

# Academic Achievement, Emotional Maturity and Intelligence of Secondary School Students in Assam

Jadab Dutta<sup>1</sup>, Dr. Pranab Chetia<sup>2</sup>, J. C. Soni<sup>3</sup>

<sup>1</sup>Research Scholar, Department of Education, Rajiv Gandhi University, Rono Hills, Itanagar-791112, Arunachal Pradesh (India), Email Id:

<sup>2</sup>Associate Professor, Dikhowmukh College, Deptt. of Education, P.O-Bharalua Tinawali, Dist- Sivasagar Pin-785664, Assam (India).

<sup>3</sup>Professor, Department of Education, Rajiv Gandhi University, Rono Hills, Itanagar-791112

**Abstract:** *The present study investigated the Academic Achievement, Emotional Maturity and Intelligence of Secondary School Students in Assam. The study was conducted on one thousand class-X students by giving due representation to boys (500) and girls (500) as well as rural and urban localities of Lakhimpur and Sonitpur districts of Assam. The schools were selected using stratified random sampling technique, and students were selected using simple random sampling technique. The descriptive survey method is used for data collection. As far as academic achievement of the students was concerned for the purpose of the present study, the investigator visited the selected schools and collected the school records of the selected students i.e. mark's obtained by the students in the last annual examination, 2014 (i.e. Class IX annual examination). The emotional maturity of the students was measured by using Emotional Maturity Scale (EMS) developed by Singh and Bhargava (1984) and intelligence was measured by using the group test of mental ability constructed and standardized by Dr. S. Jalota. The findings of the study reported that there exists a statistically highly significant difference between male/female and government/ private secondary school students with respect to their emotional maturity. Whereas, students coming from rural or urban background did not show any difference in case of emotional maturity for students of both the districts separately as well as taken together and There is no significant mean difference between male/female students and rural/urban areas students, whereas government and private school students differ significantly on intelligence.*

**Keywords:** Academic Achievement, Emotional Maturity, Intelligence and Secondary School Students.

## 1. Introduction

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. In general sense, it is a process through which the inborn qualities or latent powers of the child are improved and unfurled. The process of education facilitates the physical, mental, social, emotional and spiritual development of the individual. Education makes a man complete who is equipped with the power of understanding, observation and objectivity. It makes man a good thinker, a good worker and a good companion. Education develops the individual like a flower which distributes the fragrance all over the environment. Education is that conductive process which drags a person from darkness, poverty and misery by developing his individuality in all its aspects physical, mental, emotional and social. With this type of all-round development, the individual becomes a responsible, dynamic, resourceful and enterprising citizen of strong, good moral character who uses all his capabilities to develop his own self, his society and his nation to the highest extent by contributing his best to honour, glory, national culture and civilization of the nation of which he is an integral part.

### Introduction of the Variables under Study

In the present study, three important variables are intended to be studied; these are Academic Achievement, Emotional Maturity and Intelligence. The variables are described along with the relationship between these in the context of secondary school students in Assam.

### Academic Achievement

Achievement means performance. The Dictionary meaning of the word achievement is "to perform successfully".

Academic Achievement refers to the educational performance of students studying in schools. How far they are successful in acquiring knowledge, understanding and skills in different subjects presented to them for study through the curriculum is to be reflected as an index of their Academic Achievement. Academic Achievement implies the accomplishment of the performance carried out successfully by students in their academic life. It is a multidimensional activity and a central concept in the area of educational psychology. Thus, it can be concluded that the academic achievement is said to be level of proficiency attained in academic work or formally acquired knowledge in school subjects. This is often represented by marks/grades in examinations. In view of this, the factors affecting it play an important role in determining an individual's position and status in the reference group.

### Emotional Maturity

In the present circumstances, youth as well as children are facing difficulties and are giving rise to many psychosomatic problems such as anxiety, tensions, and frustrations and emotional upsets in day-to-day life. So, the study of emotional life is now emerging as a descriptive science, compared with anatomy. It deals with the interplay of forces with intensities and quantities. Available tests are crude and measure chiefly the degree of dependence. As self-acceptance is an important aspect of maturity, it must be preceded by acceptance from others. Emotional Maturity is always relative. Emotional maturity, however, develops throughout life. It is also a form of maturity from which one can regress most quickly. The adolescent becomes emotionally more mature as the parents permit him to accept responsibilities and become independent and self-sufficient.

### **Intelligence**

Intelligence is a component of successful living. One indicator of the difficulty involved in understanding intelligence is the variety of the definitions used in its measurement. Intelligence refers to the ease or difficulty with which people are able to learn various things. On the basis of this working definition, people of high intelligence in a particular function learn new behaviour in that area with comparative ease, while people with low intelligence find it difficult to learn the same things. In our day-to-day conversation, we often comment that a particular child or individual is very intelligent. All such comments are based on our observation of the performance or behaviour of the individual concerned in comparison to others of his group.

Intelligence is the power or faculty which helps us in understanding, thinking and reasoning about the things. Intelligence is the only word which makes the human being different from animals. God has endowed human beings with certain cognitive abilities by which man becomes a rational being. David Wechsler (1944) said, "Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment." Our learning and thinking is possible through intelligence only. It is an organization comprising the abilities of readiness, correctness and of understanding complicated and abstract things and with its help a person shows necessary mental control and action in solving problems. „Intelligence“ is a term describing one or more capacities of the mind. In a different context, the term „intelligence“ can be defined in different ways, including the capacities for abstract thought, understanding, communication, reasoning, learning, planning, emotional intelligence and problems solving. Intelligence is most widely studied in human beings, but it is also observed in animals and plants.

Intelligence is the necessary condition for achieving. It is impossible to achieve without corresponding intelligence which is comprised of mental abilities. Ability is about the quality of being able to do something which serves as the foundation of achievement.

The process of achievement fostered the development of intelligence. Kornhaber, Krechevsky and Gardener (1990) convinced of the intelligence as the product of dynamic process involving individual abilities, the values and opportunities afforded by society. This statement emphasizes that the development of individual abilities infers the development of intelligence in a given social environment. The development of intelligence is correlated with the development of individual abilities through individual experience in a particular environment. The process of achievement is an important individual experience and displays directly the development of individual competencies.

Intelligence is evidenced by past and present achievement used for predicting future achievement. Intelligence sets up the foundation of achievement. The occurrence of achievement requires not only the corresponding intelligence, but also motivated and supported by the appropriate academically congenial environment.

### **2. Review of Related Literature**

Dhami(1974) conducted a study on intelligence, emotional maturity and socio-economic status as factors indicative of success in scholastic achievement and found: 1. Intelligence and emotional maturity contributed to success in scholastic achievement. The contribution of intelligence was more than that of socioeconomic status. 2. A close and significantly high relationship existed between intelligence and emotional maturity. 3. The relationship between scholastic achievement and socio-economic status, though statistically significant, was not very high. 4. The relationship between scholastic achievement and intelligence, between scholastic achievement and emotional maturity and between socio-economic status and scholastic achievement differed significantly from each other. 5. The socio-economic status had positive effect on emotional maturity especially the factors of parent's education, family income, cultural level of the family, the type of house the family lived in and the vocational aspirations of learners. 6. The effect of socio-economic status on the scholastic achievement of girls was more striking. 7. The relationship between scholastic achievement and intelligence was higher in case of students of private schools than for those of government schools. 8. There was higher relationship between scholastic achievement and emotional stability in the case of class IX boys than in the case of class X boys who were more anxiety ridden due to the coming public examinations.

