



## A Study of Emotional Maturity of Students in Mumbai

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### Abstract:

*Through the years, a person's emotional well-being improves on all levels, from the psychological to the intrapersonal. This is known as emotional maturity. Being able to defer one's own reactions, being heterosexual, and appreciating the behaviour and attitude of others are all signs of an emotionally mature person. Therefore, a mature emotionally isn't necessarily someone who has dealt with all the things that made them angry or anxious; rather, he is someone who is always working to obtain a better understanding of himself and who is fighting for a more balanced relationship between his feelings, thoughts, and actions. The purpose of this research was to examine the relationship between the emotional maturity of high school seniors and the overall and component-wise differences in emotional maturity according to gender and family type. The approach of normative survey was used. A hundred children were chosen at random from four different schools in Mumbai. For this study, the researchers used the Emotional Maturity Scale (EMS-SB) created by Bharagava and Singh (2005). According to the results, the majority of pupils lack emotional maturity, and there is a difference in emotional maturity based on the kind of household.*

**Keywords:** Emotional maturity, Emotional stability, Emotional independence etc.

### Introduction:

“A process in which the personality is continually striving for greater sense of emotional health, both intrapsychically and intra-personally” is the definition given for emotional maturity. The ability to regulate one's impulses via the power of one's “self” or “ego” is a hallmark of emotional maturity. Not only does emotional maturity aid in controlling the growth of adolescents' development, but it is also an efficient predictor of personality type. What constitutes “mature” emotional behaviour, at whatever level, is that which a result of healthy emotional maturation is. Even someone who is emotionally stable—able to overcome obstacles and endure hardship without wall flowering—may be emotionally naive and immature at heart. According to Morgan (1934), a comprehensive explanation of emotional maturity has to include the whole range of an individual's power, including his capacity to enjoy using that power.

### Components of emotional maturity:

**a. Emotional Stability:** This trait describes a person who is not easily swayed by strong emotions or whose reactions are predictable in any given scenario. The emotionally stable individual can adapt to any circumstance and carry out the necessary tasks.

**b. Emotional Progression:** A sense of sufficient progress and increasing emotional vigour in regard to one's surroundings is what this term alludes to, in order to guarantee a good frame of mind infused with justice and satisfaction.

**c. Social Adjustment:** What it means is that in each given scenario, a person's wants and the demands of their social environment interact in a way that allows them to maintain and adjust a desirable connection with their surroundings.

**d. Personality Integration:** Harmonious interactions and de-escalation of inner conflict in the undeterred display of behaviour are the outcomes of bringing together the many aspects of an individual's motivations and dynamic inclinations.

**e. Independence:** A person's ability to rely on his own judgment based on facts and make use of his intellectual and creative abilities is a manifestation of his attitude towards self-reliance and resistance to external control.

Among the traits elucidated by Kaplan and Baron as indicative of emotional maturity is the ability to tolerate delays in the fulfillment of basic demands. Tolerating moderate levels of irritation is within his capabilities. When faced with unexpected demands, he is able to postpone or adjust his expectations, and he believes in preparing for the future. Adjusting well to one's own needs as well as those of one's family, friends, classmates, community, and culture are hallmarks of an emotionally developed youngster. However, being mature entails more than just being able to act and think in such a way; it also requires being able to truly appreciate such things. Being able to handle stress well is the most telling indicator of emotional maturity. The adolescent also develops moodiness and sentimentality, and he becomes indifferent to some stimuli. On the other hand, the ability to enjoy leisure activities is present in emotionally developed individuals. Keeping a healthy balance between play and responsibilities is something he likes doing.

