference in personality integration of science and arts amongst school going students of senior secondary level is failed to be rejected.
5. **Independence:** The fifth dimension is independence of senior secondary school, science, and arts. The calculated value was found to be 0.30, $p > 0.05$. Therefore, the null hypothesis H_0 : There is no substantial difference in the independence of science and arts amongst school going students of senior secondary level is failed to be rejected.

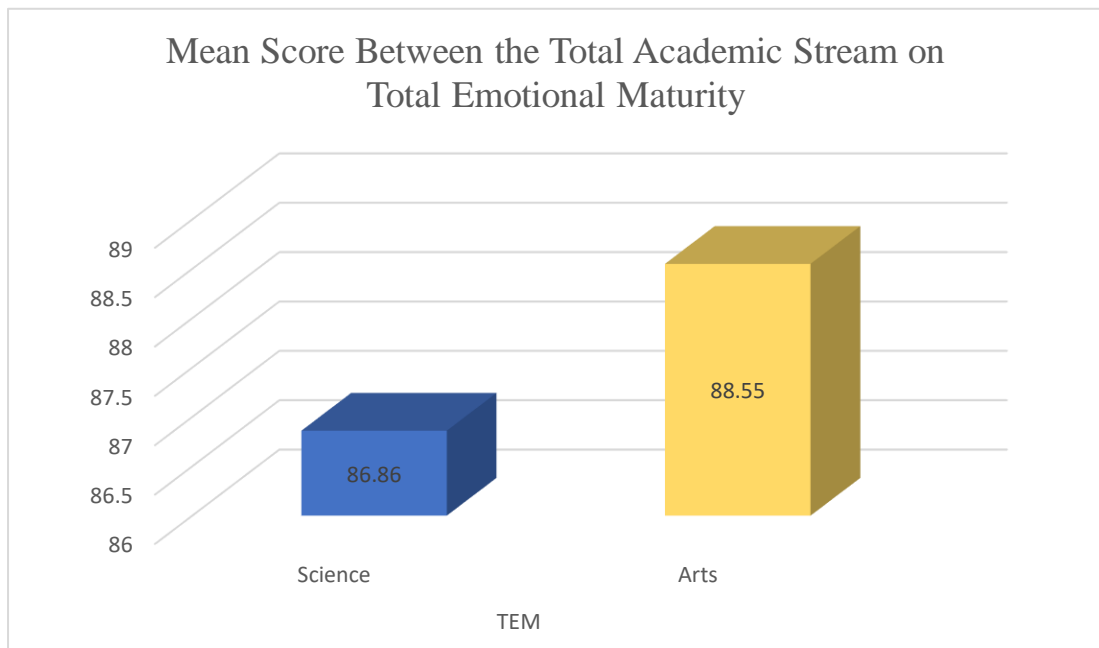
Table 4.5.3 (b)

Mean Score between the academic stream on total Emotional Maturity of Senior Secondary School Students of Sikkim is given below. (Science-188, Arts- 188, N=376)

Variable	Academic Stream	Mean	SD	t-Value	<i>p</i>
Total	Science	86.86	11.34	1.42	.154
	Arts	88.55	11.63		

Fig 4.5.3 (b)

Mean Score between the total academic stream on total emotional maturity of Senior Secondary School Students of Sikkim.



The total emotional maturity of senior secondary school, science, and arts. The calculated value was found to be 1.42, $p > 0.05$. Therefore, the null hypothesis H_0 : There is no substantial difference in the emotional maturity of science and arts amongst school going students of senior secondary level is failed to be rejected.

4.5 Difference in Adjustment Among Senior Secondary School Students in Sikkim with regard to Gender, Locale, and Academic Streams

To find the differences in the scores in adjustment with regard to gender, locale and academic streams of senior secondary school student, the data has been calculated using mean, standard deviation, and t -test on the following groups:

- Adjustment boys and girls of senior secondary school of Sikkim.
- Adjustment of urban and rural students of senior secondary school of Sikkim.
- Adjustment of science and arts students of senior secondary school of Sikkim.

4.5.1 Gender Wise Difference in Adjustment Among Senior Secondary School Students of Sikkim

Adjustment amongst school going students of senior secondary level of Sikkim with regard to gender has been analyzed. In this regard, the mean score of the students belonging to both genders i.e., boys and girls has been calculated and presented below.

Table 4.6.1 (a)

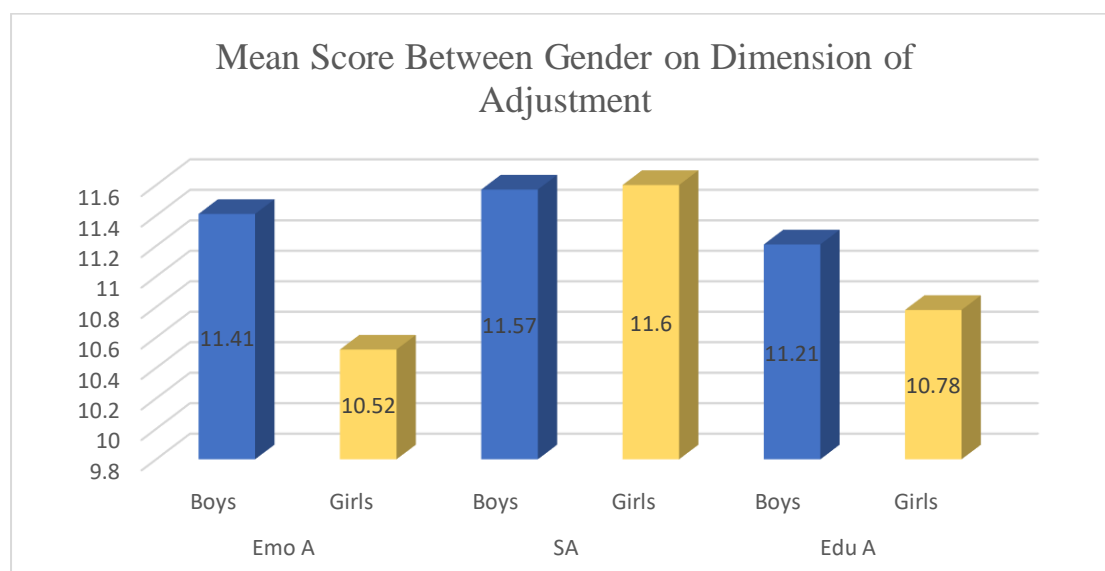
The Mean Score between Gender on dimensions and total Adjustment of Senior Secondary School Students of Sikkim are given below. (Boys-188, Girls- 188, N=376)

Variable	Gender	Mean	SD	t-Value	p
Emotional Adjustment	<i>Boys</i>	11.41	4.13	2.15*	.032
	<i>Girls</i>	10.52	3.85		
Social Adjustment	<i>Boys</i>	11.57	4.42	0.05	.955
	<i>Girls</i>	11.60	4.62		
Educational Adjustment	<i>Boys</i>	11.21	4.27	0.98	.325
	<i>Girls</i>	10.78	4.29		

Note. *= substantial at 0.05 level.

Fig 4.6.1 (a)

Mean Score between gender on the dimension of adjustment of Senior Secondary School Students of Sikkim.



To find the difference in the scores in the emotional maturity of urban and girls of senior secondary school student, the test of significance of the difference between the mean were calculated. The above table and graph depict the test significance of the dimension-wise mean scores on adjustment.

- 1. Emotional adjustment:** The first dimension i.e., emotional stability of senior secondary school, boys, and girls. The calculated value was found to be 2.15, $p < 0.05$. Thus, the null hypothesis H_{06} : There is no substantial variance in emotional adjustment of urban and girls amongst school going students of senior secondary level are found to be rejected null hypothesis at 0.05 level and failed to be rejected the null hypothesis at 0.01 level.
- 2. Social adjustment:** The second dimension i.e., emotional progression of senior secondary school, boys, and girls. The calculated value was found to be 0.05, $p > 0.05$. Thus, the null hypothesis H_{06} : There is no substantial difference in the social adjustment of urban and girls amongst school going students of senior secondary level is failed to be rejected.
- 3. Educational adjustment:** The third dimension i.e., social adjustment of senior secondary school, boys, and girls. The calculated value was found to be 0.98, $p > 0.05$. Thus, the null hypothesis H_{06} : There is no substantial difference in educational adjustment of urban and girls amongst school going students of senior secondary level is failed to be rejected.

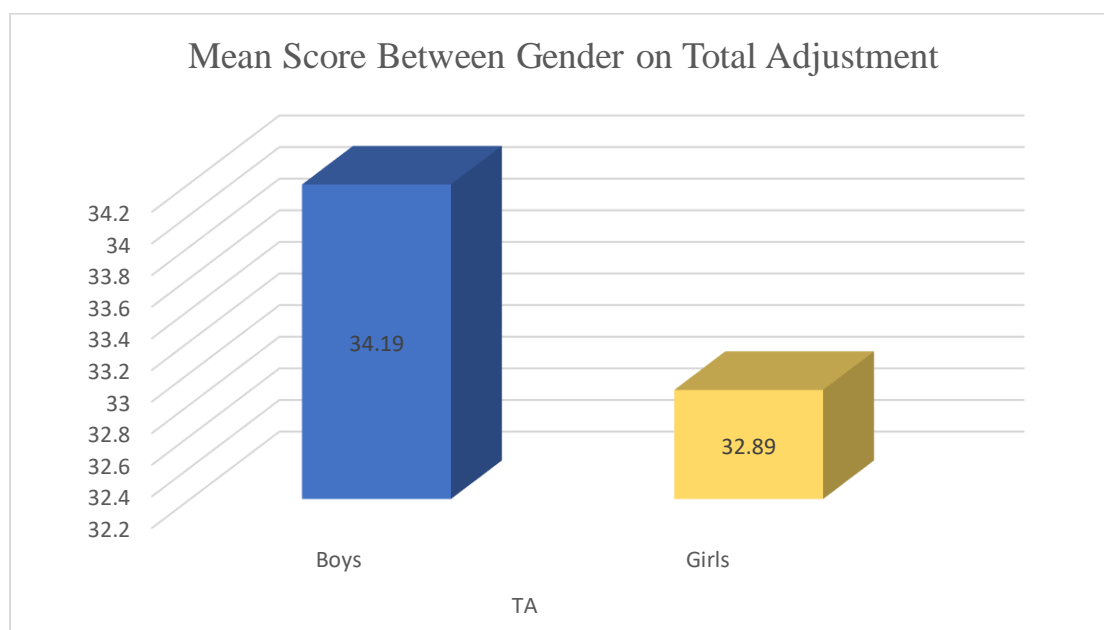
Table 4.6.1 (b)

Mean Score between Gender on Adjustment of Senior Secondary School Students of Sikkim is given below. (Boys-188, Girls- 188, N=376)

Variable	Gender	Mean	SD	t-Value	<i>p</i>
Total	<i>Boys</i>	34.19	10.72	1.18	.235
	<i>Girls</i>	32.89	10.43		

Fig 4.6.1 (b)

Mean Score between gender on total adjustment of Senior Secondary School Students of Sikkim.