Kaur, M. (2001) conducted a study on "Emotional Maturity of Adolescents in Relation to Intelligence, Academic Achievement and Environmental Catalysts". This sample comprised 350 students of class XI from 11 schools of Punjab state and was selected by random sampling. Emotional Maturity Scale by Singh and Bhargava, Group Test of General Mental Ability by Tandon, and Environmental Catalyst Scale by Kalra were used for data collection. Class X Academic Achievement scores were taken from school records. The data were analyzed by correlation and *t*-test. The findings of the study were: 1. There was significant negative correlation between intelligence, environmental catalysts variable, academic achievement, urban and rural, boys and girls, hostellers and day scholars, youngest and eldest in the family and emotional maturity of adolescents. 2. There was significant difference in the emotional maturity of science and arts students. The adolescents of science stream were more emotionally mature as compared to the adolescents of arts stream. 3. The adolescents of government schools were more emotionally mature as compared to the adolescents of private school. The difference was significant. 4. Adolescents of working and nonworking mothers did not differ significantly from each other in their level of emotional maturity. 5. The adolescents who were less than 15 years ago were at a higher level in their emotional maturity than the adolescents who were more than 15 years of age.

Gakhar(2003) studied relationship between emotional maturity and self-concept on academic achievement of students at secondary stage with the objective to find the difference in emotional maturity of boys and girls, students of urban and rural areas, students of government and private schools, children of working and non-working mothers with a sample

of 200 students of secondary stage and found that there was negative correlation between intelligence and emotional maturity; a significant correlation between emotional maturity and academic achievement of boys and girls.

Aggarwal (2007) found significant correlation between emotional stability, overall adjustment, and academic achievement, intelligence measures of mental health and social maturity of adolescents. Findings indicated no significant correlation between autonomy, security-insecurity, self-concept measure of mental health and social maturity of adolescents.

Poonam (2009) conducted “A Study of Family Relationship in Relation to Emotional Intelligence, Social Acceptability and Academic Achievement”. The objectives of the study were 1.To study the relationship between parental acceptance behaviour and emotional intelligence of students. 2.To study the relationship between parental concentration behaviour and emotional intelligence of students. 3. To study the relationship between parental avoidance behaviour and emotional intelligence of students. Survey Method has been suitably employed for the Study. The sample utilized for the study has been well drawn through simple random sampling from 4 DAV Public Schools of Ambala, Kurukshetra, Gurgaon, and Faridabad Districts of Haryana State. Finally, 300 students constituted the sample for the Study. The characteristics of all the 3 Tools used for the study, namely, Family Relationship Inventory by G. P. Sherry & J. C. Sinha, Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe & Upinder Dharand Sociomatrix by J. N. Sharma have been well established. Product Moment Correlation, one way ANOVA and *t*-test were employed to analyze the data. The findings were: 1. significant relationship was found between self-awareness and parental acceptance. 2. No significant relationship was found between empathy and parental acceptance. 3. No significant relationship was found between self-motivation and parental acceptance. 4. Significant relationship was found between emotional stability and parental acceptance.

Khan, Abu Mojaher.(2009) conducted a study on, “Frustration in relation to Intelligence, Socio-Economic Status and Academic Achievement among Higher Secondary Students”. The major objectives of the study were: (1) To study the frustration among students belonging to different types of schools; (2) To study the frustration among male and female students; (3) To study the frustration among students of different socio-economics status groups. The standardized tool was administered on as ample of 300 students. To determine the intelligence of the students, a standardized tool prepared by G. C. Ahuja (2005) was used. To find out the SES of students a standardized tool prepared by Hasnain and Shrivastava (2002) was used. It provided low, middle and high socio-economic status of students. For academic achievement, the marks secured by the students in last examination of class X were collected from school records. For the samples statistical techniques like mean, standard deviation and *t*-test were applied. To know the interaction effect of frustration and socio economic status, ANOVA was applied. The findings of the study were: Fixation is equally affected by type of schools. Hence, students belonging different schools did not differ significantly among

themselves in this area of frustration. However type of school had significant impact on total frustration, regression, resignation and aggression. Students of government schools were found different in their total frustration, regression, resignation and aggression from the students of public schools. Students of government schools were more frustrated, more regressive, more resigned and more aggressive in their behaviour; 2. Boys and girls differed significantly in different modes of frustration. In regression girls showed higher score than boys. But in resignation boys had a greater mean score than girls. 3. Only in the case of resignation mode of frustration student groups based socio economic status showed a significant difference. Further, high and medium group wise comparison showed that medium SES group was more resigned. While comparing high and low groups, low group exhibited a higher amount of resignation than their counter parts. Average and low SES groups did not differ significantly in resignation mode of frustration.

Kumari, Reena (2012) studied the role of emotional maturity and emotional intelligence in learning and achievement in school context. This study was conducted on 300 male Intermediate students of Meerut city. Findings revealed that emotional maturity had insignificant effect on learning but significant effect on academic achievement. Emotional intelligence had insignificant effect on learning but significant effect on academic achievement. The findings of the present study were as follows: 1. Learning scores did not differentiate significantly between the high emotional maturity subjects and low emotional maturity subjects. 2. Academic achievement scores differentiated significantly between the high emotional maturity subjects and the low emotional maturity subjects. High emotional maturity subjects scored significantly higher on academic achievement than low emotional maturity subjects. 3. Learning scores did not differentiate significantly between the high emotional intelligence subjects and low emotional intelligence subjects. 4. Academic achievement scores differentiated significantly between the high emotional intelligence subjects and low emotional intelligence subjects. The following general conclusions could be drawn from the study: 1. Emotional maturity did not influence the level of learning of the subjects. 2. Emotional maturity was substantial to the level of academic achievement of the subjects. 3. Emotional intelligence did not influence the level of learning of the subjects. 4. Emotional Intelligence was substantial significantly in affecting the level of academic achievement of the subjects.

### 3. Rationale of the Study

The present study has been designed to study the *Academic Achievement, Emotional Maturity and Intelligence* of Secondary School Students of Assam. Here, the *Academic Achievement* refers to educational performance of examinees in class IX examination taking into account the marks of all subjects obtained by them in their previous examinations. The performance will be analysed qualitatively, and comparison of performance of males and females as well as in their urban and rural situated schools is done. The present study tried to investigate if there exists any relationship between academic achievement on the one

hand and emotional maturity and intelligence of secondary school students on the other hand.

**Emotional Maturity** is also positively related to academic achievement, because emotionally matured persons are emotionally stable. So, they can perform any task or duty with full concentration. Emotional maturity is a process which the personal is continuously striving for greater sense of emotional health both intra-psychically and intra-personally. Everyone realizes what kind of feelings he experiences when he is grief-stricken, happy, angry or excited. Psychologists have named such experiences as emotions. Emotion is a powerful weapon in the hands of politicians, leaders and teachers. They try to have desired effect by arousing emotions of children and citizens. Under the influence of an emotional fit, a person may commit murder, get angry with others, run away out of fear or get senseless or become so happy that he may even dance. Emotion not only impels and creates activity but also inspires other attitudes. The experiences of peace, happiness and love are also counted as emotional experiences. In the present circumstances, youth as well as children are facing many difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, frustration and emotional troubles in day-to-day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities. Therefore, the emotionally mature is not the one who necessarily has all conditions that arouse anxiety and hostility but it is continuously seeing himself involved in a struggle of healthy integration of feeling and thinking action.