According to Jadhav's (2010) study on college students in Karnataka's Belgaum District, there is no positive and significant correlation between home environment and emotional maturity. This holds true even for students from privileged backgrounds, those attending public universities, and those under the age of twenty. Students' emotional maturity was the anticipated outcome of Subbarayan's (2011) research. College students' emotional maturity was very unstable, according to the study's results. College students' emotional maturity was likewise unaffected by their sex, community, or family type. There was a strong positive association between students' emotional maturity and their overall adjustment, according to research by Mahmoudi (2012). Aashra (2013) looked examined the relationship between self-actualization and emotional maturity in graduate and post-graduate students and found that the two groups differed significantly in this regard. In terms of self-actualization, graduate and post-graduate students differed significantly. To determine the effect of gender on emotional maturity and adjustment, Sinha (2014) examined the correlation between the two in college students. When comparing the emotional maturity and adjustment perspectives of male and female pupils, the results showed that there were substantial variances.

### **Rationale of the study**

- Problems in life are plaguing youngsters and youths alike at the moment. Anxiety, tension, impatience, and emotional disturbances are among the numerous psycho-somatic issues that have their roots in these challenges. As a result, the study of human emotions is rapidly becoming a descriptive science on par with anatomy. Forces, intensities, and numbers are the main topics of this field. The current tests mainly assess the level of reliance and are somewhat basic. The many facets of emotional development are assessed by this exam, however. It is crucial to recognise emotional maturity as a normal and necessary part of a student's development and maturation, not as a problematic sign. When it comes to how people act, emotional maturity becomes crucial. Students' Emotional Maturity value patterns are crucial since

they will support generations to come. Therefore, the purpose of this research is to assess the level of emotional maturity among students at upper-level secondary schools.

- As the inquiry progressed, the researcher took into account the following questions.
- How emotionally stable are the pupils, taking into account their gender and the types of family variations?
- How far along are the pupils emotionally in terms of gender and family type diversity?
- Is there a difference in the kids' social adjustment based on gender and household composition?
- How well do the pupils' personalities mesh with their gender and the various forms of genetic variation?
- In terms of gender and familial type, are the pupils self-sufficient?

Therefore, the problem is stated as "A Study of Emotional Maturity of Students in Mumbai".

### **Objectives of the Study**

- To learn how students' emotional stability varies by gender and family type.
- Analyse how pupils' emotional development varies by gender and family model.
- To investigate gender and family type differences in pupils' social adjustment.
- To investigate how students' gender and family structure influence their personality integration.
- To investigate differences in student autonomy according to gender and family composition.

### **Hypothesis of the Study**

The null hypotheses for the research topic are as follows:

**Ho1:-**When looking at pupils' emotional stability, gender variance is not a major factor.

**Ho2:-**When looking at pupils' mental stability in connection to family type, there is no significant difference.

**Ho3:-**When looking at how kids' emotions develop over time, there is no discernible gender gap.

**Ho4:-** The emotional development of pupils does not change significantly according to the kind of family variety.

**Ho5:-** When it comes to gender variance, pupils' social adjustment is not much different.

**Ho6:-**Students' social adjustment does not change much according to family type.

**Ho7:-**When it comes to gender diversity, pupils' personality integration is not noticeably different.

**Ho8:-**Regardless of the sort of familial variance, pupils' personality integration is not significantly different.

**Ho9:-**When looking at gender variance, there is no discernible difference in pupils' levels of independence.

**Ho10:-**When looking at student independence in connection to family type variation, there is no significant difference.

**Methodology: The Design:** In this study, we used a normative survey approach to gather data that was relevant to our research question. Therefore, this research used a methodology that is ex-post facto type in both nature and content.

**Sample:** A hundred (100) children were chosen at random from four different schools in Mumbai.

**Tools used for the Study:** For this study, the researchers used the Emotional Maturity Scale (EMS-SB) created by Bharagava and Singh (2005). The 48-item test covers a wide range of topics pertaining to emotional development.

### **Analysis and Interpretation of data: Hypotheses testing**

Here, the researcher tried to make sense of the data in light of the previously established goals and theories. The sample was divided into two subsamples for this purpose: one for nuclear families and another for joint families. For the sake of statistical comparison, the 't' ratios were computed and reported in every single example. The 't' ratios were computed and assessed for significance at the 0.05 and 0.01 levels of significance, respectively, in order to determine the significance of the difference between the means and variances of each comparison. The hypotheses were either accepted or rejected based on the results. This study's findings and interpretation are in line with those of previous research. What follows are the specifics of it.