The graphical representation of gender mean score on total adjustment of senior secondary school students. It has been found that the mean score for emotional adjustment is 34.19 of boys and 32.89 of girls' students.

The total adjustment of senior secondary school, boys and girls. The calculated value was found to be 1.18, $p > 0.05$. Thus, the null hypothesis H_0 : There is no substantial difference in adjustment of urban and girls amongst school going students of senior secondary level is failed to be rejected.

4.5.2 Locale Wise Difference in Adjustment Among Senior Secondary School Students of Sikkim

Adjustment amongst school going students of senior secondary level of Sikkim with regard to locale has been analyzed. In this regard, the mean score of the students belongs to science and arts stream has been calculated and presented below.

Table 4.6.2 (a)

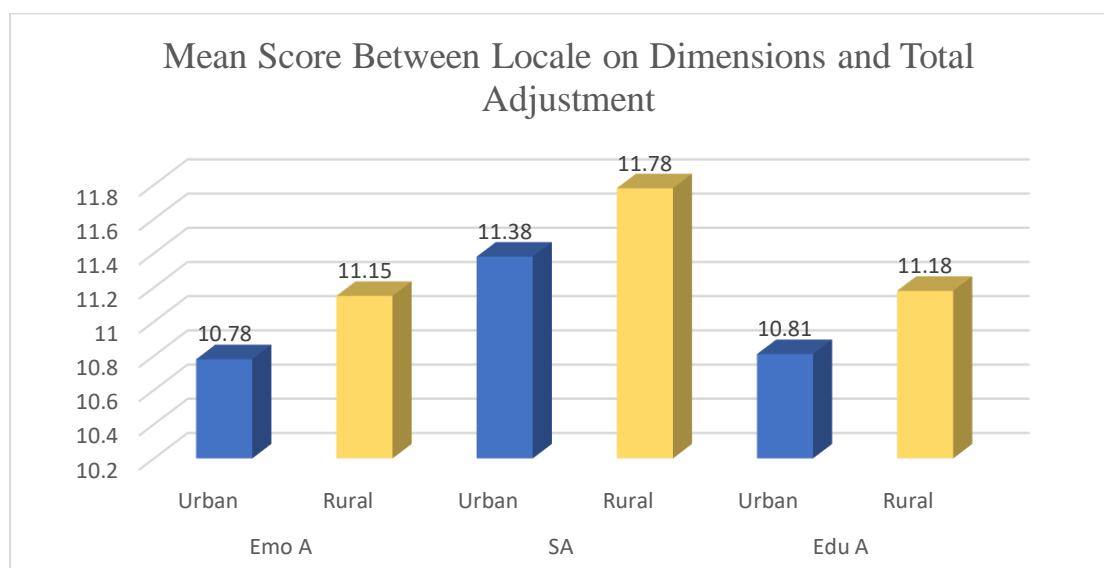
Mean Score between locale on dimensions and total adjustment of Senior Secondary School Students of Sikkim are given below. (Urban-188, rural- 188, N=376)

Variable	Locale	Mean	SD	t-Value	<i>p</i>
Emotional Adjustment	Urban	10.78	3.89	0.91	.363
	Rural	11.15	4.14		
Social Adjustment	Urban	11.38	4.13	0.85	.393
	Rural	11.78	4.87		
Educational Adjustment	Urban	10.81	4.05	0.84	.400
	Rural	11.18	4.50		

Note. @= Not substantial.

Fig 4.6.2 (a)

Mean Score between locale on the dimension of adjustment of Senior Secondary School Students of Sikkim.



To find the difference in the scores in the emotional maturity of urban and rural senior secondary school student, the test of significance of the difference between the mean were calculated. The above table depicts the test significance of the dimension-wise mean scores on adjustment.

1. **Emotional adjustment:** The first dimension i.e., emotional adjustment of senior secondary school, urban and rural. The calculated value was found to be 0.91, $p > 0.05$. Thus, the null hypothesis H_{06} : There is no substantial difference in emotional stability of urban and rural amongst school going students of senior secondary level is failed to be rejected.
2. **Social adjustment:** The second dimension i.e., social adjustment of senior secondary school, urban and rural. The calculated value was found to be 0.85, $p > 0.05$. Thus, the null hypothesis H_{06} : There is no substantial difference in the emotional progression of urban and rural amongst school going students of senior secondary level is failed to be rejected.
3. **Educational adjustment:** The third dimension i.e., educational adjustment of senior secondary school, urban and rural. The calculated value was found to be 0.84, $p > 0.05$. Thus, the null hypothesis H_{06} : There is no substantial variance in the social adjustment of urban and rural amongst school going students of senior secondary level is failed to be rejected.

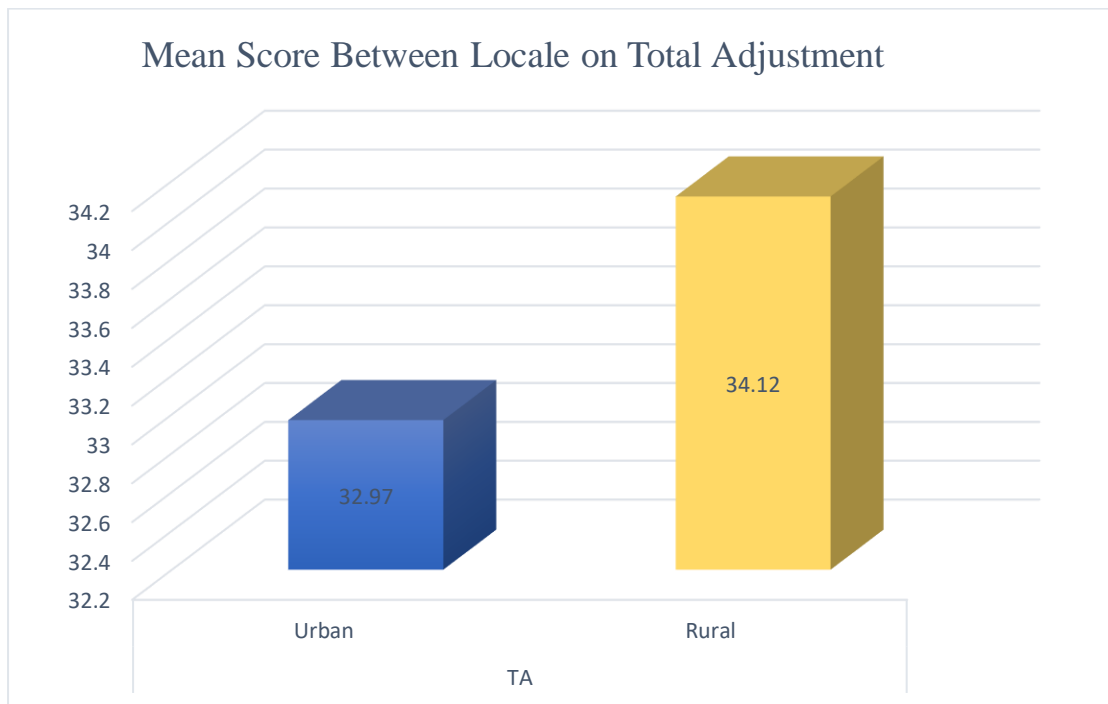
Table 4.6.2 (b)

The Mean Score between locale on total adjustment of Senior Secondary School Students of Sikkim are given below. (Urban-188, rural- 188, N=376)

Variable	Locale	Mean	SD	t-Value	<i>p</i>
Total	Urban	32.97	9.87	1.05	.293
	Rural	34.12	11.28		

Fig 4.6.2 (b)

Mean Score between locale on total adjustment of Senior Secondary School Students of Sikkim.



The total adjustment of senior secondary school, urban and rural. The calculated value was found to be 1.05, $p > 0.05$. Thus, the null hypothesis H_0 : There is no substantial difference in adjustment of urban and rural amongst school going students of senior secondary level is failed to be rejected.

4.5.3 Academic Stream Wise Difference in Adjustment Among Senior Secondary School Students of Sikkim

Adjustment among senior secondary school students of Sikkim with regard to academic stream has been analysed. In this regard, the mean score of the students belongs to science and arts stream has been calculated and presented below.