**Intelligence** is a vital factor in related to academic achievement. It may be explained as the capacity for knowledge and understanding especially as applied to the handling of novel situation; the power of meeting novel situation successfully by adjusting behaviour to the total situation. It is an organization comprising of the abilities to readily, correctly, understand the complicated and abstract things. It is an inborn natural power that makes a man capable of overcoming difficulties and problems of life. Intelligence is a variable that contributes towards academic achievement, and the evidence of the same is presented by a large number of researches. The researcher had gone through the studies that are related to the variables included in the present study.

From the above variables the researchers revised lots of studies in both national and international journals, survey books etc. It is evident that very few studies are conducted in North Eastern part of India in general and Assam in particular. At the same time, hardly any study is conducted in relation to these variables on secondary school students in the area of Lakhimpur and Sonitpur districts of Assam. So, the investigators are motivated to take up a comparative study and to investigate the relationship between these variables on the secondary school students of districts of Assam.

### Statement of the Problem

The problem under study is stated as “**Academic Achievement, Emotional Maturity and Intelligence of Secondary School Students in Assam**”.

### Objectives of the Study

The study was designed to achieve the following objectives:

- 1) To Study the overall Academic Achievement, Emotional Maturity and Intelligence of Secondary school students in total sample of both the districts.
- 2) To compare the overall Academic Achievement, Emotional Maturity and Intelligence of Secondary school students of Lakhimpur and Sonitpur districts of Assam.
- 3) To compare the overall Academic Achievement, Emotional Maturity and Intelligence between male and female Secondary School Students of Lakhimpur and Sonitpur districts of Assam.
- 4) To compare the overall Academic Achievement, Emotional Maturity and Intelligence between rural and urban Secondary School Students of Lakhimpur and Sonitpur districts of Assam.
- 5) To compare the overall Academic Achievement, Emotional Maturity and Intelligence between government and private Secondary School Students of Lakhimpur and Sonitpur districts of Assam.
- 6) To test the significance of the mean difference on academic achievement of (a) male and female (b) rural and urban (c) government and private secondary school students in total sample of both the districts.
- 7) To test the significance of the mean difference on emotional maturity of (a) male and female (b) rural and urban (c) government and private secondary school students in total sample of both the districts.
- 8) To test the significance of the mean difference on intelligence between (a) male and female (b) rural and urban (c) government and private secondary school students in total sample of both districts.

### Hypotheses of the Study

In view of the objectives of the study the investigators formulated the following null hypotheses:

H:01 There is no significant difference in the mean scores of academic achievement between (a) male and female (b) urban and rural (c) government and private secondary school students in Lakhimpur and Sonitpur districts of Assam.

H:02 There is no significant difference in the mean scores of emotional maturity between (a) male and female (b) urban and rural (c) government and private secondary school students in total sample of both the districts.

H:03 There is no significant difference in the mean scores of intelligence between (a) male and female (b) urban and rural (c) government and private secondary school students in total sample of both districts.

### Methodology of the Study

The Descriptive Survey Method is used in the study. It describes the current position of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization. All these direct towards a proper understanding solution of significant

educational problem. The present study attempted to find Academic Achievement, Emotional Maturity and Intelligence of Secondary School Students in Assam. Keeping in view the nature of the study, the survey method was found to be more suitable.

### Population of the Study

The population of the present study constituted all the class X students studying in secondary schools of Lakhimpur and Sonitpur districts of Assam.

### Sample of the Study

The sample is of small number of representative individuals from the population. The study was conducted on 1000 students comprised of 500 boys and 500 girls selected from 28 secondary schools who are studying in class-X students by giving due representation to boys and girls, rural and urban areas as well as government and private students of both the districts. The selected schools belong to the category of provincialized schools which are affiliated to SEBA i.e., Board of Secondary Education, Assam and controlled and supervised by the Department of Education, Government of Assam. The schools and students were selected using random sampling technique.

### Tools Used

In order to fulfill the objectives of the present study the following tools were used:

- i) Academic Achievement
- ii) Emotional Maturity Scale
- iii) Intelligence Test

The tools are described in the following sections:

### The Students Performance Record from the Schools (Academic Achievement)

Achievement means performance. Academic achievement refers to Educational performances of students studying in schools. How far they are successful in acquiring knowledge, understanding, and skill in different subjects presented to them for study through the curriculum is to be reflected in their academic achievement. As far as academic achievement of the students was concerned for the purpose of the present study, the investigator visited the selected schools and collected the school records of the selected students i.e. marks obtained by the students in the last annual examination, 2014 (i.e. Class IX annual examination).

### Emotional Maturity Scale

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

### Intelligence Test

Another variable in the study is intelligence. The researcher used Dr. S. Jalota's Intelligence test meant for secondary school students. The group test of mental ability was constructed and standardized by Dr. S. S. Jalota. This Intelligence Test comprises of five separate categories of twenty tasks each, namely: (i) Vocabulary (ii) Classification (iii) Number Series (iv) Analysis and (v) Reasoning. Only 1 hour 30 minutes were given to administer it to the students.

### Administration of Tools and Data Collection

The data were collected from the government/provincialized and private schools. First the permission from the Inspector of Schools, Lakhimpur and Sonitpur Districts was sought in order to administer the questionnaires and the collection of data in connection with the study.

Then the Headmasters or the Principals of the selected schools were informed and their co-operation was sought. The rapport was established with the subjects of all the schools during data collection. Subjects were briefed about the study and also about the confidentiality of the results. Taking into consideration their convenience, the days were fixed up for the administration of Emotional Maturity Scale and Intelligence Test. The scales were administered on the same day one after the other. Standard instructions as per the manual were given. Problems if any faced were solved during the administration of the scale and test. It was made sure that the subjects were seated comfortably. The investigator was personally present to remove any doubt or suspicion, thereby removing any bias due to misinterpretation of the words used. The response sheets were collected and arranged as well as classified as per the sample break-up recording in the register. The answers sheets complete in all respects were considered for final analysis.

## 4. Analysis of Data

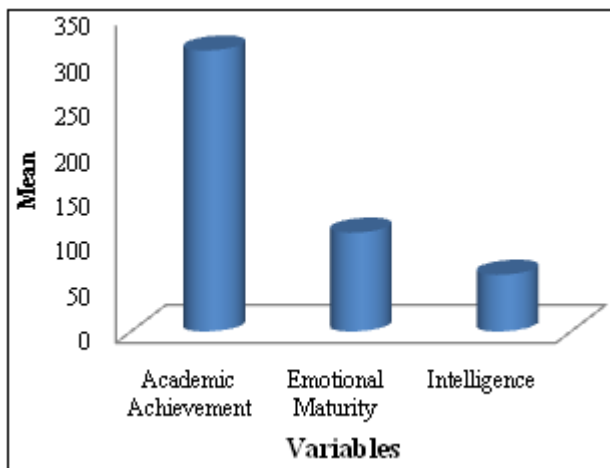
After collecting data the investigators used the mean, standard deviation and t-test for analysing the data. The calculations were done by using Microsoft Excel in computer. The analysis is carried out objective and hypothesis wise.