### **Analysis of Emotional Maturity of Students in Relation to Gender Variation (In Total)**

The following is the t-ratio that was computed and presented in order to test for a difference in the overall emotional maturity of pupils based on gender:

**Table 1: Test of significance of difference on Emotional Maturity of students (in total) due to gender variation**

| Variation | Sub Sample | N  | M      | SD    | SE <sub>D</sub> | 't'  | Remark |
|-----------|------------|----|--------|-------|-----------------|------|--------|
| Gender    | Boy        | 50 | 109.46 | 30.36 | 5.98            | 1.18 | NS     |
|           | Girl       | 50 | 116.56 | 29.45 |                 |      |        |

A t-value of 1.98 at the 0.05 level and 2.63 at the 0.01 level for 98 degrees of freedom (where NS denotes "Not Significant")

The computed 't' ratio value of 1.18 was less than the table value of 1.98 at the 0.05 level and 2.63 at the 0.01 level, as is clearly seen in the preceding table. In light of this, we may infer that there was no statistically significant difference in the emotional maturity of boys and girls ( $t=1.18$ ) after controlling for gender variation at the 0.05 and 0.01 levels. The findings were consistent with those of previous research by Sivakumar (2010), who also found no gender gap in emotional maturity.

### **Examination of Student Emotional Development in Connection to Total Family Variation Type**

A t-ratio was computed and shown below to assess the kind of family difference in students' emotional maturity (total):

**Table 2: Test of significance of difference on Emotional Maturity of students (total) due to type of family variation**

| Variation      | Sub Sample | N  | M      | SD    | SE <sub>D</sub> | 't'  | Remark |
|----------------|------------|----|--------|-------|-----------------|------|--------|
| Type of family | Nuclear    | 50 | 116.52 | 31.04 | 5.98            | 1.17 | NS     |
|                | Joint      | 50 | 109.5  | 28.75 |                 |      |        |

The aforementioned table made it quite clear that the calculated 't' ratio of 1.17 was lower than the table values of 1.98 and 2.63, respectively, at the 0.05 and 0.01 significance levels. Therefore, we may infer that there was no significant difference in their emotional maturity owing to kind of family difference, since the 't' ratio (1.17 in this example) was not significant at the 0.05 and 0.01 levels. The findings were consistent with those of previous research by John Louis and Doss (2007), who also discovered no change as a consequence of family variation type.

### Examining the Relationship Between Gender Variation and Students' Emotional Stability

Estimating students' emotional stability in respect to gender variance was one of the study's aims. To test this, we first established that "there will be no significant difference in the emotional stability of students in relation to gender variation." This is the null hypothesis Ho1. A 't' ratio was computed and shown below to see if there is a difference in the emotional stability of pupils based on their gender:

**Table 3: Test of significance of difference on Emotional Stability of students due to gender variation**

| Variation | Sub Sample | N  | M     | SD   | SE <sub>D</sub> | 't'  | Remark |
|-----------|------------|----|-------|------|-----------------|------|--------|
| Gender    | Boy        | 50 | 23.38 | 7.58 | 1.51            | 1.35 | NS     |
|           | Girl       | 50 | 25.42 | 7.50 |                 |      |        |

The acquired value of the 't' ratio, 1.35, was less than the table value 0.05 level= 1.98 and 0.01 level= 2.63, as is clearly seen in the above table. Therefore, at the 0.05 and 0.01 levels of significance, the 't' ratio (1.35 in the case of gender variance) was not significant. Thus, it was determined that there was no substantial difference in emotional stability between boys and girls, and the null hypothesis Ho1 could not be rejected.

### Analysis of Emotional Stability of Students in Relation to type of family Variation

Estimating students' emotional stability in relation to family type variance was one of the study's aims. As such, the following was the formulation of the null hypothesis Ho2. Students' mental stability will not be significantly affected by the sort of family variation. The study's appropriateness was determined by calculating the 't' ratio, as indicated in the table below.

