

# Emotional Maturity Variation among College Students with Perceived Loneliness

Aleena Maria Sunny, Julia Grace Jacob, Neha Jimmy, Drishya Theres Shaji, Cilvania Dominic

\* Department, Institute Name  
\*\* Department, Institute Name, if any

DOI: 10.29322/IJSRP.8.5.2018.p7736  
<http://dx.doi.org/10.29322/IJSRP.8.5.2018.p7736>

**Abstract-** The study intends to measure the emotional maturity variation between day scholars and hostellers who are affected by the feeling of perceived loneliness, within 18-20 age group. The sample includes 60 hostellers and 60-day scholars consisting of 30 boys and 30 girls respectively under each group. To get the sample of students with perceived loneliness, Perceived Loneliness Scale (L-SCALE) developed by Dr. Praveen Kumar was used. The tool used for measuring emotional maturity was Emotional Maturity Scale (EMS) by Dr. Yashvir Singh. To compare the mean scores on emotional maturity of hostellers and day scholars, Independent Sample t test was used. Results revealed that there is no significant difference in emotional maturity between hostellers and day scholars. However, significant difference was found between emotional maturity of girls and boys. The study revealed yet other interesting observations and findings that endeavour scope for further research in this topic.

**Index Terms-** Perceived loneliness, Emotional maturity

## I. INTRODUCTION

Emotional maturity is a subjective characteristic of an individual which varies across different age groups and gender. A mature individual is capable of handling stressful life circumstances effectively. Emotional maturity is something on which individuals can constantly work over and improve. It enables individuals to create the life they desire. When an individual is faced with difficulties it is his/her level of emotional maturity that determines his/her ability to cope. A mature individual is one who has developed intellectually, emotionally and spiritually

Loneliness is also a subjective feeling. Being alone is different from loneliness. One may perceive himself/herself as lonely even when surrounded by friends and loved ones. Loneliness is something everyone feels at some point of life. For instance, when moving away from home and homeland etc. Human beings have a fundamental need for belongingness. If this need is not satisfied they may experience problems like anxiety, frustration, emotional disturbances, depressions and various other psychosomatic difficulties. Surprisingly, one study in United Kingdom, which surveyed millions of people, showed that one in ten people didn't feel that they had a single friend. (Topping, 2016)

Transition from school to college is a complex process for most of the students. Adjusting to college life brings changes in values and attitudes of most of the students. It is also a period during which students are in high for their belongingness need. The new circumstances can either satisfy their need or things may become more worse. This may depend on the level of emotional maturity of students. For an emotionally mature student going to college, brings a chance to encounter new friends, opportunities, new culture and new experiences which in turn results in his or her overall growth and development.

Students are mostly mature intellectually but not emotionally. Emotional maturity enables students to understand and manage one's own and others emotions effectively. Adolescence is a period of drastic changes both biologically and mentally. During this period one get excited very soon. Their mood may soon change from high to low or vice versa. This can be a factor of lack of emotional maturity. Therefore, knowing the level of emotional maturity among students enables professional to give proper educational guidance.

In the age of social media, students are provided with more information that makes them feel overloaded. Overloading students with information and knowledge do not make them mature emotionally. They may feel frustrated and may have emotional backups and social media enables students to have more friends and relations than ever before. But it only has short term effects on one's mental well-being. Loneliness expert Cacioppo said that use of social network as a substitute for human contact is like eating celery when one is hungry. It has only a momentary benefit and is not the real nourishment. Students who are emotionally mature create and maintain intimate bonds and relations.

Lokniti-CSDS Youth Survey in India in 2016 reported that around 4 out of 10 youngsters who are studying, felt regular or occasional depression. Perceived loneliness can be a reason for this as 30% sample reported feeling of loneliness. In the same survey 6% of students reported that they felt like committing suicide. (Kumar, 2016) This is a large number. Emotional immaturity could be a reason for this. An emotionally mature student may think over and over about his/her problems and takes proper coping mechanisms.

They may not choose for the option suicide. So a study on emotional maturity and perceived loneliness is relevant in providing proper educational guidance and assistance for students.

Some students move from their homeland to other areas for higher education. This may leave a void in their minds which pave the way to feelings of isolation and loneliness. The level of emotional maturity to an extent determines their ability to handle this situation effectively. It can also be influenced by gender differences. It is also seen that college students are more vulnerable to emotional stress arising from academic pressures, family problems, complications in romantic relationships etc. If their need for affection, attention is not satisfied, it may lead to many psychological problems. So, it was important to study emotional maturity and aspects of perceived loneliness among college students.