**Objective 1: To Study the overall Academic Achievement, Emotional Maturity and Intelligence of Secondary school students in total sample of both the districts.**

**Table 1:** Showing the mean and standard deviation on the academic achievement, emotional maturity and intelligence of secondary school students in total sample of both the districts.

Variable	N	Mean	Standard Deviation
Academic Achievement	1000	310.57	100.65
Emotional Maturity	1000	109.22	23.29
Intelligence	1000	62.70	14.26

**Graph -1** Showing the mean of secondary school students for academic achievement, emotional maturity and intelligence of in total sample of both the districts.



The Table-1 and Graph-1 show the mean scores on academic achievement, emotional maturity and intelligence are 310.57, 109.22 and 62.70 respectively with the S.D as 100.65, 23.29 and 14.26 for the same variables in order for the whole sample.

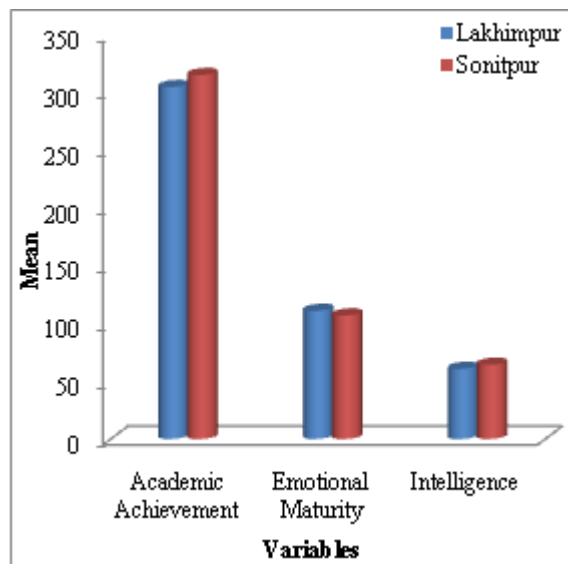
Therefore, the table and above depicted that the secondary school students in whole sample of both the districts were having high academic achievement. So far their mean value 310.57 is concerned. Whereas looking into the norms of both the emotional maturity scores and intelligence it is understood that in whole sample of both the districts the secondary school students did half above average intelligence in comparison to emotional maturity in terms of their mean scores. In these contexts it is to be generalized that there is a positive relationship between academic achievement and intelligence among the secondary school students of whole sample of both the districts in general.

**Objective 2: To compare the overall Academic Achievement, Emotional Maturity and Intelligence of Secondary school students of Lakhimpur and Sonitpur districts of Assam.**

**Table 2:** Showing the mean and standard deviation of the academic achievement, emotional maturity and intelligence of secondary school students of Lakhimpur and Sonitpur districts of Assam.

Variables	Areas				
	Lakhimpur		Sonitpur		
	N	Mean	SD	Mean	SD
Academic Achievement	500	305.36	91.41	315.78	108.96
Emotional Maturity	500	111.23	22.92	107.21	23.52
Intelligence	500	60.94	13.96	64.47	14.35

**Graph -2** Showing the mean of secondary school students for academic achievement, emotional maturity and intelligence of both the districts in Assam.



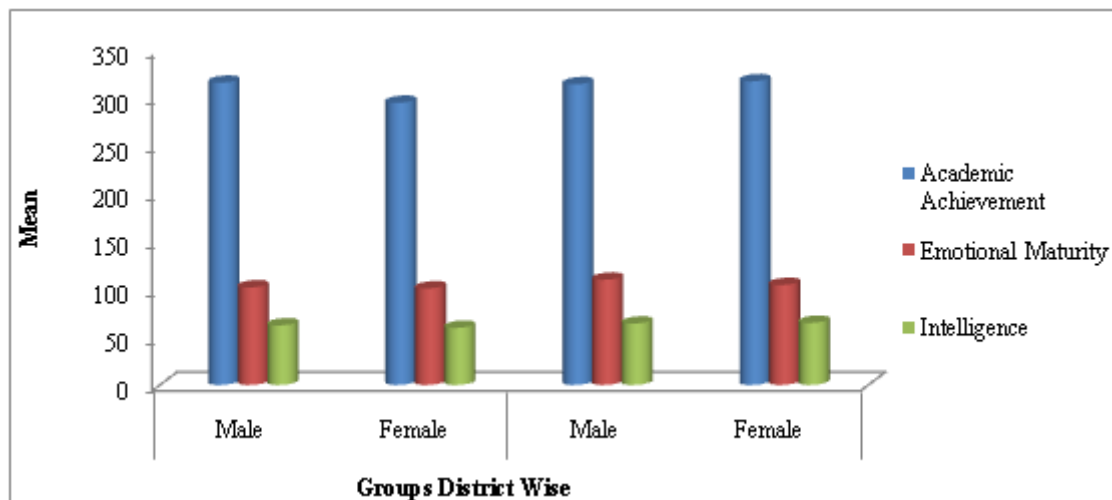
The Table-2 and Graph-2 show the comparison of the mean scores of secondary school students on academic achievement, emotional maturity and intelligence for both the districts separately. The mean scores on the above variables in Lakhimpur district are 305.36, 111.23 and 60.94. whereas for Sonitpur district are 315.78, 107.21 and 64.47 respectively. The comparison shows that except for emotional maturity the mean scores an academic achievement and intelligence is higher in case of students of Sonitpur than that of Lakhimpur district.

**Objective 3: To compare the overall Academic Achievement, Emotional Maturity and Intelligence between male and female Secondary School Students of Lakhimpur and Sonitpur districts of Assam.**

**Table 3:** Showing the mean and standard deviation of the academic achievement, emotional maturity and intelligence between male and female secondary school students of Lakhimpur and Sonitpur districts of Assam.

Variables	Areas							
	Lakhimpur				Sonitpur			
	Male (250)		Female (250)		Male (250)		Female (250)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Academic Achievement	315.83	95.13	294.89	86.46	314.27	104.72	317.3	113.24
Emotional Maturity	101.95	31.27	100.81	32.83	109.96	24.90	104.46	21.76
Intelligence	62.22	14.08	59.66	13.75	64.08	14.02	64.85	14.69

**Graph -3** Showing the mean of the male and female secondary school students for academic achievement, emotional maturity and intelligence of two districts in Assam.



The Table-3 and Graph-3 show the mean scores and standard deviation of male and female students for academic achievement of Lakhimpur and Sonitpur districts respectively viz-a-viz for Males (M=315.83, S.D=95.13; M=314.27, S.D=104.72), and Females (M=294.89, S.D=86.46; M=317.3, S.D=113.24). It indicates that Lakhimpur district male students mean scores are higher than that of Sonitpur district counterparts mean scores. Further, it is noted that Sonitpur district female's students mean scores are higher than Lakhimpur district female students.