**Table 4: Test of significance of difference on Emotional Stability of students due to type of family variation**

| Variation      | Sub Sample | N  | M     | SD   | SE <sub>D</sub> | 't'  | Remark |
|----------------|------------|----|-------|------|-----------------|------|--------|
| Type of Family | Nuclear    | 50 | 24.86 | 7.27 | 1.52            | 0.61 | NS     |
|                | Joint      | 50 | 23.94 | 7.91 |                 |      |        |

According to the statistics shown above, the 't' ratio was 0.61, which is significantly lower than the table value of 1.98 at the 0.05 level of significance and 2.63 at the 0.01 level. So, the 't' ratio couldn't have been meaningful. There was no statistically significant difference in the emotional stability of pupils from nuclear families compared to those from mixed families, hence Ho2 could not be dismissed.

### Examination of Students' Emotional Development in Light of Differences in Gender

Estimating students' emotional progress in respect to gender variance was one of the study's aims. Specifically, we hypothesized that "There will be no significant difference in the emotional progression of students in relation to gender variation." This is the third null hypothesis we examined. The following table shows the results of calculating the 't' ratio, which was used to test for variations in emotional development and determine the study's appropriateness.

**Table 5: Test of significance of difference on Emotional Progression of students due to Gender variation**

| Variation | Sub Sample | N  | M     | SD   | SE <sub>D</sub> | 't'  | Remark |
|-----------|------------|----|-------|------|-----------------|------|--------|
| Gender    | Boy        | 50 | 23.12 | 7.28 | 1.54            | 1.45 | NS     |
|           | Girl       | 50 | 25.36 | 8.12 |                 |      |        |

The computed 't' ratio value of 1.45 was clearly lower than the table value of 1.98 at the 0.05 level of significance and 2.63 at the 0.01 level of significance, based on the data provided above. So, the 't' ratio couldn't have been meaningful. Consequently, there was no statistically significant difference in the emotional development of male and female pupils, and the null hypothesis Ho2 could not be rejected.

### Analysis of Emotional Progression of Students in Relation to type of family Variation

One of the objectives of the study was to estimate the Emotional Progression of students in relation to type of family variation. For this the null hypothesis Ho4 was formulated as follows, "there will be no significant difference in the emotional progression of students in relation to type of family variation". For the appropriateness of the study and in order to test the type of family differences in emotional progression 't' ratio was calculated as shown in the following table.

**Table 6: Test of significance of difference on Emotional Progression of students due to type of family variation**

| Variation      | Sub Sample | N  | M     | SD   | SE <sub>D</sub> | 't'  | Remark |
|----------------|------------|----|-------|------|-----------------|------|--------|
| Type of family | Nuclear    | 50 | 25.08 | 8.22 | 1.54            | 1.09 | NS     |
|                | Joint      | 50 | 23.4  | 7.23 |                 |      |        |

Based on the data provided, it is clear that the derived 't' ratio value of 1.09 is lower than the table value of 1.98 at the 0.05 level of significance and 2.63 at the 0.01 level of significance. So, the 't' ratio couldn't have been meaningful. As a result, we cannot rule out the possibility that students' emotional development differed significantly depending on their family composition, and we must accept the null hypothesis Ho4.

## Examining the Impact of Gender Variation on Students' Social Adjustment

Estimating students' Social Adjustment in respect to gender variance was one of the study's aims. That is, we may use the null hypothesis Ho5 Students' social adjustment will not vary much based on their gender. The following table shows the results of calculating the 't' ratio, which was used to test for differences in social adjustment and determine the study's appropriateness.