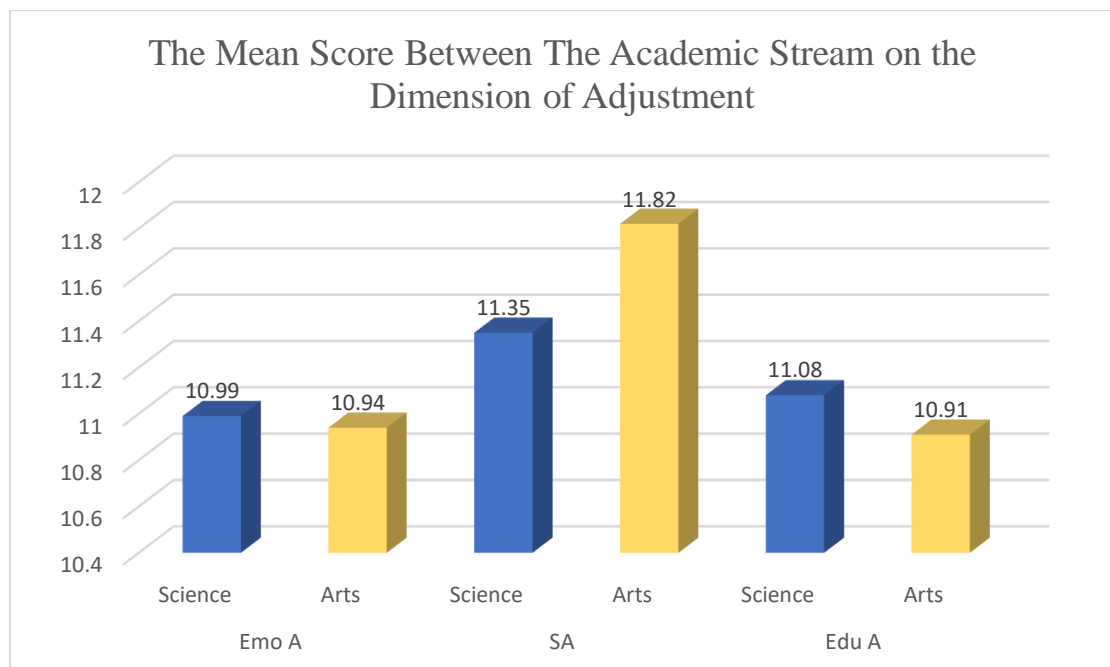
Table 4.6.3 (a)

Mean Score between the academic stream on dimensions and total adjustment of Senior Secondary School Students of Sikkim are given below. (Science-188, Arts- 188, N=376)

Variable	Academic Stream	Mean	SD	t-Value	<i>p</i>
Emotional Adjustment	<i>Science</i>	10.99	4.07	0.11	.908
	<i>Arts</i>	10.94	3.97		
Social Adjustment	<i>Science</i>	11.35	4.61	1.01	.310
	<i>Arts</i>	11.82	4.42		
Educational Adjustment	<i>Science</i>	11.08	4.24	0.38	.701
	<i>Arts</i>	10.91	4.33		

Fig 4.6.3 (a)

Mean Score between the academic stream on the dimension of adjustment of Senior Secondary School Students of Sikkim.



To find the difference in the scores in the adjustment of science and arts of senior secondary school student, the test of significance of the difference between the mean were calculated. The above table depicts the test significance of the dimension-wise mean scores on adjustment.

1. **Emotional adjustment:** The first dimension i.e., emotional stability of senior secondary school, science, and arts. The calculated value was found to be 0.11, $p>0.05$. Thus, the null hypothesis H_{06} : There is no substantial difference in emotional stability of science and arts amongst school going students of senior secondary level is failed to be rejected.
2. **Social adjustment:** The second dimension i.e., emotional progression of senior secondary school, science, and arts. The calculated value was found to be 1.01, $p>0.05$. Thus, the null hypothesis H_{06} : There is no substantial difference in the emotional progression of science and arts amongst school going students of senior secondary level is failed to be rejected.
3. **Educational adjustment:** The third dimension i.e., social adjustment of senior secondary school, science, and arts. The calculated value was found to be 0.38, $p>0.05$. Thus, the null hypothesis H_{06} : There is no substantial difference in the social adjustment of science and arts amongst school going students of senior secondary level is failed to be rejected.

Table 4.6.3 (b)

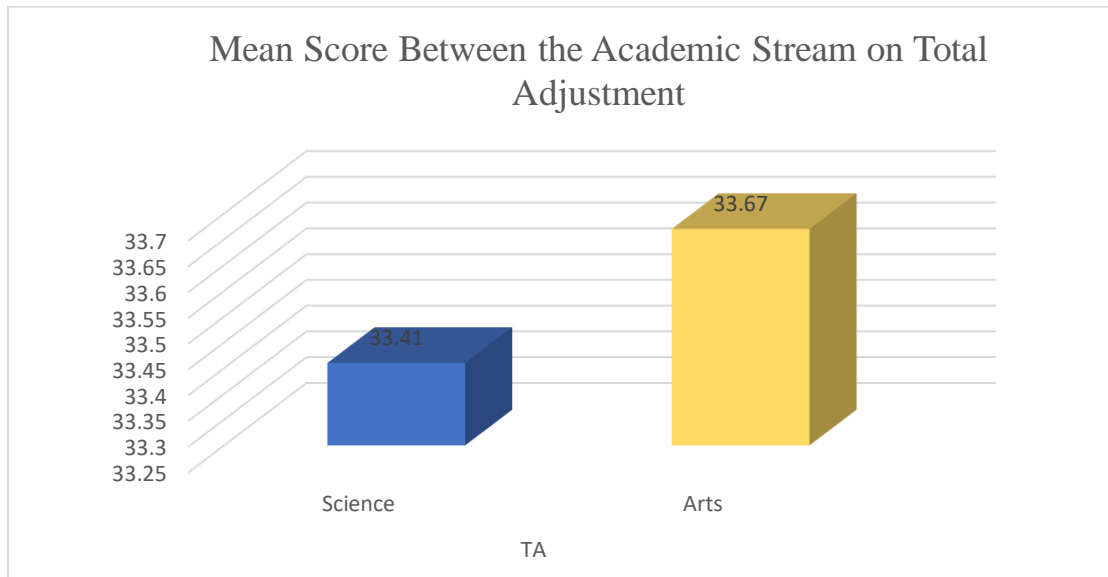
Mean Score between the academic stream on total adjustment of Senior Secondary School Students of Sikkim is given below. (Science-188, Arts- 188, N=376)

Variable	Academic Stream	Mean	SD	t-Value	<i>p</i>
Total	<i>Science</i>	33.41	10.92	0.23	.815
	<i>Arts</i>	33.67	10.26		

Note. @= Not substantial.

Fig 4.6.3 (b)

Mean Score between the academic stream on total adjustment of Senior Secondary School Students of Sikkim.



The total adjustment of senior secondary school, science, and arts. The calculated value was found to be 0.23, $p > 0.05$. Thus, the null hypothesis H_{06} : There is no substantial difference in the emotional maturity of science and arts amongst school going students of senior secondary level is failed to be rejected.

4.6 Correlations Between Self-Esteem and Emotional Maturity of Senior Secondary School Students of Sikkim

To find the relationship between self-esteem and emotional maturity of senior secondary school students production moment correlation has been calculated and interpreted accordingly at a 0.01 of significance. The findings have been tabulated below.

Table 4.7.1

Correlations between Self-Esteem and Emotional Maturity of Senior Secondary School Students of Sikkim.

	Emotional maturity
Self-esteem	-0.075

The correlation between self-esteem and emotional maturity is incorporated. Result of correlation ($r = -0.075$, $p < 0.01$) and it is a low correlation. The study of self-esteem and emotional maturity both are in a negative paradigm as the value is near to zero. So, the null hypothesis framed for correlation states that H_{07} : There is no substantial relationship between self-esteem, and emotional maturity amongst school going students of senior secondary level in Sikkim is failed to be rejected.

4.7 Correlations Between Self-Esteem and Adjustment of Senior Secondary School Students of Sikkim

To find the relationship between self-esteem and adjustment of senior secondary school students production moment correlation has been calculated and interpreted accordingly at a 0.01 of significance. The findings have been tabulated below.

Table 4.7.2

Correlations between self-esteem and adjustment of senior secondary school students of Sikkim.

	Adjustment
Self-esteem	0.087

The correlation between self-esteem and adjustment is incorporated. Result of the correlation ($r = 0.087$, $p < 0.01$) and it is a low correlation. It mean the study of self-esteem and emotional maturity both are in a negative paradigm since the value is near zero. So, the null hypothesis framed for correlation states that H_{08} : There is no

substantial relationship between self-esteem and adjustment amongst school going students of senior secondary level in Sikkim is failed to be rejected.

4.8 Correlations Between Emotional Maturity and Adjustment of Senior Secondary School Students of Sikkim

To find the relationship between emotional maturity and adjustment of senior secondary school students production moment correlation has been calculated and interpreted accordingly at a 0.01 of significance. The findings have been tabulated below.

Table 4.7.3

Correlations between Emotional Maturity and Adjustment of Senior Secondary School Students of Sikkim.

	Emotional maturity
Adjustment	-0.051

The correlation between emotional maturity and adjustment is incorporated. Result of the correlation ($r = -0.051$, $p < 0.01$) is a low correlation. It means the study of self-esteem and emotional maturity both are in a negative paradigm since the value is near to zero. So, the null hypothesis framed for correlation states that H_0 : There is no substantial relationship between emotional maturity and adjustment amongst school going students of senior secondary level in Sikkim is failed to be rejected.

4.9 Conclusion

The present chapter based on the objectives of the study analysis and interpretation has been conducted by following different data collected. Here, the researcher has done the explanation, analysis, and interpretation of data collected by administering the test. The test has been administered using different tools i.e., self-esteem inventory, developed by Sharma, S.K., & Sarwar, M.D., (2015) on Secondary & Senior Secondary school

students. Accordingly, the Emotional Maturity scale, built and developed by Singh, Y., and Bhargava, M. (2016) has been used and the Adjustment Inventory for School Students built and consistent ED by Sinha, A.K.P. and Singh, R.P. (2007) also been used for the analysis and interpretation.