Females (M=100.81, S.D=32.83; M=104.46, S.D=21.76). It indicated that both males and females of Sonitpur have higher mean values that than of Lakhimpur district.

The comparison of mean scores and standard deviation of male and female students for emotional maturity of Lakhimpur and Sonitpur districts respectively viz-a-viz for Males (M=101.95, S.D=31.27; M=109.96, S.D=24.90), and

The above Table and Graph also showed the mean and standard deviation scores for intelligence of Lakhimpur and Sonitpur districts respectively for Males (M=62.22, S.D=14.08; M=64.08, S.D=14.02), and Females (M=59.66, S.D=13.75; M=64.85, S.D=14.69). It is found that both male and female students of Sonitpur district have higher mean scores than that of Lakhimpur district.

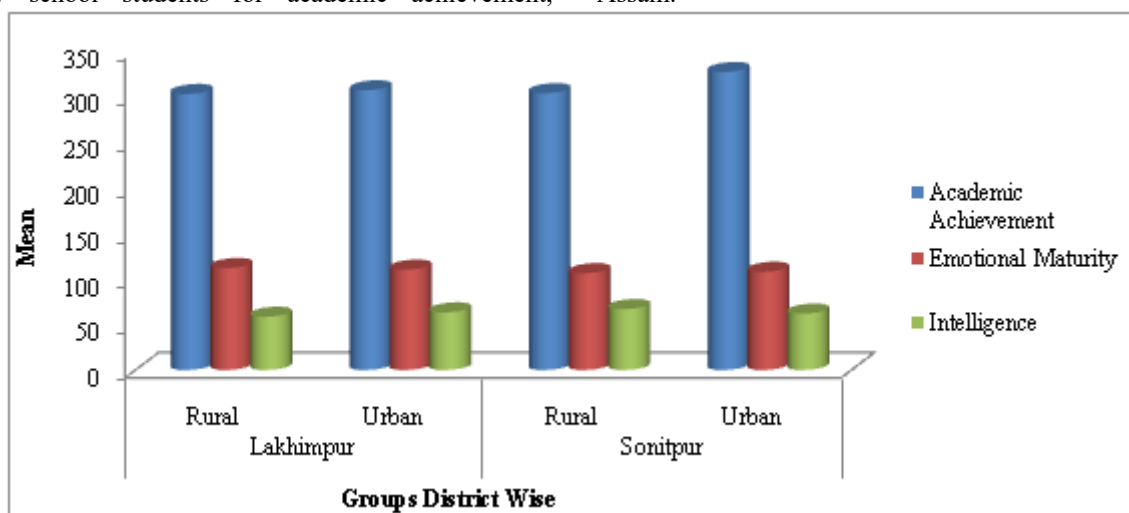
**Objective 4: To compare the overall Academic Achievement, Emotional Maturity and Intelligence between rural and urban Secondary School Students of Lakhimpur and Sonitpur districts of Assam.**

**Table 4:** Showing the mean and standard deviation of the academic achievement, emotional maturity and intelligence between rural and urban secondary school students of Lakhimpur and Sonitpur districts of Assam.

Variables	Areas							
	Lakhimpur				Sonitpur			
	Rural (250)		Urban (250)		Rural (250)		Urban (250)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Academic Achievement	303.34	84.23	307.38	98.19	304.19	97.68	327.38	118.24
Emotional Maturity	112.1	21.74	110.35	24.04	106.42	23.64	107.99	23.43
Intelligence	58.54	15.01	63.34	12.39	66.96	14.14	61.97	14.15

**Graph -4** Showing the mean of the rural and urban secondary school students for academic achievement,

emotional maturity and intelligence of two districts in Assam.



The above table and graph also shows that the mean scores and standard deviation of rural and urban students for academic achievement of Lakhimpur and Sonitpur districts respectively for Rural (M=303.34, S.D=84.23; M=304.19, S.D=97.68), and for Urban (M=307.38, S.D=98.19; M=327.38, S.D=118.24). It is found that rural and urban students mean scores on academic achievement of Sonitpur districts are higher than that of their Lakhimpur counterparts.

The comparison of mean and SD scores for emotional maturity of Rural (M=112.1, S.D=21.74; M=106.42, S.D=23.64), and Urban (M=110.35, S.D=24.04; M=107.99, S.D=23.43) of Lakhimpur and Sonitpur districts students respectively showed that for both rural and urban students of Lakhimpur district have higher mean scores on emotional maturity than that Sonitpur district students.

The above table and graph also showed that the mean scores and standard deviation of rural and urban students for intelligence of Lakhimpur and Sonitpur districts respectively for Rural (M=58.54, S.D=15.01; M=66.96, S.D=14.14), and Urban (M=63.34, S.D=12.39; M=61.97, S.D=14.15). It is observed that rural students of Sonitpur district and urban students of Lakhimpur district have higher mean scores on intelligence than that of their respective counterparts in both the districts.

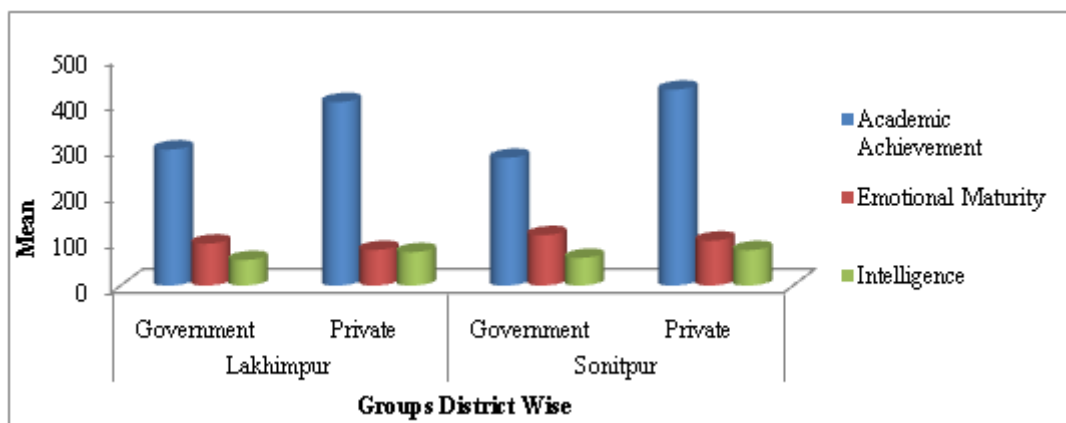
**Objective 5: To compare the overall Academic Achievement, Emotional Maturity and Intelligence between**

**government and private Secondary School Students of Lakhimpur and Sonitpur districts of Assam.**

**Table 5:** Showing the mean and standard deviation of the academic achievement, emotional maturity and intelligence between government and private secondary school students of Lakhimpur and Sonitpur districts of Assam.

Variables	Areas							
	Lakhimpur				Sonitpur			
	Govt. (372)		Private (128)		Govt. (372)		Private (128)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Academic Achievement	297.89	72.92	401.74	83.68	279.40	88.43	428.72	88.24
Emotional Maturity	91.66	15.98	77.895	14.56	110.41	25.27	98.27	15.81
Intelligence	55.78	13.90	72.95	7.06	60.52	14.02	77.41	7.00

**Graph -5** Showing the mean of the government and private secondary school students for academic achievement, emotional maturity and intelligence of two districts in Assam.