## II. REVIEW OF LITERATURE

The study intends to measure the emotional maturity between day scholars and hostellers who are affected by feeling of perceived loneliness; within 18-20 age group. Here we take a different approach, describing emotional maturity as a byproduct of perceived loneliness. Emotional maturity is a subjective personal characteristic varying across all age groups including adolescents. Perceived loneliness is especially acute during adolescence, because the experience of physical isolation and social isolation, and changes in the way that each are perceived, based on the emotional maturity of each individual. Identifying the phenomena of emotional maturity and perceived loneliness as inevitable aspect of student growth and development is important. In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. One is expected to have higher emotional maturity in order to lead an effective social life. It is also true that our behavior is constantly influenced by the emotional maturity level that we possess. Especially, the adolescents who are observed to be highly emotional in their dealings need to be studied with respect to their feeling of being lonely. The study is vital in educational guidance and counseling of college students.

### **Perceived loneliness**

In 2013, Journal of adolescence published an article on “Understanding loneliness during adolescence: Developmental changes that increase the risk of perceived social isolation” (Laursen & Hartl, 2013) They understood loneliness as a product of perceived social isolation. They defined perceived social isolation as the awareness of unwanted social isolation, which can be prompted by or lead to social pain. Adolescent egocentrism is a largely discredited notion that adolescents are obsessed with themselves and believe that their personal experiences are unmatched by those of others. Expectations for autonomy and demands for the individuation prompt changes in social relationships attained at a time when adolescents are cognitively and physiologically vulnerable to perceptions of social isolation. A rapidly changing social world produce more physical isolation and opportunities to experience social isolation while in the presence of others.

Research on “Perceived social isolation and Cognition” (Cacioppo & Hawkley, 2009) indicates that perceived social isolation is a risk factor for, and may contribute to, poorer overall cognitive performance, faster cognitive decline, poorer executive functioning, more negativity and depressive cognition, heightened sensitivity to social threats, a confirmatory bias in social cognition that is self-protective and paradoxically self-defeating, heightened anthropomorphism, and contagion that threatens social cohesion. The study also asserted the fact that differences in attention and cognition impact emotions, decisions, behaviours, and interpersonal interactions that can in turn contribute to the association between perceived social isolation and cognitive decline and between loneliness and morbidity.

A cross-sectional study “The effect of social isolation on cognition performance in older adults” (Whitehouse, 2013) examined the influence of social isolation on cognitive performance among older adults aged 65-84 years old. This study examined the impact of four different types of social isolation (social loneliness, emotional loneliness, perceived social support and objective social isolation) on global cognition and cognitive domains. Results showed that various forms of social isolation may be differentially important for cognitive performance in the older adult, with social loneliness the only measure of social isolation that influences cognition. The results also suggested that if a form of social isolation affects cognition, the different cognitive domains such as global cognition, fluency, language and visuospatial ability will respond in a similar pattern. Explanations of why social loneliness influences cognition is discussed.

Adolescents now live in a technological world where, by using a mobile phone they have greater opportunity to interact with people almost everywhere. Study on “Loneliness and Mobile Phone” in a sample of 527 university students who are from different departments, have shown that more the time adolescents spent on mobile phones, less will they engage in face to face interactions. This situation makes them experience perceived loneliness (Tan, Pamuk, & Dönder, 2013). A similar study conducted on “Social Media Use and Perceived Social Isolation Among Young Adults in the U.S” with a sample of 17787 U.S adults of age 19-32 showed that individuals with high social media usages seem to feel more socially isolated than their counterparts with lower social media usages. (Primack, et al., 2017)

In 2009, a study “Social Disconnectedness, Perceived Isolation, and Health among Older Adults” (Cornwell & Waite, 2009) was conducted with an effective sample of 2910 respondent. Using population-based data from the National Social Life, Health, and Aging Project, they combined multiple indicators of social isolation into scales, assessing social disconnectedness (e.g., small social network, infrequent participation in social activities) and perceived isolation (e.g., loneliness, perceived lack of social support). They examined

the extent to which social disconnectedness and perceived isolation have distinct associations with physical and mental health among older adults. Results indicated that social disconnectedness and perceived isolation are independently associated with lower levels of self-rated physical health.

### **Emotional Maturity**

In the recent year, a study “Emotional Maturity of adolescents in relation to intelligence, academic achievement and environmental catalysts” (Majinder, 2001) was done on a sample of 356 eleventh standard students selected on the basis of multistage randomisation technique. The analysis of the data revealed that there is a positive correlation between emotional maturity and general intelligence which implies that students having high I.Q level have high emotional maturity in contrast with those with low I.Q level (having low emotional maturity) and that there is no significant relationship between emotional maturity and academic achievement. Another major result stated was that the physical, psychological, school and social environment of the adolescents are closely associated with their level of emotional maturity.

Other environmental factors such as gender and working status of the mother did not prove to impact emotional maturity of the adolescence. One major finding of this study was that the emotional maturity of hostellers and day scholars had no significant difference. This is of great relevance to our present study.