Chapter V

Findings and discussions

5.0 Introduction

The chapter presents a discussion of the findings based on the analysis and interpretation of data. An attempt has also been made to derive educational implications based on the findings of the present study. Suggestions that might be useful for conducting further research in the same fields and conclusions have also been given in this chapter. A brief description of all the aspects of this chapter is given as under.

5.1 Major Findings

All the major findings are enumerated objective-wise as under.

5.1.1 Findings of objective no. 1. To study the level of Self-Esteem, Emotional Maturity, and Adjustment Among Senior Secondary School Students of Sikkim

Self-Esteem

Results open that 5.05 % of students have very high self-esteem which is under the category of 80th and 90th percentile, 10.37% of students have high self-esteem which is under the category of 70th and 75th percentile, 23.40% of students have average self-esteem which is under the category of 40th, 50th, and 60th percentile, 37.23% of students have low self-esteem which is under category of 25th and 30th percentile, 23.93 % of students have very low self-esteem which is under the category of 10th and 20th percentile.

Emotional Maturity

Conclusions of the research reveal that 27.12 have extremely stable emotional maturity, 28.45% have moderate stable emotional maturity, and 39.09% have unstable emotional

maturity in senior secondary school students. 5.31% have extremely unstable emotional maturity in senior secondary school students. Such being the case the level of emotional maturity depicts the situation of senior secondary school students' emotional maturity.

Adjustment

Results revealed that 0.79% are under extremely high adjustment. 25.26% have under high adjustment, 51.32 have above average adjustment and 22.60% have under-average/moderate adjustment. Such being the case the level of adjustment depicts the situation of senior secondary school student adjustment.

5.1.2 Findings of objective no. 2. To find the variances in Self-Esteem among senior secondary school students in Sikkim with regard to gender, locale, and academic streams.

Gender

- There is no substantial difference in general self-esteem of boys and girls amongst school-going students of senior secondary level is rejected the null hypothesis
- There is no substantial difference in social self-esteem of boys and girls amongst school-going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in cognitive self-esteem of boys and girls amongst school-going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in total self-esteem of boys and girls amongst school-going students of senior secondary level and the null hypothesis is rejected.

Locale

- There is no substantial difference in general self-esteem of urban and rural amongst school-going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in social self-esteem of urban and rural amongst school-going students of senior secondary level is failed to be rejected as the null hypothesis.
- There is no substantial difference in cognitive self-esteem of urban and rural amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in self-esteem of urban and rural amongst school going students of senior secondary level the null hypothesis is failed to be rejected.

Academic Stream

- There is no substantial difference in the general self-esteem of science and arts amongst school going students of senior secondary level is rejected the null hypothesis.
- There is no substantial difference in social self-esteem of science and arts amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in cognitive self-esteem of science and arts amongst school going students of senior secondary level is failed to be rejected the null hypothesis.

- There is no substantial difference in the self-esteem of science and arts amongst school going students of senior secondary level is rejected at 0.05 and 0.01 levels.

5.1.3 Findings of objective no. 3. To find the variances in Emotional Maturity among senior secondary school students in Sikkim with regard to gender, locale, and academic streams

Gender

- There is no substantial difference in the emotional stability of boys and amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in the emotional progression of boys and girls amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in the social adjustment of boys and girls of senior secondary school students is failed to be rejected the null hypothesis.
- There is no substantial difference in personality integration of boys and girls amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in the independence of boys and girls amongst school going students of senior secondary level is failed to be rejected the null hypothesis.

- There is no substantial difference in the emotional maturity of boys and girls amongst school going students of senior secondary level is failed to be rejected the null hypothesis.

Locale

- There is no substantial difference in the emotional stability of boys and girls amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in the emotional progression of boys and girls amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in the social adjustment of boys and girls amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in personality integration of boys and girls amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in the independence of boys and girls among amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in the total emotional maturity of boys and girls amongst school going students of senior secondary level is failed to be rejected the null hypothesis.

Academic Stream

- There is no substantial difference in the emotional stability of science and arts amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in the emotional progression of science and arts amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in the social adjustment of science and arts amongst school going students of senior secondary level failed to be rejected the null hypothesis.
- There is no substantial difference in personality integration of science and arts amongst school going students of senior secondary level failed to be rejected the null hypothesis.
- There is no substantial difference in the independence of science and arts amongst school going students of senior secondary level failed to be rejected the null hypothesis.
- There is no substantial difference in the total emotional maturity of science and arts amongst school going students of senior secondary level is failed to be rejected the null hypothesis.

5.1.4 Findings of objective no. 4. To find the variance differences in Adjustment among senior secondary school students in Sikkim with regard to gender, locale, and academic streams

Gender

- There is no substantial difference in emotional adjustment of boys and girls amongst school going students of senior secondary level at 0.05 level, such being the case then it is rejected at 0.05 level. And there is no substantial difference in emotional adjustment of boys and girls amongst school going students of senior secondary level at 0.01 level thus it is failed to be rejected the null hypothesis.
- There is no substantial difference in the social adjustment of boys and girls amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in educational adjustment of boys and girls amongst school going students of senior secondary level. Thus, it is failed to be rejected the null hypothesis.
- There is no substantial difference in the emotional maturity of science and arts amongst school going students of senior secondary level is failed to be rejected at 0.05 and 0.01 levels.

Locale

- There is no substantial difference in emotional adjustment of urban and rural amongst school going students of senior secondary level is failed to be rejected as the null hypothesis.

- There is no substantial difference in the social adjustment of urban and rural amongst school going students of senior secondary level is failed to be rejected as the null hypothesis.
- There is no substantial difference in educational adjustment of urban and rural amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in the adjustment of urban and rural amongst school going students of senior secondary level are failed to be rejected at 0.05 and 0.01 level.

Academic Stream

- There is no substantial difference in emotional adjustment of science and arts amongst school going students of senior secondary level is failed to be rejected the null hypothesis.
- There is no substantial difference in the social adjustment of science and arts amongst school going students of senior secondary level who failed to be rejected the null hypothesis.
- There is no substantial difference in educational adjustment of science and arts amongst school going students of senior secondary level failed to be rejected the null hypothesis.
- There is no substantial difference in the adjustment of science and arts amongst school going students of senior secondary level failed to be rejected at 0.05 and 0.01 levels.

5.1.5 Findings of objective no. 5. To find the relationship between Self-esteem and Emotional Maturity of senior secondary school students in Sikkim

The study reveals that self-esteem and emotional maturity both are in a low paradigm as the value is near zero. And it is considered a low substantial value. So, the null hypothesis frame for correlation states that H_{07} : There is no substantial relationship between self-esteem, and emotional maturity amongst school going students of senior secondary level in Sikkim is failed to be rejected.

5.1.6 Findings of objective no. 6. To find the relationship between Self-esteem, and Adjustment of senior secondary school students in Sikkim

The study reveals that the study of self-esteem and emotional maturity both are in a low paradigm since the value is near zero. And it is considered a low substantial value. So, the null hypothesis frame for correlation states that H_{08} : There is no substantial relationship between self-esteem and adjustment amongst school going students of senior secondary level in Sikkim is failed to be rejected.

5.1.7 Findings of objective no. 7. To find the relationship between Emotional Maturity and Adjustment of senior secondary school students in Sikkim

The study reveals that the study of self-esteem and emotional maturity both are in a low paradigm since the value is near zero. And it is considered a low substantial value. So, the null hypothesis frame for correlation states that H_{07} : There is no substantial relationship between emotional maturity and adjustment amongst school going students of senior secondary level in Sikkim is failed to be rejected.

5.2 Discussion

Discussions have been done according to different aspects of the outcomes by comparing with different studies. And accordingly, the discussion has mentioned objective wise as under.

5.2.1 Discussion on Self-Esteem with regard to Gender, Locale, and Academic Stream

Gender

The total self-esteem among senior secondary school, boys and girls. The calculated value was found. The study was found to conform with the study conducted by **Kaur and Gurpinder (2016)** directed research on school students taking emotional maturity as a medium of investigation. Outcomes discovered that there occurs no substantial difference amongst the self-esteem on gender of senior secondary school students.

Further, another study was conducted by **Bhardwaj and Agrawal (2013)** on the self-esteem of preadolescent children and to see the gender differences. The study found that the general self-esteem of girls was found to be higher than boys and there were no gender differences found in overall self-esteem among preadolescence.

Locale

Self-esteem among senior secondary school, urban and rural. The calculated value was found. The study was found to conform with the study conducted by **Yang and Fetsch (2007)** on “The Self-Esteem of Rural Children”. Comparing these children’s self-rated competencies to extant, norms suggests that rural children’s self-perceptions are not distinctly different from suburban and urban children. Further, a study conducted by **Afiqah, and Mamat (2015)** on self-esteem and academic achievement of adolescents

in urban and rural areas. Results found that there is no difference in self-esteem between rural and urban areas.

Academic Stream

Self-esteem among senior secondary school, science, and arts. The calculated value was found. The study was found to be in not entirely in conformity with the study nevertheless the researcher found some partial relevance and the study was conducted by **Saraswathy and Mary (2021)** on self-confidence among arts and science college students in Chennai district, the result indicates that there is no substantial difference in self-confidence based on gender and there is no substantial difference among arts and science college students.