From the above table and graph it was also seen that the mean scores and standard deviation of government and private students for academic achievement of Lakhimpur and Sonitpur districts respectively for the government (M=279.89, S.D=72.92; M=279.40, S.D=88.43) and private (M=401.74, S.D=83.68; M=428.72, S.D=88.24). It was noticed that the academic performance of government secondary school students of both the districts is more or less the same but private students of Sonitpur district have higher academic scores than that of Lakhimpur students.

Similarly the comparison for emotional maturity mean scores of government (M=91.66, S.D=15.98; M=110.41, S.D=25.27), and private (M=77.895, S.D=14.56; M=98.27, S.D=15.81) secondary students of Lakhimpur and Sonitpur districts respectively showed that Sonitpur private school students have much higher mean scores than that of their

Lakhimpur counterparts as compared to government school students.

The comparison of mean and standard deviation scores on intelligence for government (M=55.78, S.D=13.90; M=60.52, S.D=14.02), and private (M=72.95, S.D=7.06; M=77.41, S.D=7.00) of Lakhimpur and Sonitpur districts respectively showed that secondary students of Sonitpur district for both government and private have higher mean values than that of Lakhimpur district.

**Objective 6: To test the significance of the mean difference on academic achievement of (a) male and female (b) rural and urban (c) government and private secondary school students in total sample of both the districts.**

**Hypothesis 1:** There is no significant difference in the mean scores of academic achievement between (a) male and



female (b) urban and rural (c) government and private secondary school students in Lakhimpur and Sonitpur districts of Assam.

**Table 6:** Showing the Mean, Standard deviation and t-value of the academic achievement between (a) male and female (b) urban and rural (c) government and private secondary school students in total sample of both the districts.

Variable	Group	N	Mean	Standard Deviation	t-value	Remark
Academic Achievement	Male	500	315.05	99.94	1.41	Not Significant
	Female	500	306.096	101.27		
	Rural	500	303.76	91.11	2.14	Significant
	Urban	500	317.38	109.03		
	Government	744	274.56	77.19	21.72	Significant
	Private	256	394.67	76.01		

The result from Table-6 showed that the mean scores of male and female students were 315.05 and 306.096 respectively. The computed CR (t) between their mean differences is 1.41. Which is not found significant at 0.05 level. Hence hypothesis is accepted. This means that there is a no academic achievement difference of male and female secondary school students in total sample of both the districts.

It also shows that the mean scores of both rural and urban students were 303.76 and 317.38 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value 2.14 is greater than the table value 1.96 at the 0.05 level of significance. Hence hypothesis is rejected. This means that there is a real difference between academic achievement of rural and urban secondary school students in total sample of both the districts.

From the above table it was observed that the mean scores of both government and private students are 274.56 and 394.67 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (21.72) is greater than the table value 1.96 at 0.05 level of significance. This means that the mean difference is highly significant. Hence hypothesis is rejected. This further means that government and private secondary school students differ in their academic achievement.

**Objective 7: To test the significance of the mean difference on emotional maturity of (a) male and female (b) rural and urban (c) government and private secondary school students in total sample of both the districts.**

**Hypothesis 2:** There is no significant difference in the mean scores of emotional maturity between (a) male and female (b) urban and rural (c) government and private secondary school students in total sample of both the districts.

**Table 7:** Showing the mean, standard deviation and t-value of the emotional maturity between (a) male and female (b) urban and rural (c) government and private secondary school students in total sample of both the districts.

Variable	Group	N	Mean	Standard Deviation	t-value	Remark
Emotional Maturity	Male	500	111.03	23.38	2.46	Significant
	Female	500	107.41	23.09		
	Rural	500	121.14	30.195	1.96	Not Significant
	Urban	500	117.33	31.07		
	Government	744	113.02	24.07	10.92	Significant
	Private	256	98.17	16.52		

The result from Table-7 shows that the mean scores of male and female students are 111.03 and 107.41 respectively. The computed t-value between their mean differences is 2.46 which is found great significant at 0.05 level. Hence the hypothesis is rejected. Therefore male and female students are found to great difference of emotional maturity in total sample of both the districts.

From the above table, it can be observed that the mean scores of both rural and urban students are 121.14 and 117.33 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (1.96) is equal than the table value 1.96 at 0.05 level of significance. This means that there is no mean difference in both the groups. This further means that rural and urban secondary school students are similar of emotional maturity in total sample of both the districts.

It is also found that the mean scores of both government and private students are 113.02 and 98.17 respectively. The computed CR (t) between their mean differences is 10.92. Which is found significant at 0.05 level. Hence hypothesis is rejected. This means that there is a great difference in emotional maturity of government and private secondary students in total sample of both the districts.

**Objective 8: To test the significance of the mean difference on intelligence between (a) male and female (b) rural and urban (c) government and private secondary school students in total sample of both districts.**

**Hypothesis 3:** There is no significant difference in the mean scores of intelligence between (a) male and female (b) urban and rural (c) government and private secondary school students in total sample of both districts.

**Table 8:** Showing the mean, standard deviation and t-value of the intelligence between (a) male and female (b) urban and rural (c) government and private secondary school students in total sample of both districts.

Variable	Group	N	Mean	Standard deviation	t-value	Remark
Intelligence	Male	500	63.15	14.07	0.66	Not Significant
	Female	500	62.56	14.45		
	Rural	500	62.75	15.17	0.1	Not Significant
	Urban	500	62.66	13.31		
	Government	744	58.41	13.52	24.66	Significant
	private	256	75.18	7.36		

The result from Table-8 showed that the mean scores on intelligence of male and female students in total sample are

63.15 and 62.56 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value 0.66 is less than the table value 1.97 at 0.05 level of significance as the null hypothesis is accepted. This means that the difference between the two means is do not significant as there is a no significant difference between male and female secondary students in total sample.

From the above table, it can be also observed that the mean scores of both rural and urban students are 62.75 and 62.66 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (0.1) is less than the table value 1.96 at 0.05 level of significance. This means that the mean difference is not significant. Hence, hypothesis is accepted. This further means that rural and urban secondary school students are a similar level of intelligence in total sample.

It is found that the mean scores of both government and private students are 58.41 and 75.18 respectively. The computed CR (t) between their mean differences is 24.66. which is found significant at 0.05 level. Hence hypothesis is rejected. This means that there is a great difference in intelligence of government and private secondary students in total sample of both districts.

## 5. Major Findings of the Study

Following are the major findings of the study:

- 1) From comparison between academic achievement, emotional maturity and intelligence it was depicted that the secondary school students in whole sample of both the districts were having high academic achievement. So far their mean value 310.57 was concerned. Whereas looking into the norms of both the emotional maturity scores and intelligence it is understood that in whole sample of both the districts the secondary school students did half above average intelligence in comparison to emotional maturity in terms of their mean scores. In these contexts it is to be generalized that there is a positive relationship between academic achievement and intelligence among the secondary school students of whole sample in both the districts in general.
- 2) The comparison shows that except for emotional maturity the mean scores on academic achievement and intelligence is higher in case of students of Sonitpur than that of Lakhimpur district.
- 3) From comparison it was found that the academic achievement and intelligence of Lakhimpur district the male students were better than the female students. But female students were emotionally matured compared to the male students of same district.