Another study (Gakhar, 2003) which contradicts the above specified one, probes into the relationship between emotional maturity and self-concept on academic achievement of 200 students at secondary stage. A significant negative correlation was found between self-concept and emotional maturity. A negative correlation was found between academic achievement and emotional maturity. There is significant difference in the emotional maturity of boys and girls as well as that of students from urban and rural areas. However, in this study too, there weren't any significant difference in the emotional maturity of students who live in hostels and those who are day scholars.

In the year 2006, a research was conducted on (Bansibihari & Sarwade, 2006) effect of emotional maturity of teachers (of different secondary school of Nandurka and Dhule district of Maharashtra) in their teaching and it was found that female teachers are emotionally more mature than male teachers and have more effective teaching. Henceforth, this study also helps us to infer that gender of an individual affects his or her emotional maturity.

A study conducted by P.K. Nanda and Asha Chawla in the preceding year (2007) done on 60 randomly selected college going girls of age 17-22 concluded that girls of joint families were emotionally stable compared to those living in nuclear families. The study asserted the fact that joint family system has a great impact on emotional stability. It might be due to the reason that in joint family there is more opportunity for disclosure of pent up emotions and more adults to help the young ones through stressful times unlike in nuclear family where there are less adults and most of the mothers working. Thus, we can tell that home environment and living conditions for sure affect one's emotional maturity (Nanda & Asha, 2007)

Study on (emotional maturity and coping strategies among the students pursuing rehabilitation, 2013), studied in August 2013 proved that there is a relationship between people's emotional maturity and coping methods they prefer. Less emotionally mature people tend to prefer rather primitive and often inefficient coping methods, while more mature people lean towards more sophisticated and more useful methods. The results indicating relation between emotional maturity has correlation with confronted coping and positive reappraisal coping. There is no significant difference in level of emotional maturity and ways of coping among the students with respect to their gender. There is significant difference found in seeking for social support as a way of coping, among students.

In the same year another study on emotional maturity and self-concept of students of higher secondary level (Panimalar, Sasikumar, & Fathima, 2013) showed significant difference in emotional maturity of male and female students which helps us to conclude that gender does in fact affect a person's emotional maturity. The study also stated that the emotional maturity of a student was not affected by the facts like his family being nuclear or joint, factors like parent's occupation, urban-rural home environment and the soft friendly nature of parents. This finding again evokes contradiction to studies in previous years.

Research was conducted on emotional maturity, self-confidence and academic achievement of adolescents in relation to their gender and urban-rural background by Krishnan Lal in the year 2014. One of the major findings of the study was that there is significant difference between the male and female adolescents on emotional maturity. The urban and rural adolescents show similarity on emotional maturity but there is difference in self-confidence, the rural adolescents showing higher self-confidence. On the academic achievement front, the urban adolescents stand better than the rural adolescents. (Krishnan, 2014)

A study was conducted on emotional maturity among the post-graduate students by Kalaiselvan. The sample of the study comprised of 160 postgraduate students, studying at Bharathidasan University College Perambalur. The researcher has used purposive sampling method to collect the data from 50 respondents. Questionnaire method was adopted to collect the data regarding emotional maturity of the respondents. The major findings of the study revealed that 45.5 per cent of the respondents have moderate level of emotional maturity, 30.0 per cent of the respondents have high level of emotional maturity and 24.2 per cent of the respondents have low level of emotional maturity. The study also suggested that marital status of the students may affect the emotional maturity. The researcher concluded that emotional maturity of the students was much influenced by the department they belong to and educational level of their mothers. Thus, it is evident here that emotional maturity is not only the effective determinant of personality pattern, but also helps to control the growth of individual development. (Kalaiselvan, A study on emotional maturity among the post- graduate students, 2016)

Finding of the study linking Emotional Maturity to stress and Self confidence in the year of 2016 on a sample of 105 students of standard 11-12 concluded that adolescents with high emotional maturity have significantly high stress and self-confidence

when compared to those with low emotional maturity. The scales such as emotional maturity (Singh and Bhargav, 1994), Self Confidence Inventory (Rekha Agnihotri, 1987) and Students' Stress Scale (Deo, 1997) were administered on the selected sample. The study also stated that sex of adolescents does not influence their stress and self-confidence. Adolescents with high emotional maturity showing significantly high stress may be attributed to the fact that naturally the emotionally matured people are highly sensitive and more concerned to the happenings of the world and get themselves involved in each and every aspect of life which in turn makes them to feel more stressful. Similarly, adolescents with high emotional maturity have better ability of managing, directing and controlling themselves in each and every action thus results in their high self-confidence. (Pастey & Aminbhavi, 2006)

As the above studies in all these years gives inconsistent results with respect to questions regarding whether emotional maturity is affected by urban-rural background and gender, there is more scope for research to confirm these aspects.