**Table 7: Test of significance of difference on Social Adjustment of students due to Gender variation**

| Variation | Sub Sample | N  | M     | SD   | SE <sub>D</sub> | 't'  | Remark |
|-----------|------------|----|-------|------|-----------------|------|--------|
| Gender    | Boy        | 50 | 22.92 | 7.50 | 1.44            | 0.40 | NS     |
|           | Girl       | 50 | 23.5  | 6.84 |                 |      |        |

The computed 't' ratio value of 0.40 was clearly lower than the table value of 1.98 at the 0.05 level of significance and 2.63 at the 0.01 level of significance, based on the data provided above. This meant that the 't' ratio of 0.04 could not have any statistical significance. Consequently, there was no statistically significant difference in the social adjustment of male and female students, and the null hypothesis Ho5 could not be rejected.

## Variation by Family Type and Its Impact on Students' Social Adjustment

Finding out how different types of families affect kids' social adjustment was one goal of the research. With this in mind, the null hypothesis Ho6 The social adjustment of pupils will not be significantly affected by variations in family types. The 't' ratio was computed as indicated in the following table to test for study appropriateness and to determine the kind of family variations in social adjustment.

**Table 8: Test of significance of difference on Social Adjustment of students due to type of family variation**

| Variation      | Sub Sample | N  | M     | SD   | SE <sub>D</sub> | 't'  | Remark |
|----------------|------------|----|-------|------|-----------------|------|--------|
| Type of Family | Nuclear    | 50 | 24.78 | 7.42 | 1.40            | 2.24 | S      |
|                | Joint      | 50 | 21.64 | 6.56 |                 |      |        |

Based on the data provided, it is clear that the calculated 't' ratio of 2.24 is higher than the table value of 1.98 at the 0.05 level of significance but lower than 2.63 at the 0.01 level. A 't' ratio of 2.24 indicates statistical significance at the 0.05 level for the instance of type of family variation. This allowed us to reject the null hypothesis (Ho6) and draw the conclusion that pupils' social adjustment varied significantly according to the sort of home they came from. Our findings were consistent with those of Sharma (2012), Sinha (2014), and Mahmoudi (2012).

## Gender Variation in the Context of Student Personality Integration

Estimating students' personality integration in respect to gender variance was one of the study's aims. To test this, we use the following null hypothesis: "There will be no significant difference in the personality integration of students in relation to gender variation" (9). The following table shows the results of calculating the 't' ratio, which was used to test for differences in social adjustment and determine the study's appropriateness.

**Table 9: Test of significance of difference on Personality Integration of students due to Gender variation**

| Variation | Sub Sample | N  | M     | SD   | SE <sub>D</sub> | 't'  | Remark |
|-----------|------------|----|-------|------|-----------------|------|--------|
| Gender    | Boy        | 50 | 21.14 | 8.46 | 1.62            | 1.04 | NS     |
|           | Girl       | 50 | 22.82 | 7.72 |                 |      |        |

The computed 't' ratio value of 1.04 was clearly lower than the table value of 1.98 at the 0.05 level of significance and 2.63 at the 0.01 level of significance, based on the data provided above. There was no way for the 't' ratio of 1.04 to have any statistical significance. There was no statistically significant difference in the degree to which male and female students integrated their personalities; hence Ho7 could not be dismissed.

#### **Examination of Student Personality Integration in Connection to Family Variation Type**

Estimating students' personality integration in relation to kind of family variation was one of the study's aims. When testing this, the null hypothesis Ho8 When it comes to pupils' personality integration, kind of family variety will not make a big effect. The following is the result of the t-ratio, which was used to determine the study's validity and to examine the nature of family variations in social adjustment.

**Table 10: Test of significance of difference on Personality Integration of students due to type of family variation**

| Variation      | Sub Sample | N  | M     | SD   | SE <sub>D</sub> | 't'  | Remark |
|----------------|------------|----|-------|------|-----------------|------|--------|
| Type of family | Nuclear    | 50 | 23.14 | 8.51 | 1.61            | 1.44 | NS     |
|                | Joint      | 50 | 20.82 | 7.57 |                 |      |        |

Based on the data provided, it is clear that the derived 't' ratio value of 1.44 is lower than the table value of 1.98 at the 0.05 level of significance and 2.63 at the 0.01 level of significance. A 't' ratio of 1.44 did not indicate statistical significance when testing for variations in family types. There was no statistically significant difference in the degree to which students' personalities were influenced by their families' backgrounds, leading us to conclude that the null hypothesis (Ho8) could not be rejected.