5.2.2 Discussion on Emotional Maturity with regard to Gender, Locale, and Academic Stream

Gender

Emotional maturity among senior secondary school, boys and girls. The calculated value was found. The study was found to conform with the study conducted by **Kaur and Singh (2016)** research done on school going student in relation to self-esteem and emotional-maturity. The study is to examine the emotional maturity level among students of higher secondary schools. The emotional maturity scale (EMS) developed and administrated by the investigator self was used to measure the emotional maturity of students. The study comprised a small sample of 100 students from four higher secondary schools based in rural and urban areas in Bongaon town, state of West Bengal. The reliability was calculated which was 0.72. The research results that no substantial relation between emotional maturity under govt. and private, and under gender i.e., boys and girls.

Locale

Emotional maturity among senior secondary school, urban and rural. The calculated value was found. The study was found to conform with the study conducted by **Waghmare (2018)** on emotional maturity among urban and rural college going students. Results show that urban students have high emotional unitability, high emotional regression, high social maladjustment, high personality disintegration, a high lack of independence, and high emotional maturity than rural students.

Academic Stream

Emotional maturity among senior secondary school, science, and arts. The calculated value was found. The study was found to conform with the study conducted by **Vataliya (2014)** on the study of emotional maturity among students of arts & science. The result shows that there is no substantial difference between the two groups i.e., arts and science.

5.2.3 Discussion on Adjustment with regard to Gender, Locale, and Academic Stream

Gender

Adjustment among senior secondary school, boys and girls. The calculated value was found. The study was found to conform with the study conducted by **Nehra (2014)** on school students in the connection between Adjustment and Emotional Maturity of class nine standers. The results discovered that there is no substantial difference amongst the adjustment of boys and girls studying in class nine.

Locale

Adjustment among senior secondary school, urban and rural. The calculated value was found. The study was found to be relevant with the study conducted by **Patel (2021)** a

comparative study of adjustment among urban and rural adolescent students. It has found that urban students were more adjusted as compared to rural.

Academic Stream

Adjustment among senior secondary school, science, and arts. The calculated value was found. The study was found to conform with the study conducted by **Neelavathi, and Emimah, (2019)** on the adjustment of arts and science college students regarding their social intelligence. The results of the study discovered no substantial difference in the adjustment of arts and science college students regarding gender and location of the college.

5.2.4 Discussion on Correlation of Self-Esteem and Emotional Maturity

The study of self-esteem and emotional maturity both are in a low paradigm as the value is near zero. And it is considered a low-slung noteworthy value. The study was found to conform with the study conducted by **Biswas, (2018)** studied a higher secondary school in relation to their self-esteem and emotional maturity. The correlation value is found to be 0.199 on emotional maturity relation with self-esteem. Such being the case, the result found a strong correlation within these to variables i.e., E.M and S.E, as a result, the null hypothesis is rejected.

5.2.5 Discussion on Correlation of Self-Esteem and Adjustment

The study of self-esteem and emotional maturity both are in a low paradigm since the value is near zero. And it is considered a low noteworthy value. The investigation initiates to conform with the research done by **Pasha, et al. (2013)** on university students with regard to finding self-esteem and adjustment relationships. The investigation was done to see the connection between the above two variables on different dimensions. The sample was collected from master's students and found a

positive relationship between the variables. And self-discipline and individuality integration were also found to be having no substantial relation to adjustment.

5.2.6 Discussion on Correlation of Emotional Maturity and Adjustment

The study of self-esteem and emotional maturity both are in a low paradigm since the value is near zero. And it is considered a low substantial value. Study found to be conformity of **Sinha V.K. (2014)** directed research on college going student to find a connection on Emotional Maturity and Adjustment. A sample of 200 student were taken and followed random sampling as procedure. The investigation showed a positive relation between the above two variables.

Chapter VI

EDUCATIONAL IMPLICATION AND RECOMMENDATIONS

6.0 Introduction

This chapter comprises educational implication and recommendations following the outcomes of the existing study. The educational implication with suggestions and recommendations are delivered considering policy framers, educational management, curriculum developer, teacher educator, and teachers to whom this study would be beneficial to understanding the student's differences.

6.1 Educational Implication and Recommendation of the Present Study for the Policy Framers¹⁰⁸

Educational Implication

This study presents a wide-ranging idea regarding self-esteem emotional maturity and adjustment among senior secondary school students of Sikkim. The study is useful for the policy framers as it can assist them in framing the policy to improve the all-round development of students of Sikkim. The need for the development of appropriate infrastructure, provision of adequate and correct teaching learning aids and equipment, sufficient resource rooms, and an increase in the enrolment of the students, the present study provides directions to the policymakers while setting the objectives of education.

Recommendation

With regards to the present study, some dimension explores that there is a noteworthy variance on self-esteem, emotional maturity and adjustment amongst senior secondary school students. With regard to gender on self-esteem it has found that girls of senior secondary school students are having low self-esteem as compare to boys of senior secondary school students. Further, with regard to general self-esteem boys are having

high general self-esteem as compare to girls of senior secondary school and found low general self-esteem and total self-esteem among arts students as compare to science students. With regard to emotional maturity on gender, locale and academic streams is not affected among senior secondary school students. And with regard to adjustment is concerned, it has found that girls are having low emotional adjustment as compare to boys of senior secondary school of Sikkim state. The policy of education should fit to the child not the child should fit into the policy. Hence, numerous plans and procedures can be framed by specifying the above lacunas. The policy frames can formulate a policy by considering the gender and academic streams differences and mandatory to drive action in the direction of the gender equality targets respectively.

6.2 Educational Implication and Recommendations of the Current Study for Educational Management

Educational Implication

This study presents a comprehensive knowledge regarding self-esteem, emotional maturity, and adjustment among senior secondary school students of Sikkim. The study is useful for educational overseers as it can assist them in managing the system according to and helps in accomplishing the present needs and conditions to improve the quality of education. The need for the development of a proper structuring system, making proper provisions, and providing required facilities by the need of the ground reality. Last of all this study provides directions to the management system while setting new objectives for education.

Recommendation

Results of the study disclose that there is a noteworthy variance in self-esteem, emotional maturity, and adjustment amongst senior secondary school students. With

regard to gender on self-esteem it has found that girls of senior secondary school students are having low self-esteem as compare to boys of senior secondary school students. Further, with regard to general self-esteem boys are having high general self-esteem as compare to girls of senior secondary school and found low general self-esteem and total self-esteem among arts students as compare to science students. With regard to emotional maturity on gender, locale and academic streams is not affected among senior secondary school students. And with regard to adjustment is concerned, it has found that girls are having low emotional adjustment as compare to boys of senior secondary school of Sikkim state. Hence, educational management needs to take the consideration of individual differences and need to structure the system for the holistic development of an individual. As arts is complementary and necessary for holistic development, it includes the skills like communication, architecture and different other social activities. Further, the educational overseers can prepare activities considering both boys and girls, and the involvement of arts student on different activities should be the main concern for the educational management.

6.3 Educational Implication and Recommendations of the Present Study for the Curriculum Developer

Educational Implication

Curriculum developers would get many insights through the present study conducted aimed at the senior secondary school students on their self-esteem, emotional maturity, and adjustment. Here we can find a comprehensive fact that could be prominent while developing the curriculum for school students. The study is useful for the curriculum developer as it can show the partial psychological, social, cultural, and traditional differences which may be a new horizon for the curriculum developers.

Recommendation

The study on self-esteem, emotional maturity, and adjustment. Results found that girls of senior secondary school students are having low self-esteem as compare to boys of senior secondary school students. Further, with regard to general self-esteem boys are having high general self-esteem as compare to girls of senior secondary school and found low general self-esteem and total self-esteem among arts students as compare to science students. With regard to emotional maturity on gender, locale and academic streams is not affected among senior secondary school students. And with regard to adjustment is concerned, it has found that girls are having low emotional adjustment as compare to boys of senior secondary school of Sikkim state. Hence, the researcher is conducted in a northeast region of India, such being the case through this study the curium developer would get an insight to understand the academic reality of the state and the competence of student as compared with the mainstream education. For such a reason, the curriculum needs to be framed by taking into consideration of geographical conditions and the cultural ground of the region.

6.4 Educational Implication and Recommendation of the Present Study for the Teacher Educator

Educational Implication

The study is useful for the teacher educator, especially for those who deal with the educational psychology decline, as this study is focused on a psychological dimension i.e., self-esteem, emotional maturity, and adjustment. Such being the case, it can help to understand the facts and the need for the hours, and accordingly, it would assist them in grooming the pre-service teachers and in-service teachers for the overall development of the school and the students of the Sikkim state.

Recommendation

Considering the findings of the study i.e., on self-esteem, emotional maturity, and adjustment among senior secondary school students. As results found that girls of senior secondary school students are having low self-esteem as compare to boys of senior secondary school students. Further, with regard to general self-esteem boys are having high general self-esteem as compare to girls of senior secondary school and found low general self-esteem and total self-esteem among arts students as compare to science students. With regard to emotional maturity on gender, locale and academic streams is not affected among senior secondary school students. And with regard to adjustment is concerned, it has found that girls are having low emotional adjustment as compare to boys of senior secondary school of Sikkim state. The teacher educator needs to provide proper training and help in developing the resource teacher who would be adjoining with every area concerning to teaching and learning process. Encourage pre-service and in-service teachers to follow rules and make sure the rules are the same for everyone. Encourage the per-teachers to planning the lessons plans concerning to reflects diversity, equality and multiculturalism respectively.

6.5 Educational Implication and Recommendations of the Present Study for the Teachers

The study is useful for the teacher as it can contribute to enhancing their teaching methodology by taking into consideration of students' self-esteem, emotional maturity, and adjustment. The teacher needs to create a conducive environment to have a good classroom environment. The teacher needs to have a teaching aid with which they would benefit the student to understand the lesson comprehensively. Most importantly teachers need to follow the demonstrative process of learning as it would be more efficient and create a great impact among students.