### **Emotional Maturity and Perceived Loneliness**

A study on "Adjustment, emotional control and perceived loneliness among adolescents" (Agarwal, 2014) held with a randomly selected sample of 120 adolescents, aimed to study the effect of type of schooling and gender on adjustment, emotional control and perceived loneliness, showed that there were no significant difference between day scholars and hostellers in terms of emotional control, which implies that type of schooling didn't have an effect on emotional control of adolescents. Type of schooling significantly affected perceived loneliness of adolescents. Hostellers were found to experience more perceived loneliness in comparison to the day scholars. But there was no significant difference found between males and females in terms of their emotional control, and perceived loneliness which implies that gender of participants didn't have an effect on emotional control of adolescents and their perceived loneliness as well.

Study on "Emotional maturity among senior secondary school students in relation to their self-esteem, home environment and mental health" (Singh, 2011) aimed to find out the relationship between emotional maturity of senior secondary school students and their self-esteem. The sample consisted of 400 students of class XI and XII in the age ranging 17 to 18 years. The study concluded that students who received rewards, nurturance and permissiveness at home have better emotional maturity. Students who experienced more control, protectiveness, punishment, deprivation of privileges, conformity, rejection and social isolation were found to possess lesser emotional maturity. A positive and significant correlation was found between emotional maturity and self-esteem; emotional maturity and mental health which indicates that higher the self-esteem and better the mental health, higher will be the emotional maturity. A negative and significant correlation was found between emotional maturity and social isolation as a dimension of home environment which indicates that with the increase in social isolation at home there will be decrease in emotional maturity. This finding can be attributed to understanding that emotional maturity experienced by hostellers who are deprived of rewards, nurturance and permissiveness due to the rules and norms of the hostel surrounding.

Certain studies among all these above specified ones revealed that children who experienced good home environment have better emotional maturity but it is in contradiction with findings of other studies which stated that hostellers were emotionally more mature as compared to non-hostellers. Research on gender differences in development of autonomy reveals several inconsistencies. So, our study aims to clarify these inconsistencies.

## **III. METHODOLOGY**

The process of data collection was done in two levels. At the first level, Perceived Loneliness Scale (L-SCALE) questionnaires were administered on the target population of 18-20 age group college students and their scores were measured. The students who scored high on perceived loneliness were taken as the sample population. At the second level, Emotional Maturity Scale (EMS) questionnaires were administered to the sample population and scores were interpreted and results compared.

### **Problem Statement**

Hostellers will be more emotionally mature than day scholars.

### **Objectives**

- To check the emotional maturity difference between hostellers and day scholars.
- To check the emotional maturity difference between girls and boys.

### **Research Design**

Quantitative exploratory survey research design.

### **Variables**

Independent variable: Perceived loneliness of hostellers and day scholars.

Dependent variable: Emotional maturity of hostellers and day scholars.

### **Theoretical Definitions**

Perceived loneliness is a complex and usually unpleasant emotional response to isolation or lack of companionship which can be felt even when surrounded by other people. (Sahu,K;Gupta,D, 2016)

Emotional maturity can be defined as the ability to identify, control, and display appropriate emotions as per situation. (Simon, 1974)

### **Operational Definitions**

Perceived loneliness is a subjective feeling of lack of connectedness and dissatisfaction in social contact despite having good social relations.

Emotional maturity is the ability to empathise, share, listen, take responsibility for one's own behaviour, care about the feelings and needs of others and manage one's own feelings without being affected physiologically or psychologically.

### **Hypothesis**

There is no difference in the emotional maturity level between hostellers and day scholars.

### **Sample**

College students within age group 18-20, who were studying various subjects in an arts and science college within Kottayam zone of Kerala, were chosen as the population of the study. The study consisted of a sample of 60 day scholars and 60 hostellers (both boys and girls in each category). Perceived Loneliness scale (L-SCALE) questionnaires were administered as the screening tool to find out perceived loneliness among college students. Students who scored high (i.e., above 107) for this questionnaire were selected as sample population. Emotional Maturity Scale (EMS) questionnaires were then administered on this sample population.

### **Sample Size**

Total participant population: 120 students with perceived loneliness.

Hosteller students with perceived loneliness: A sample of 60 hosteller students consisting of 30 boys and 30 girls.

Day scholar students with perceived loneliness: A sample of 60 day scholar students consisting of 30 boys and 30 girls.