#### **Examination of Student Independence in Connection to Gender Variation**

Estimating students' independence in respect to gender variance was one of the study's aims. There will be no significant difference in the independence of pupils in respect to gender variation, according to the null hypothesis Ho9. As seen below, the 't' ratio was computed to assess the study's appropriateness and to test for variations in social adjustment.

**Table 11: Test of significance of difference on Independence of students due to Gender variation**

| Variation | Sub Sample | N  | M     | SD   | SE <sub>D</sub> | 't'  | Remark |
|-----------|------------|----|-------|------|-----------------|------|--------|
| Gender    | Boy        | 50 | 18.9  | 6.22 | 1.08            | 0.52 | NS     |
|           | Girl       | 50 | 19.46 | 4.55 |                 |      |        |



The resulting 't' ratio value of 0.52 was clearly lower than the table value of 1.98 at the 0.05 level of significance and 2.63 at the 0.01 level of significance, based on the data provided above. Thus, the 't' ratio of 0.52 could not be considered significant. There was no statistically significant difference in the degree to which male and female students were autonomous, leading to the conclusion that Ho9, the null hypothesis, could not be rejected.

### Student Autonomy as It Relates to Family Variation Types

The research set out to do a number of things, one of which was to determine how different types of family variety relate to pupils' levels of independence. "There will be no significant difference in the independence of students in relation to type of family variation," reads the null hypothesis Ho10. The following table shows the results of the t-ratio test, which was used to determine the study's appropriateness and to compare different types of family variations in independence.

**Table 12: Test of significance of difference on Independence of students due to type of family variation**

| Variation      | Sub Sample | N  | M     | SD   | SE <sub>D</sub> | 't'  | Remark |
|----------------|------------|----|-------|------|-----------------|------|--------|
| Type of family | Nuclear    | 50 | 18.66 | 5.19 | 1.08            | 0.96 | NS     |
|                | Joint      | 50 | 19.7  | 5.67 |                 |      |        |

It is clear from the provided data that the calculated 't' ratio of 0.96 is lower than the table value of 1.98 at the 0.05 level of significance and 2.63 at the 0.01 level of significance. A 't' ratio of 0.96 did not indicate statistical significance when testing for variations in family types. Consequently, we cannot rule out the possibility that students' levels of independence vary according to the sort of household they come from, and we must accept the null hypothesis Ho10.

### Findings of the study

- The findings indicate that the majority of pupils lack emotional maturity. Additionally, the results demonstrated that there is no gender gap when it comes to emotional maturity.
- The distribution is normal distribution.
- Type of family variation also did not play any vital role in the emotional maturity of the students.
- Boys and Girls students belonging from different type of family did not influence the emotional stability of students.
- Boys and Girls students belonging from different type of family did not influence the emotional progression of students.
- Gender variation did not play any vital role in case of social adjustment of students.
- Type of family variation played a vital role in case of social adjustments of students.
- Gender and type of family variation did not play any vital role in case of personality integration of students.
- Gender and type of family variation did not play any vital role in case of independence of students.

## Recommendations

This research sheds insight on the gender and family type differences in pupils' emotional maturity levels. A large portion of the student body is emotionally unstable, and females often do better emotionally than guys. The pupils need to make an effort to comprehend what it is that causes their emotional instability. They do not become emotionally mature as a result of their educational degrees. You can't become much more emotionally mature as you get older. So, people need to make the deliberate decision to be emotionally mature and live life to the fullest, both mentally and physically. Distinctions between the sexes are more likely the result of variances in how each gender is socialized than of innate genetic differences. Also, it's not like the gap is huge and unmanageable. Hence, it is crucial to provide pupils chances to develop their emotions so that they can adapt well to life's reality.

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