The comparison between male and female students on academic achievement, emotional maturity and intelligence in Sonitpur district showed that female students were academically, emotionally and mentally better than male students.

Overall comparison between both the districts showed that academically Lakhimpur district male students were better than that of Sonitpur district students. Further it was noted

that Sonitpur district female students academically high than Lakhimpur district female students. However, the male and female of Lakhimpur district students were found emotionally more matured compared to the Sonitpur district students. Lastly the comparison between the male and female students' intelligence of both the districts, showed that Sonitpur district students' I.Q was better than that of Lakhimpur district students.

- 4) From comparison it is reported that the academic achievement, emotional maturity and intelligence of rural/urban area students in Lakhimpur district it is seen that urban area students are better academically, emotionally and mentally (intelligence) than rural area students. It also observed that the academically urban area students are better than that of rural area students of Sonitpur district. It is also seen that intelligence and emotional maturity of Sonitpur district rural area students are better than the urban area students.
- 5) The overall comparison between academic achievement, emotional maturity and intelligence of rural/urban area students in both the districts, it is seen that Sonitpur area students are better academically, emotionally and mentally (intelligence) than Lakhimpur district students.
- 6) From the comparison between academic achievement, emotional maturity and intelligence of government/private school students of both the districts, it is found that in both districts private school students are academically, emotionally as well as mentally better than the government school students.
- 7) The male and female secondary school students of both the districts have similar level on academic achievement in total sample of both the districts. However, rural/urban and government/ private secondary school students differ in academic achievement for both the districts.
- 8) There exists a statistically highly significant difference between male/female and government/ private secondary school students with respect to their emotional maturity. Whereas, students coming from rural or urban background did not show any difference in case of emotional maturity for students of both the districts separately as well as taken together.
- 9) There is no significant mean difference between male/female students and rural/urban areas students, whereas government and private school students differ significantly on intelligence.

## 6. Conclusions

Finding reveals that there is a positive relationship between academic achievement and intelligence among the secondary school students of whole sample in Lakhimpur and Sonitpur districts in general. Overall comparison between academic achievement, emotional maturity and intelligence of government/private school students of both the districts, it is found that in both districts private school students are academically, emotionally as well as mentally better than the government school students. The studies conducted by Dhami (1974), Kaur, M. (2001), Gakhar (2003), Khan, Abu Mojaher (2009) and Kumari, Reena (2012) found on their studies that academic achievement, emotional maturity and intelligence were positively correlated. Another study Aggarwal (2007) found negative correlation between

academic achievement, emotional maturity and intelligence and Poonam (2009) found academic achievement and intelligence are both positively and negatively correlated but emotional maturity was negatively correlated with achievement and intelligence. The present study revealed that there is positive relationship between academic achievement and intelligence of secondary school students in Lakhimpur and Sonitpur Districts of Assam. This study also found that emotional maturity is having negative correlation with academic achievement and intelligence.

## 7. Recommendations of the study

On the basis of the findings the following recommendations are proposed:

- 1) The school teachers and school administrators should employ:
  - a) Conduct special classes for the weaker students.
  - b) Conduct more practical sessions.
  - c) Organize various personality development programmes and arrange science exhibitions or local fieldtrips.
  - d) Encourage subjects related group activities.
  - e) Conduct remedial teaching.
  - f) The school administrators should be provide installation of feedback box inside the classroom.
  - g) Various kinds of awareness camp like- cleanness, natural hazards etc. should be provided by school administrators.
  - h) The regular and sincere students may be encouraged by offering rewards and stipends.
  - i) The irregular students with poor attendance, without home-work and with poor achievement must not be punished rather the reasons behind should be investigated and necessary steps should be taken to motivate them.
  - j) Conduct of guardians meetings in the school for the various development activities of students and schools. Parents, teachers and principals must be very particular in maintaining inter-personal relationship with the adolescents in order to channelize their energy in right direction. They should help the students in making them more socially mature by way of giving affection, security, counselling and freedom of decision making in order to enhance the academic achievement, social and emotional adjustment in the society.
- 2) With a view to developing a sense of responsibility, guardians should provide ample scope to their children to co-operate with other siblings and peers in the neighbourhoods. To provide easily accessible library facilities for intellectual growth and updated of knowledge through books and newspapers.
- 3) Quality Education is a concern today and therefore the internal processes that ensure quality education is the need of the hour. A good social maturity environment can have good personality because Social Maturity enhances the personality of a person. The Qualities which reflects from the personality of a student are thus honesty, competency, forward looking, inspiring, intelligent, fair minded, broad minded, courageous straight forward, imaginative and innovative.
- 4) The most critical time in life is during emotional maturity in adolescent years. We learn to love, hate, fear, feel and anger. It is very important that adults influence a child's thinking and actions in a positive manner. Many life decisions happen during the short span of adolescent emotional maturity. Positive emotions include enthusiasm, joy and love. Emotionally mature adult grows from a childhood where one successfully struggles with failure, disappointment, and a high I.Q. (intelligence, quotient) does not necessarily lead one to develop emotional maturity. Adolescence can be a time of high risk, where new found freedoms can result in decisions that drastically open up or close off life opportunities. So family, peer group, school and society plays an important role in the emotional stability of adolescent and this comes by the emotional maturity of adolescent girls and boys. The following points are recommended develops the emotional maturity of the students:
  - a) Help the children gain in understanding of their feelings through the use of books, sports and games, puppets, interactive story telling and role-plays.
  - b) Teach children to identify and verbalize their feelings, as well as to read the emotional signals from other children and adults.
  - c) The students should be helped in realizing his/her emotional strength and weakness.
  - d) In order to improve the emotional maturity of the students sharing about group activities, picnics, tours, seminars, group discussion, cultural programme like dancing, singing, dramas, sports, and games should be regularly arranged.
  - e) Guidance and counselling centres should be started in schools so that the students can be helped to solve educational and emotional problems.
  - f) Co-curricular and extra-curricular activities should be given importance in the school campus, so that we can develop emotional maturity among the students.
  - g) Parents should create congenial environment at home, which may help the children to be emotionally balanced and have good emotional maturity.
  - h) Curriculum of secondary schools should be modified, so that lessons relating to emotional and social skills are given importance in the classroom activities.
  - i) Participating in group activities like N.C.C, Scout and Guides and other social activities will ensure the development of emotional maturity.
  - j) Children should be taught to develop and maintain a positive attitude towards life.
  - k) The secondary school time table should be so arranged with provisions for creativity, fine arts, physical exercise, which will definitely pave way for emotional catharsis and social outlooks.
  - l) Watch a child's facial expressions, posture, play or art work for signs that a child is experiencing a strong negative emotion. Then offer constructive ways to defuse it, such as painting, dialogue or taking a time out.
  - m) The youths should be trained up to control their emotions and to divert their minds towards constructive activities. This will automatically make them tolerant, co-operative and self-confident.