### **Source of sample**

- 1 Hosteller population: Arts and science college within Kottayam district Kerala
- 2 Day scholar population: Arts and science college within Kottayam district Kerala

### **Inclusion criteria**

- Students with high score on perceived loneliness questionnaire
- Students within 18-20 age group

### **Exclusion criteria**

- Students studying in arts and science college outside Kottayam zone
- Students who could not follow English language
- Students with psychiatric complaints
- Students studying psychology courses
- Differentially abled students
- Students with other neurological conditions
- Students studying in professional colleges

### **Tools**

Perceived loneliness scale (L-SCALE) by Dr. Praveen Kumar Jha is a standardized scale. The loneliness scale possesses fairly high reliability. It was determined by Kuder-Richardson formula and test-retest reliabilities obtained were 0.87. The validity of L-scale was established. (Praveen, 1997)

(L-Scale) is a self-report research tool which gives a holistic estimate of loneliness of an individual in a five-point Likert format. Emotional maturity scale (EMS) prepared by Dr.Yashvir Singh and Dr. Mahesh Bhargava (1999) was used to measure emotional maturity. Emotional maturity scale has a total of 48 items and is a self-reporting five-point scale. Higher the score on the scale, greater is the degree of the emotional immaturity and vice-versa. EMS Scale measure different dimensions of emotional maturity like (a) Emotional stability (b) Emotional progression (c) Social adjustment (d) Personality integration (e) Independence. The test-retest reliability of the scale was 0.75. (Yashvir & B, 1999) . Validity of the scale was 0.64.

### **Procedure**

Consent forms to participate in current study were distributed, to the target population of hostellers and day scholars. Willing participants were given Perceived Loneliness Scale (L-SCALE) questionnaire developed by Dr. Praveen Kumar, which measure scores of perceived loneliness. Students who scored high on perceived loneliness were taken as the sample of study. On this sample,

Emotional Maturity Scale (EMS) questionnaires by Dr. Yashvir Singh were administered. The scores were interpreted and results were compared.

### Data Analysis

Descriptive statistics were used to analyse the sociodemographic details of the sample. To compare the mean scores on emotional maturity of hostellers and day scholars, Independent Sample t test was used, since the groups fulfilled the conditions for normality.

### Ethical Considerations

- Informed consent of participant taken
- Anonymity of the participant maintained
- Confidentiality maintained
- Students studying psychology courses excluded
- No clues or Misleading information provided to the participants prior to the administration of questionnaires
- Questionnaires randomly allotted and not given intentionally to lonely people
- Participants were free to leave the study whenever they wanted
- No monetary benefits provided to participants
- Free psycho-education about overcoming perceived loneliness and effective management of emotions given, under the supervision of a professional.

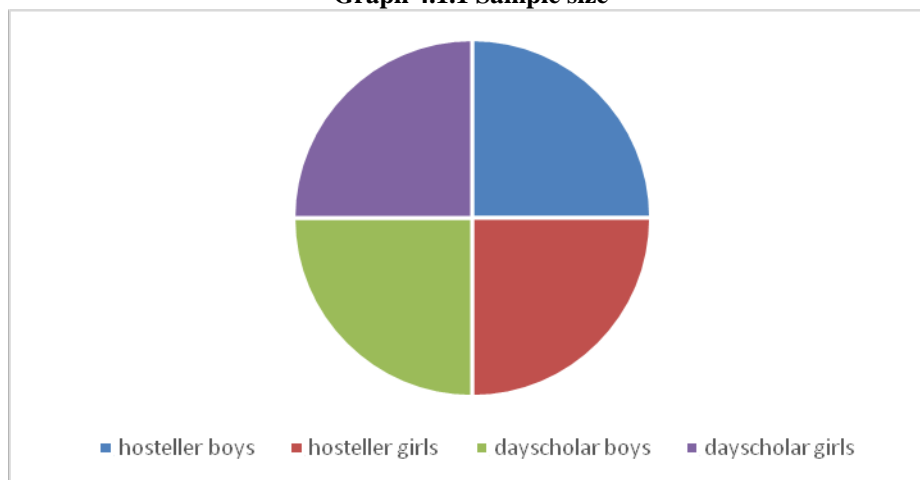
## IV. RESULTS

The study intended to compare the emotional maturity between day scholars and hostellers, with perceived loneliness. The participants were within 18-20 age limit. The sample was taken from an arts and science college and consisted of undergraduates studying various subjects. Out of 272 students (both day scholars and hostellers) who filled the questionnaires, 120 were found to have perceived loneliness. Emotional maturity of these 120 students consisting of equal number of day scholars and hostellers with 30 boys and 30 girls under each category, was measured and analysed.

According to Perceived Loneliness Scale (L-SCALE) developed by Dr. Praveen Kumar, students who scored above 107 were categorised to have feeling of perceived loneliness. Emotional maturity measured using Emotional Maturity Scale (EMS) by Dr. Yashvir Singh, categorised students who scored 50-80, 81-88, 89-106 and 107-240 as extremely emotionally mature, moderately emotionally mature, emotionally immature and extremely emotionally immature, respectively