Recommendation

Recommendation concerning the teachers for the development of self-esteem, emotional maturity, and adjustment among senior secondary school students. Results found that girls of senior secondary school students are having low self-esteem as compare to boys of senior secondary school students. Further, with regard to general self-esteem boys are having high general self-esteem as compare to girls of senior secondary school and found low general self-esteem and total self-esteem among arts students as compare to science students. With regard to emotional maturity on gender, locale and academic streams is not affected among senior secondary school students. And with regard to adjustment is concerned, it has found that girls are having low emotional adjustment as compare to boys of senior secondary school of Sikkim. Such being the case, teachers need to give importance in improve the quality of education. The teacher needs to have a skilful strategy and needs to guide the students. Teacher requires to treat each individual students based on their individual need. Further, the teachers require to frame a proper lesson plan by understanding the classroom environment and need to get involved in different workshops and training relating to the teaching-learning areas.

6.6 Suggestions for Further Research

The findings of the study can have the following educational implication for the quality improvement of senior secondary school education. In line with it, there is an urgent need to recognize that the government and the community both have a big responsibility to create healthy conditions for work, and motivate and inspire students to engage in constructive and creative activities. The findings also suggest that there is a need for periodical psychosocial and motivational programs for reducing the levels of low self-

esteem, low emotional maturity, and the problem of adjustment among students which in turn will improve their functional skills and lead to effective progress.

6.7 Conclusion

The study focuses amongst senior secondary school students of Sikkim state, on self-esteem, emotional maturity and adjustment. The results found that girls of senior secondary school students are having low self-esteem as compare to boys of senior secondary school students. Further, with regard to general self-esteem boys are having high general self-esteem as compare to girls of senior secondary school and found low general self-esteem and total self-esteem among arts students as compare to science students of senior secondary school students. With regard to emotional maturity on gender, locale and academic streams is not affected among senior secondary school students. And with regard to adjustment is concerned, it has found that girls are having low emotional adjustment as compare to boys of senior secondary school of Sikkim. Henceforth, the aspects like self-esteem, emotional maturity and adjustment plays a prominent role among senior secondary school students. As a result, self-esteem can influence student's motivation, mental well-being, and overall quality of life. The enhancement of self-esteem among girl students of senior secondary school is quite important as being self-esteemed enables self-confidence, feeling of security, sense of belonging and feeling of competence. Self-esteem among senior secondary school students helps them to improve in their decision-making process, improve interpersonal relationships, improve emotional health, and overall wellbeing. An individual who understands their potential to being healthy and positive can have the confidence to handle any challenges of life. With regard student of senior secondary school student's emotional maturity, the result found no difference in relation to gender, locale and academic streams nevertheless being emotionally mature enables to heal toxic

emotional bonds and accept who they are. People with emotional maturity are aware of their privilege in the world and will try to take steps towards changing their behaviour as they possess characters like taking responsibility, showing empathy, owning mistakes, being unafraid of vulnerability, recognizing and accepting needs and setting healthy boundaries. Therefore, emotional maturity is crucial among the students. With regard to adjustment, the results found that girls are having low emotional adjustment such being the case girls are required to take active role in different co-curricular activities, teacher should ask about their concerns, parents need to have open communication with the children, students required a freedom to express, teacher and parents both should focus on enhancement of overall personality of student. Further, adjustment is stated as a condition of an individual who is able to adapt to changes in their physical, professional, and social environment. The learning environment in senior secondary schools are different and the students are expected to take a more active role in their learning. Moreover, they need to think about how they will adjust to meet the high expectations of education. Successfully making this adjustment, means having the ability and know-how to meet the increasing demands of rapid growth of education, and being open to change. Such being the case, the researcher takes an attempt to study the variables to find a substantial difference on the basis of gender, locality and academic stream and also to find the co-relation among self-esteem, emotional maturity and adjustment respectively.

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Appendix-I: Original Urkund Analysis Report



Document Information

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Appendix-II: Self-Esteem Inventory

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English

SELF-ESTEEM INVENTORY

(For Secondary and Senior Secondary School Students)

Dr. Sudha Kumari Sharma

(Associate Professor)
Department of Education
Aligarh Muslim University
Aligarh-202002

By :

Md. Sarwar Hossain

(Research Scholar)
Department of Education
Aligarh Muslim University
Aligarh-202002

Please fill up the following information :

Name
Age Class Roll
Name of School
Father's Name
Income Date

INSTRUCTIONS

The *Self-Esteem Inventory for Secondary and Senior Secondary School Students* is a five point rating scale which includes three dimensions; these are (a) General self-esteem; (b) Cognitive self-esteem; and (c) Social self-esteem for measuring self-esteem. There are 30 statements below regarding the self-esteem. In each of the statements one idea is expressed about the self-esteem. You may agree with some ideas and disagreements. Whatever you feel, please tick mark (✓) in the cell of any one of the five responses, given under each of the statements (like—**Strongly Agree, Agree, Unable to Decide, Disagree and Strongly Disagree**).

Published By :

Agra Psychological Research Cell


Tiwari Kothi, Belanganj, Agra-282004

Email : vivekaprc@rediffmail.com, www.aprc.co.in

Sr. No.	Statement	Responses Alternatives				
		Strongly agree	Agree	Unable to Decide	Disagree	Strongly Disagree
1.	I start each day with a positive attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I am only responsible for my successes and failures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I equate my desires with my companions and family members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I struggle with feelings of inferiority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I am usually concerned about my habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Like most other people, I think that I am important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I can easily express my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I have a clear picture of which things are important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Like most people, I have also a feeling of success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I share my thought and zeal to affect others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	I communicate my ideas easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	I compel myself to get motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	I set my goals and simultaneously devise a strategy to achieve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	I express my ideas clearly in my writings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Whenever something goes wrong in my life I think I am responsible for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sr. No.	Statement	Responses Alternatives				
		Strongly agree	Agree	Unable to Decide	Disagree	Strongly Disagree
16.	Personal achievement gives me satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	I learn in my institution how to solve my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	I think that my weakness and meager knowledge is responsible for my failures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	I always escape from situations where I think I will not be comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	I have fear to do mistake when others notice me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	I expect respect and honor from others for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	I often seek advice of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	I usually feel that others do not treat me well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	My self-worth depends on others' consent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	I consider my self-worthy even if others do not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Every one cares for me at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Every one cares for me at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	People treat me as well as they treat others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	If I am misbehaved by anyone I think I was wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	I have a clear view of my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix-III: Emotional Maturity Scale

 <small>T. M. Regd. No. 564838 Copyright Regd. No. © A-73256/2005 Dt. 13.5.05</small>	Consumable Booklet of EMS-SB <i>(English Version)</i>
Dr. Yashvir Singh (Agra) Dr. Mahesh Bhargava (Agra)	

Please fill up the following details : Date

Name _____

Father's Name _____ Age _____

Education _____ Sex : Male Female

Occupation _____ Income (per month) _____

Marital Status : Married Unmarried Number of Children _____

Community : Village Town City

INSTRUCTIONS

In the following pages are given 48 statements about yourself. Five possible modes of responses are provided, such as : *Very much; Much ; Undecided; Probably* and *Never*. Read each statements carefully and mark tick in ANY ONE of the five alternative response modes to indicate your level of agreement with the particular content of the statements. Do not think too much while answering, whatever you feel may indicate.

*Your Responses would be kept confidential.
Please turn over the page and start*

Scoring Table

AREA	A	B	C	D	E	Total Score	Emotional Maturity Level
SCORE							

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Sr.No.	STATEMENTS	Very Much	Much	Undecided	Probably	Never	SCORE
33.	Having known that you are at fault, instead of accepting it, do you try to establish that you are right ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	Do you suffer from any kind of fear ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	Do you loss your mental balance (poise) ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
36.	Are you in the habit of stealing of any thing ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
37.	Do you indulge freely without bothering about moral codes of conduct ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
38.	Are you pessimistic towards life ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
39.	Do you have a weak will ? (self-will or determination).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
40.	Are you Intolerant about the views of others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Part- D							<input type="text"/>

PART - E

41.	Do you people consider your as undependable ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
42.	Do people disagree with your views ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
43.	Would you like to be a follower ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
44.	Do you disagree with the opinions of your group ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
45.	Do people think of you as an irresponsible person ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
46.	Don't you evince interest in other's work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
47.	Do people hesitate to take your help in any work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
48.	Do you give more importance to your work than other's work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Part- E							<input type="text"/>

Appendix-IV: Adjustment Inventory



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Prof. A. K. P. Sinha (Raipur)
Prof. R. P. Singh (Patna)

Consumable Booklet
of
AISS-ss
(English Version)

Please fill up the following informations : Dated

--	--	--	--	--	--	--	--

Name _____

Age _____ Gender : Boy Girl

Name of the School _____

Class _____ District _____

INSTRUCTIONS

On the next pages, there are some statements covering your school problems, which have three responses alternatives '**Always**' and '**Sometimes**' and '**Never**'. Read every statements carefully and decide whether you want to answer it with. If your answer is in "Always", then tick the right mark under "Always", if in "Sometimes", tick the right mark under "Sometimes" and if in "Never", tick the right mark under "Never". Remember your answer will be told to any person, so please give the correct answer without hesitation. You may take your own time, but try to finish it as soon as possible.

Your responses will be kept confidential.