- 5) Of late the unrest among youths pose a burning problem. As the government is guardian of the people, so it has got great responsibility to solve it before it is too late. So some suggestions may be made in this regard.
  - a) By drawing funds from various international financial corporations, the govt. can provide the youths for self-employment and other development Guidance and Counselling centres can also be set-up to activate various programmes.
  - b) Free health check-up camp for the students should be provided by government.
  - c) To spend the leisure time properly, the government can set up playground, park, community hall, library etc. in each and every area.
  - d) Government should provide smart classroom schools for large participation of students.
  - e) Strict implementation of teacher and students evaluation process.
  - f) Teacher orientation camp should be conducted regularly to skills in handling youths appropriately.
- 9) A study can also be carried out to see the effect of school environment on the intelligence and emotional maturity.
- 10) Research should be conducted on causes of low achievement in certain subjects and methods of improving the performance.

So, in conclusions for above recommendations school administrator, teachers, parents and government to be able to perform well their roles or duties to the fullest of their potentialities, it is hoped by doing so it is sure that it will promote the academically, emotionally and mentally developed the students.

### 8. Suggestions for Further Research

Since improvement and innovations in research have no barriers and no study can be said to end point in itself, the present study reopens many issues and areas for carrying further research. The suggestions can be summarized as below:

- 1) Studies can be carried out on achievement in relation to personality of students at whole state level.
- 2) Similar study on senior secondary students between personality and creativity will be a significant area of research.
- 3) The present study is conducted on class-X students. Similar studies may be undertaken on these variables at the other level/stages of education as well.
- 4) Studies can be carried out in relation to intelligence and creativity in different communities including minority groups.
- 5) Studies can be carried out in relation to emotional intelligence and achievement of students on longitudinal basis.
- 6) Similar study on senior secondary students will be a significant area of research to depict their personality characteristics.
- 7) In the present study cross sections that have been investigated are male/female, rural/urban and government/private. Many others cross sectional comparison of various other categories of students like poor/rich, home/residence, tribal and non-tribal studying in government/private schools may be carried out.
- 8) Studies can be carried out in relation to intelligence and emotional maturity with respect to students at secondary level coming from nuclear and joint family structure.

### References

- [1] Morgan, J.B., An Introduction to Psychology, New York: McMillan, 1934, p. 210.
- [2] Stoddard, G.D., The Meaning of Intelligence, New York: McMillan, 1943, p. 4.
- [3] Wechsler, D., The Measurement of Adult Intelligence (3<sup>rd</sup>Ed.), New York: Williams and Wilkins, 1944, p. 3.
- [4] Woodworth, R.S., Psychology, London: Methuen, 1945, p. 410.
- [5] McDougall, William. G., An outline of Psychology (13<sup>th</sup>Ed.), London, Methuen, 1949.
- [6] Seoul, L.J. (1951). Emotional Maturity, The Development and Dynamics of Personality, London: J.B. Lippincott.
- [7] Report of the Secondary Education Commission, Delhi, Publication Division, 1953, P. 319.
- [8] Report of the Secondary Education Commission (1952-53), New Delhi: Ministry of Education, Govt. of India Press, 1956.
- [9] Crow, L.D. & Crow, A., (1959), Understanding our behaviour. Psychological Corporation: New York. p. 83.
- [10] Singh, Y. (1965). A Comparative Study of Emotional Stability of Mentally Superior and Average Children. Unpublished Master's Thesis. Agra University.
- [11] Garrett, H.E., General Psychology, New Delhi, Eurasia Publication House, 1968 (IND. Reprint).
- [12] Singh, Yashvir & Bhargava. (1971). Manual for Emotional Maturity Scale (EMS), National Psychological Corporation, 4/230, Kacheri Ghat, Agra-282004 (India).
- [13] Education and National Development, Report of the Education Commission (1964-66), New Delhi: Ministry of Education and Culture, Govt. of India.
- [14] Dhama, G.S. (1974). Intelligence, Emotional Maturity and Socio-economic status as Factors Indicative of Success in Scholastic Achievement. Ph.D. Edu., Punjab University. In: M.B. Buch, ed. (1983). Third Survey of Educational Research (1978-1983). New Delhi: National Council for Educational Research and Training, Sri, Aurobindo Marg, P. 663.
- [15] Das, L. "Education in Assam". United Dass Publishers, June 1978, Guwahat L-3. P. 26.
- [16] Morris, Charles. G., Psychology (3<sup>rd</sup>Ed.), Englewood Cliffs, New Jersey: Prentice Hall, 1979, p. 386.
- [17] Government of India: National Policy on Education (1986), Ministry of Human Resource Development (Education).
- [18] Buch, M.B. (ed.) (1991) Fourth Survey of Research in Education, Vol. I & II. New Delhi, NCERT.
- [19] Encyclopedia of Education for All Vol- II, The EPA 9<sup>th</sup> Summit, APH Publishing Corporation, New Delhi-2 (1996).

- [20] Kaur, M. (2001), Emotional Maturity of Adolescents in Relation to Intelligence, Academic Achievement and Environmental Catalysts. Data retrieved on 25<sup>th</sup> January, 2009 from <http://eduresearch.dauniv.ac.in/file.asp?ID=959>.
- [21] Gakhar, S.C. (2003), A study of Emotional Maturity of students at secondary stage, self-concept and academic achievement. Paper published in Journal of Indian Education. Vol. XXIX, No. 3, New Delhi: NCERT. pp 100-106.
- [22] NCERT (2000), National Curriculum Framework.
- [23] NCERT (2005), National Curriculum Framework.
- [24] Bhargava, M. (2005). Exceptional Children (Hindi). Agra: H.P. Bhargava Book House.
- [25] Bhargava, M. (2006). Modern Psychological Testing and Measurement (Hindi). Agra: H.P. Bhargava Book House.
- [26] SCERT, Assam. State Curriculum for Upper Primary Stage of School Education. P 513.
- [27] Mangal, S.K. 2010. Advanced Educational Psychology (2<sup>nd</sup> Ed.), New Delhi: PHI Learning Private Limited, pp. 279-307..
- [28] Yomgam, Bige (2009), "A study of Academic Achievement of Secondary School Students in Arunachal Pradesh". An Unpublished Ph.D Thesis, Deptt. of Education, Rajiv Gandhi University, Arunachal Pradesh, India.
- [29] Khan, Abu Mojaher (2009). "Frustration in Relation to Intelligence, Socio-Economic Status and Academic Achievement Among Higher Secondary Students". Kurukshetra.
- [30] Devi, Uma (2009), "A Study on the relationship between Problem Solving Ability and Academic Achievement of Secondary School Students", *Journal of Educational Research and Extension*, Vol.-46 (2); pp.01-10.
- [31] Boruah, Jahnabee Lahkar (2010), "Academic Achievement, Achievement Motivation and Modernity Attitude: A Study on the Tribal Secondary Students in Assam". An Unpublished Ph.D Thesis, Deptt. of Education, Rajiv Gandhi University, Arunachal Pradesh, India.
- [32] Census of India (2011), Assam Population of 2011, Lakhimpur and Sonitpur
- [33] Kumari, Reena (2012). "Role of Emotional Maturity and Emotional Intelligence in Learning and Achievement in School Context, Shaikshik Parisamvad, *An International Journal of Education*, SPIJE, ISSN 2231-2323 (Print), 2231-2404 (Online), Vol.2, NO.2, pp.1-4.