### 4.1 Descriptive statistics

Graph 4.1.1 Sample size



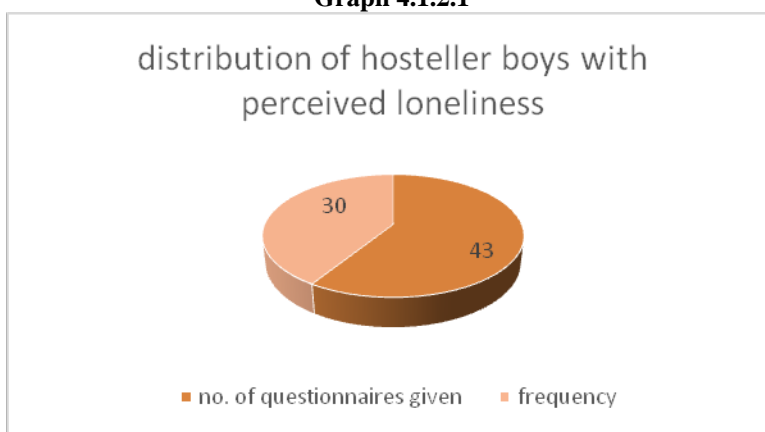
Pie-chart showing the sample size of day scholars and hostellers, (both boys and girls) under study

**Table 4.1.2 Distribution of students with perceived loneliness (both day scholars and hostellers):**

Category	No. of questionnaires given	Frequency	Percentage
Hosteller boys	43	30	25
Hosteller girls	83	30	25
Day scholar boys	78	30	25
Day scholar girls	68	30	25
Total	272	120	100

Table 4.1.2 shows the number and percentage of students who were screened out to have perceived loneliness from each category which includes hosteller boys, hosteller girls, day scholar boys, and day scholar girls. The final sample of 120 consisted of 25% students representing each formerly mentioned category. From the table, it is evident that it was difficult to get hosteller girls and day scholar boys, with perceived loneliness, when compared to the other 2 categories.

**Graph 4.1.2.1**



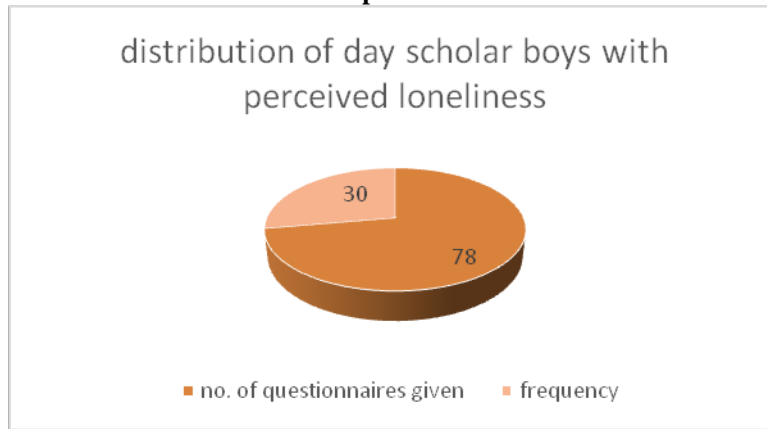
Out of 43 hosteller boys who filled the questionnaires, 30 were found to have perceived loneliness.

**Graph 4.1.2.2**



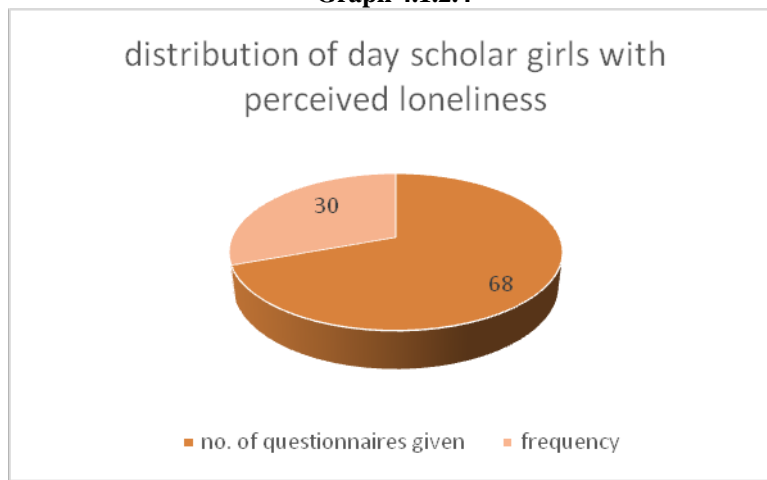
Out of 83 hosteller girls who filled the questionnaires, 30 were found to have perceived loneliness.

**Graph 4.1.2.3**



Out of 78 day scholar boys who filled the questionnaires, 30 were found to have perceived loneliness.

**Graph 4.1.2.4**



Out of 68 day scholar girls who filled the questionnaires, 30 were found to have perceived loneliness.