Scoring Key

Sr. No.	Area	Raw Score	z-Score	Level of Adjustment
I.	Emotional			
II.	Social			
III.	Educational			
Total				

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Sr. No.	Statements	Always	Sometimes	Never
1.	Are you always afraid of something in your school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Do you avoid meeting your classmates ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Do you forget soon what you have read ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Suppose, your classmates do something unreasonable unknowingly, do you immediately get angry with them ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Are you of a shy nature ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Are you afraid of examinations ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Do you worry your teacher scolding you for your mistakes ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Do you hesitate in asking a question when you don't understand something ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Is it difficult for you to understand the lessons taught in the class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Are you jealous of those friends whom teachers appreciate very much ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	When some of your teachers are together, do you go there without any complex ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Can you note down the lessons taught in class correctly ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Do you envy those classmates whom you think better than you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Do you feel sometimes, as if you have no friend in your school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Do you yawn when lesson is taught in your class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	When you see, some students talking themselves, do you think they are gossiping about you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Are you able to get friendly with everyone easily ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Are you satisfied with the method of teaching of your teachers of this school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Do you express your anger to others when you are not asked to come forward in any programme in your school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	When some students are together, do you join them freely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sr. No.	Statements	Always	Sometimes	Never
21.	Do you think that the teachers in school do not pay any attention to your problems ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Are you often sad and distressed in the school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Do you like to join your classmates working together ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Are you satisfied with the progress in your studies ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Do you feel the teachers neglect you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Do you try to attract the attention of your teacher to yourself in the class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Is it a burden for you to study something ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Do you get yourself worked up and try to harm a student when he complains against you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Do you often like to be alone ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Are your teachers always ready to solve your problems concerning your studies ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Are you often dissatisfied with your school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	Do you establish a friendly relationship with the students in the school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	Do your teachers in the school praise you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	Do you try to rationalise your mistake ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	Do you like to sit in the front seats in the class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	Do you often get less marks in examination ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	Do you resent it when your teachers ask you a question in the class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	Do you have a friendly association with your fellow students ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	Do you like the idea of having more holidays in the school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	Do you get wild when one of your classmates jokes with you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sr. No.	Statements	Always	Sometimes	Never
41.	Do you openly take part in the school assemblies ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	Do you often quarrel with your classmates ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	Do you sometimes go home before the schools closes ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	Do you take part in the school sports ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	Do some of your teachers often keep on scolding you for the studies ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46.	Do you often have doubt on others in the schools ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	Are you shy of talking to the senior students in school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48.	Do you look at your teachers respectfully ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49.	Do you show impertinence (arrogance) towards something good sent by a mate with whom you don't get along well ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50.	Do you have some intimate friends in this school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51.	Do you pay attention to the lesson being taught in class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52.	Do you develop resentful feelings towards your teachers when you get less marks ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53.	Are you always ready to help your classmates in every-way ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54.	Do you borrow books and magazines from the school library and read them ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55.	Are you often afraid meething the senior students ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56.	Do you enjoy irritating other students in the school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57.	Do you take part in the debates ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58.	Do you feel mentally depressed when you meet the senior students ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59.	Do you lend your books or note-books gladly when your classmates ask for it ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60.	Are you interested in the things regarding education ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix-V

AUTHOR'S BIO-DATA

Name: Anupam Pokhrel

Sex: Male

Father's Name: Bal Dev Pokhrel

Mother's Name: Krishna Kumari Deokota

Date of Birth: 12-11-1990

Present Address: C/o Bal Dev Pokhrel, Sakhu Khani, West Pendam, Pakyong District,
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Registration No. and Date: 17/Ph.D/EDN/03 and 10.11.2017

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Educational Qualification

Examination Passed	Name of Institution	Year of Passing
Ph.D. (Doctor of Philosophy) coursework	Sikkim University (Sikkim)	2017
M. Phil (Master of Philosophy)	Sikkim University (Sikkim)	2017
Master of Arts in History	Indira Gandhi National Open University (Sikkim)	2022
Master of Arts in English	Indira Gandhi National Open University (Sikkim)	2019
M.Ed. (Master of Education)	Harkamaya College of Education (Sikkim)	2015
B. Ed. (Bachelor of Education)	Harkamaya College of Education (Sikkim)	2014
B.A (Bachelor of Arts)	Sikkim Govt. College Tadong (Sikkim)	2013
C.B.S.C Arts	Govt. Sr. Sec. School Central Pendam, Pakyong Sikkim	2010
C.B.S.C	Govt. Sec. School Duga, Pakyong Sikkim	2008

PUBLICATION

1. Published paper in Shiksha Ani Samaj, Vol 1 Issue 1, ISSN No. 2278-6864, on the topic “Self-Esteem among Senior Secondary School Students of East Sikkim”, 2021.

SEMINAR PAPER PRESENTED

1. Emotional maturity among senior secondary school students of east Sikkim. Research conferences, international webinar on Multidisciplinary Research (IWMR) held in Ooty, India on 23rd & 24th March, 2022.
2. Role of education for the improvement of adjustment level among students. National seminar on Mental Health in Education, Organized by Sikkim Government College, Gyalshing, West Sikkim in Collaboration with the department of education, Sikkim University. Held on 12th & 13th March 2019.
3. Role of education in social change. International seminar on education and society: problems, prospects, and new trends. Organized by Vidyasagar college of Education on 17th & 18th November 2017.
4. Status of e-Governance in Higher Education in the North-East Region with special reference to Sikkim. National seminar on “e-Governance in higher education: challenges and prospects with special reference to north-east region”. Organized by the department of education, Sikkim university on February 20 & 21, 2016.
5. Impact of self-esteem among senior secondary school students of Sikkim. National seminar on “Recent Trends In Educational Psychology”. Organized by

the department of education, Sikkim university, held on 11th & 12th November 2019.

6. Role of ICT in enriching and transforming education. National seminar on “emerging trends and innovations in teacher education” organized by the department of education, Sikkim university. Held on 22nd & 23rd March 2018.
7. Role of education on child development. International seminar on children in modern India: society, education, and literature. Organized by the department of education, university of Gour Banga in collaboration with byanjanbarna foundation. Held on 29th & 30th August, 2018.
8. Impact of emotional maturity among senior secondary school students of Sikkim. National seminar on integrating information and communication technology (ICT) in Education. organized by the department of education, Southfield college, Darjeeling 734101. Held on September 28 & 29, 2018.

SEMINAR PARTICIPATED

1. Attended National Seminar on life skills education: challenges and prospects. Organized by Harkamaya College of Education. held during 30th & 31st July, 2014.
2. Attended National Seminar on “e-Governance in higher education: challenges and prospects with special reference to north-east region”. Organized by the department of education, Sikkim university on February 20 & 21, 2016.
3. Attended National Seminar on recent trends in educational psychology”. Organized by the department of education, Sikkim university, held on 11th & 12th November 2019.

4. Attended National Seminar on emerging trends and innovations in teacher education” organized by the department of education, Sikkim university. Held on 22nd & 23rd March 2018.
5. emerging trends and innovations in teacher education” organized by the department of education, Sikkim university. Held on 22nd & 23rd March 2018.

WORKSHOPS PARTICIPATED

1. National workshop on Academic writing in education and social sciences organized by the department of education, Sikkim university. Held on 6th & 8th March 2019.
2. Attended workshop on addressing regional disparity in higher education in India, organized by the department of education, Sikkim University on behalf of MHRD, Government of India. Held on Sunday, 27th September, 2015.
3. Attended workshop on advanced research method & statistics organized by school of human sciences, Sikkim University. Held on 17th & 18th May 2016.
4. Attended a workshop on human rights and child rights organized by the department of political science, Sikkim university in collaboration with the national human rights commission, New Delhi on 31st July 2018.
5. Orientation cum workshop on teaching through MOOCs Platform. Organized by the UGC-SWAYAM, Department of Education, Sikkim University. Held on 14th & 15th February 2019.
6. Attended workshop on “Nai Talim, Experiential learning and work education in school & teacher education curriculum (A consultative workshop)”. Organized

by mahatma Gandhi national council of rural education, Hyderabad in collaboration with Sikkim university. Held on 3rd May 2019.

WORKED UNDER CONTRACTUAL BASIS

1. Worked as a Field Investigator under the research program “The Study of Commerce Education in The North Eastern Region” undertaken by the department of education in social science, National Council of Educational Research and Training on a purely contractual basis from December 15, 2015, to February 15, 2016.

Self-esteem among Senior Secondary School Students of East Sikkim

T J M S Raju*
Anupam Pokhrel**

Abstract:

The present study aims to find the level of self-esteem among senior secondary school students of East Sikkim. The main objectives of this research is to study the general self-esteem, social self esteem, cognitive self esteem and total self esteem of senior secondary students of East Sikkim. The data were collected from 94 students of Sikkim by using standardized tool constructed by Sudha K. Sharma & Md. Sarwar (2015),The tool consists of 30 items divided into 3 areas i.e. (i) General Self-Esteem (ii) Social Self-Esteem and (iii) Cognitive Self-Esteem.The data were analysed with the help of statistical analyses by using Mean, S.D, and 't' ratio. The outcomes were deliberated according to the substantial values obtained. Based on the outcomes certain responses and conclusion were drawn.

Introduction:

Self-esteem impacts your decision-making process, your relationships, your emotional health and your overall well-being. It also influences motivation as people with a healthy, positive view understand their potential and may feel inspired to take new challenges. It is a fundamental human need. It creates a set of implicit expectations which is possible and appropriate to us. These expectations tend to generate the actions that turn them into realities. And the realities confirm and strengthen the original beliefs.

People with healthy self-esteem are having an understanding of their skills, they are able to uphold healthy relationships with others as they have a healthy association with themselves and they are having genuine and suitable expectations on themselves.

According to Woolfolk (2004),"It is accurately a product of our thinking and our actions, our values, ideas and beliefs as well as our interactions with others –then we see a significant role for the school. Practices that allow authentic participation, cooperation, problem solving and accomplishment should replace polies that damages self-esteem, such as tracking and competitive grading.

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According to Nathaniel Branden (1995) self-esteem is the disposition to experience oneself as competent to cope with the basic challenges of life and as worthy of happiness.

The Six Pillars of Self-Esteem:

Branden thought that self-esteem arises within us and is built on six practices that we take part in. He called the practices the Six Pillars of Self-Esteem, meaning that they backing the development of high self-esteem. The more we take part in these practices, the stronger our self-esteem would be.