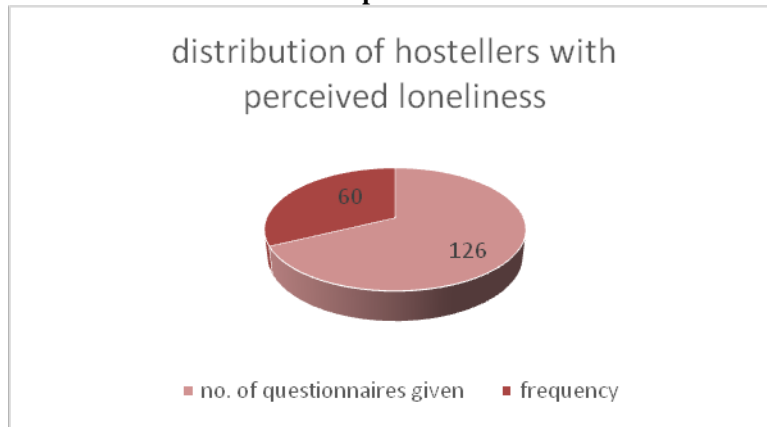
**Table 4.1.3 Distribution of day scholars and hostellers (both boys and girls) with perceived loneliness:**

Category	No. of questionnaires given	Frequency	Percentage
Hostellers	126	60	50
Day scholars	146	60	50
Total	272	120	100

Table 4.1.3 shows the number and percentage of hostellers and day scholars, with perceived loneliness, including both boys and girls in respective categories. The sample of 120 students consisted of 50% day scholars and 50% hostellers, with perceived loneliness.

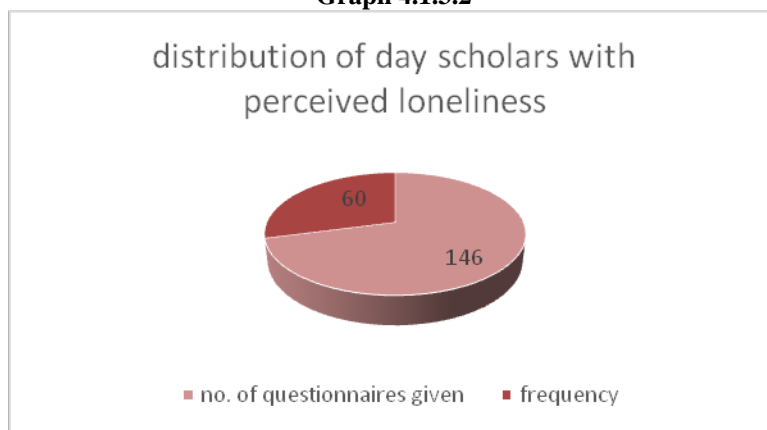


**Graph 4.1.3.1**



Out of 126 hostellers who filled the questionnaires, 60 were found to have perceived loneliness.

**Graph 4.1.3.2**



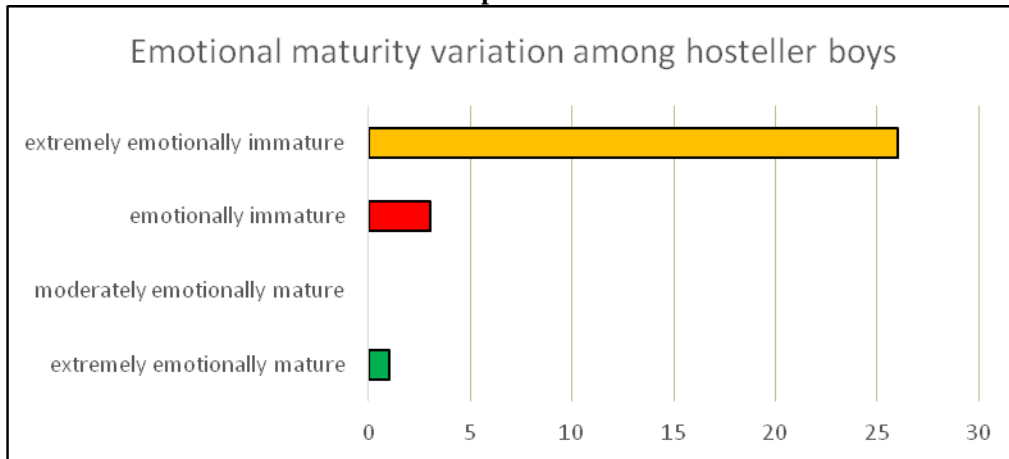
Out of 146 day scholars who filled the questionnaires, 60 were found to have perceived loneliness.

**Table 4.1.4 Emotional maturity variation among hosteller boys:**

Category	Frequency	Percentage
Extremely emotionally mature	1	3.33
Moderately emotionally mature	0	0
Emotionally immature	3	10
Extremely emotionally immature	26	86.67
Total	30	100

Table 4.1.4 shows the emotional maturity variation among hosteller boys. Among 30 hosteller boys, 3.33% were found to be extremely emotionally mature, 10% emotionally immature and 86.67% extremely emotionally immature.