1. The first pillar is the practice of living deliberately. This means that we're existing in each moment and aware of what's working on inside of us as well as around us. We don't overlook information that we don't like and we give attention to our emotions. People who are living at very conscious state are able to concentrate on what is happening now and stop over thinking about the past and the forthcoming.
2. Self-acceptance is the second pillar. It means that we accept ourselves completely. We are concerned ourselves even after we don't admire our own feelings or decisions. These features do not change our esteem for ourselves.
3. Self-responsibility: Self-responsibility means identifying that we're responsible of our own choices and activities and that no one else can style them, modify them or fix them for us. We don't blame any other to make us happy.
4. Self-assertiveness: Self-assertiveness is the fourth pillar. It's the exercise of worshipping our own needs and interests and of articulating them in appropriate ways. We know that it is nice to have certain needs and that is acceptable to let others know them in a healthy way.
5. Living purposefully: Living purposefully means living up to our goals. If we are holding purposefully, we set goals and we will plan accordingly and that will permit us to reach them. We need to live with these kinds of goals in our mind.
6. Personal integrity: The last pillar of self-esteem is personal integrity. We have beliefs about what behavior is appropriate and we keep our actions in line with that standard. You might end up this pillar by saying that we 'walk or talk.'

Shobhna Joshi and Rekha Srivastava (2009) conducted a study on self-esteem and academic achievement of adolescents. The study explains that boys have score significant higher on self-esteem related to girls. Significant gender variances were found in academic achievement. Girls were higher on academic achievement related to boys.

Moradi Sheykhjan, Tohid; Jabari, Kamran; Rajeswari, K. (2014) conducted a study on self-esteem and academic achievement of high school children. The resulting findings of this study indicated a very high correlation between academic achievement and self-esteem and concluded that there is significant positive correlation between self-esteem and academic achievement. There is no significant difference in self-esteem of boys and girls.

Orrie; Omrit & Kurman (2013) conducted a study on "Attachment, Self-esteem and test anxiety in adolescence and early adulthood". The purpose of this study was to assess how attachment dimensions, self-esteem and three subscales of test anxiety-cognitive obstruction, social derogation and tenseness are related in two age groups i.e. adolescents and college students. Results showed that college student revealed higher test anxiety than did high school students on the cognitive obstruction and tenseness scales.

Kaur & Gurpinder (2016) conducted a "study of self-esteem and emotional maturity of senior secondary school students". The present study has been designed to investigate the study of 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 students and there exists a significant difference between the emotional maturity of male and female senior secondary school students.

Some of the studies revealed that both male and female are having problem with self-esteem and emotional maturity, (Orrie; Omrit & Kurman 2014). The study revealed that self-esteem is weaker among students with regard to their education level. Study conducted by Moradi Sheykhjan, Tohid; Jabari, Kamran; Rajeswari, K. (2014), shows that the self-esteem in boys and girls is almost the same and there is no significant difference. Boys score significant higher on self-esteem as compared to girls in the study conducted by Shobhna Joshi and Rekha Srivastava (2009).

Importance of the Study:

The scope of this study belongs to Sikkim state within four districts. When we look upon the historical perspectives of the state, Sikkim was merged as 22nd state of India in 1975. Going upon the growth of education process in the state, Sikkim was started with cultural education and after that growing continues at social front and institutionalized education through religious temples and to the modern formal institutionalized education centres called school. After the merger with India, many schools were established and gradually education developed in the state. However, still a fewer population in Sikkim state is following the monastic process of education in the state.

Further, going at this present scenario of education in the state, where little grooming and awareness is indeed required to understand the speedy growth of the world today, students who are at a school level and also at the edge of adolescence years are likely to get frizzle and influenced if they wouldn't understand the actual chaos of the world today. Such being the case, today's young generation is needed to be more self-esteemed to stabilize themselves from sceptic world. While to develop self-esteem, the students need to develop their positive attitude, control the feeling of low confidence, i.e., feeling of humiliation, grudge and feeling sarcastic, meantime students need to build a capacity of high confidence and joyfulness. Hence, the researcher has taken an attempt to measure the self-esteem level among senior secondary school students of Sikkim. The idea to conducting this study is to find out the key to identify what kind of impact and role played on self-esteem among senior secondary school students of Sikkim and this study has given an attempt to find out the root cause as well as the solution to provide them with proper guidance.

Objectives of the Study:

- To study the general self-esteem of senior secondary students of Sikkim with regard to their gender.
- To study the social self-esteem of senior secondary students of Sikkim with regard to their gender.
- To study the cognitive self-esteem of senior secondary students of Sikkim with regard to their gender.
- To study the total self-esteem of senior secondary students of Sikkim with regard to their gender.

Hypotheses:

The following null hypotheses have been set up for the study.

- HO1: There is no significant difference between senior secondary school boys and girls of Sikkim with regard to general self-esteem.
- HO2: There is no significant difference between senior secondary school boys and girls of Sikkim with regard to social self-esteem.
- HO3: There is no significant difference between senior secondary school boys and girls of Sikkim with regard to cognitive self-esteem.
- HO4: There is no significant difference between senior secondary school boys and girls of Sikkim with regard to total self-esteem.

Delimitations of the study:

The present study has been delimited to senior secondary school covering East district of Sikkim state.

Operational definitions of the terms:

Self-esteem - Self-esteem according to the present study refers as self-evaluation in academic aspects, self-worth in achievement and self-status among the group of senior secondary school students.

Senior Secondary School Student- Students studying in 11th – 12th class is considered as a senior secondary school student.

The Design:

The descriptive survey method has been used in the current research. It is considered to be an appropriate method because the evidences concerning the existing situation would be secured and norms would be identified to compare the present positions and also for the further plan of actions.

The Sample:

A sample of 94 senior secondary school students has been selected from the Sikkim state covering each district following. Out of 94 students, 47 girls and 47 boys has been selected from east district of Sikkim. Stratified random sampling technique has been used in the present study.

Tool used in the present Study:

Self Esteem Inventory constructed and standardized by Sudha K. Sharma & Md. Sarwar (2015) on Secondary & Senior Secondary school students. This tool consists of 30 items divided into 3 areas i.e. (i) General Self-Esteem (ii) Social Self-Esteem and (iii) Cognitive Self-Esteem.

Table 1.

The comparison across Gender on dimensions and on total Self-Esteem of Senior Secondary School Students of Sikkim is given below. (Boys-188, Girls-188, N=376)

Sr. No.	Variable	Gender	Means	SD	t-Values
1.	General self-esteem	Boys	32.74	4.24	5.11*
		Girls	27.47	5.65	
2.	Social self-esteem	Boys	28.47	4.59	5.32*
		Girls	24.04	3.38	
3.	Cognitive self-esteem	Boys	35.04	4.89	3.94*
		Girls	30.60	5.99	
4.	Total self-esteem	Boys	96.26	6.46	9.32*
		Girls	82.11	8.17	

*= Significant.

To find the difference in the scores in the self-esteem among boys and girls of senior secondary school students, the test of significance of difference between the means were calculated. The above table depicts the test significance of the dimension wise mean scores of emotional maturities.

The first dimension i.e. self-esteem among senior secondary school boys and girls. The calculated value for the "t" was found to be 5.11. The table value for the distribution is 1.96 at 0.05 level and 2.58 at 0.01 level, the calculated value for the distribution is significant at both 0.05 level and at 0.01 level. Thus the null hypothesis Ho: "There is a significant difference in general Self-esteem of boys and girls of senior secondary school student" is failed to accept the null hypothesis.

The second dimension i.e. self-esteem among senior secondary school boys and girls. The calculated value for the "t" was found to be 5.32. The table value for the distribution is 1.96 at 0.05 level and 2.58 at 0.01 level, the calculated value for the distribution is significant at both 0.05 level and at 0.01 level. Thus the null hypothesis Ho: "There is a significant difference in social self-esteem of boys and girls of senior secondary school students" is failed to accept the null hypothesis.

The third dimension i.e. self-esteem among senior secondary school boys and girls. The calculated value for the "t" was found to be 3.94. The table value for the distribution is 1.96 at 0.05 level and 2.58 at 0.01 level, the calculated value for the distribution is significant at both 0.05 level and at 0.01 level. Thus the null hypothesis Ho3: "There is a significant difference in cognitive self-esteem of boys and girls of senior secondary school students" is failed to accept the null hypothesis.

The total self-esteem among senior secondary school boys and girls found as the calculated value for the "t" was found to be 9.32. The table value for the distribution is 1.96 at 0.05 level and 2.58 at 0.01 level, the calculated value for the distribution is significant at 0.5 levels and significant at 0.01 level. Thus the null hypothesis Ho: "There is a significant difference in emotional maturity of boys and girls of senior secondary school students" is failed to accept at 0.05 and reject at 0.01 level.

Results: The result found significant difference between boys and girls in all dimensions of self-esteem. It means that both boys and girls are having differences on their self-esteem level in concerning to east district of Sikkim.

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* * *

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CERTIFICATE OF PUBLICATION

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Written By

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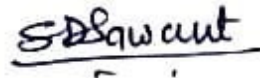
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National Seminar on Mental Health in Education



12th - 13th March 2019

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This is to certify that Dr./Mr./Ms. Amrampa Pakhrel of Dept. of Education, SU
acted as ~~Chairperson~~/presented a paper entitled Role of education for the improvement of
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Organizing Secretary



International Webinar on
Multidisciplinary Research

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*This is to certify that **TJMS Raju** has presented a paper entitled "**Emotional Maturity among Senior Secondary School Students of East Sikkim**" at the International Webinar on Multidisciplinary Research (IWMR) held in Ooty, India on 23rd - 24th March, 2022.*



Chairman

RESEARCH CONFERENCES