**Graph 4.1.4.1**



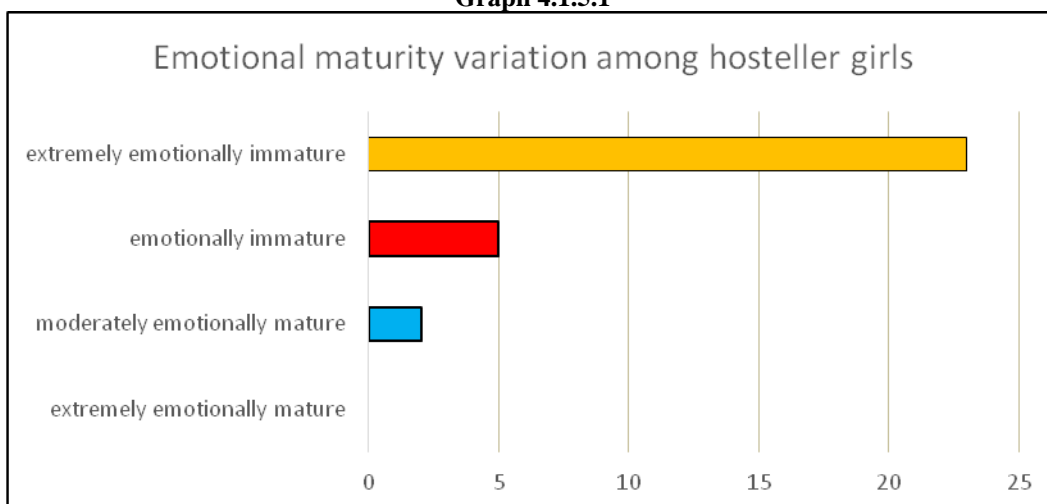
The above graph shows the emotional maturity variation among hosteller boys. Among 30 hosteller boys with perceived loneliness, 1 was found to be extremely emotionally mature, 3 emotionally immature and 26 extremely emotionally immature.

**Table 4.1.5 Emotional maturity variation among hosteller girls:**

Category	Frequency	Percentage
Extremely emotionally mature	0	0
Moderately emotionally mature	2	6.67
Emotionally immature	5	16.67
Extremely emotionally immature	23	76.66
Total	30	100

Table 4.1.5 shows the emotional maturity variation among hosteller girls. Among 30 hosteller girls, 6.67% were found to be moderately emotionally mature, 16.67% emotionally immature and 76.66% extremely emotionally immature.

**Graph 4.1.5.1**



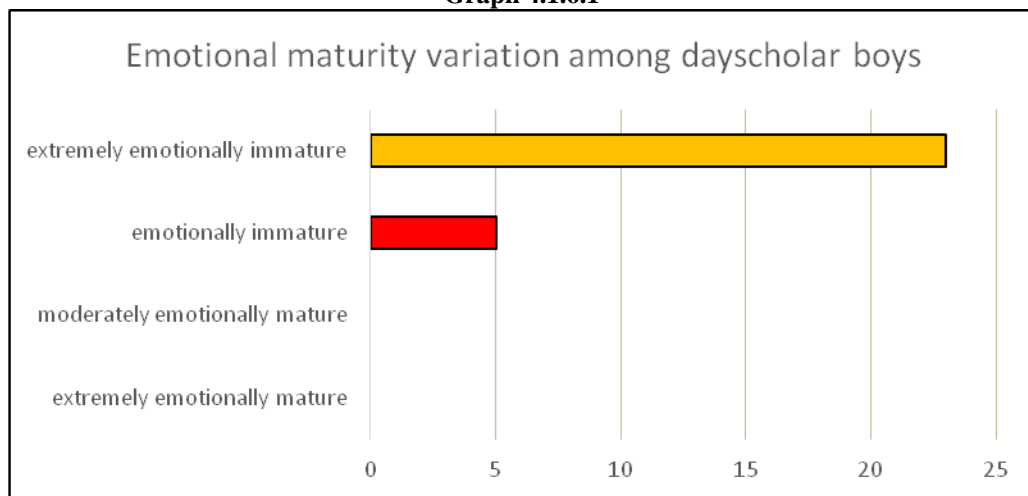
The above graph shows the emotional maturity variation among hosteller girls. Among 30 hosteller girls with perceived loneliness, 2 were found to be moderately emotionally mature, 5 emotionally immature and 23 extremely emotionally immature.

**Table 4.1.6 Emotional maturity variation among day scholar boys:**

Category	Frequency	Percentage
Extremely emotionally mature	0	0
Moderately emotionally mature	0	0
Emotionally immature	5	16.67
Extremely emotionally immature	25	83.33
Total	30	100

Table 4.1.6 shows the emotional maturity variation among day scholar boys. Among 30 day scholar boys, 16.67% were found to be emotionally immature and 83.33% extremely emotionally immature.

**Graph 4.1.6.1**



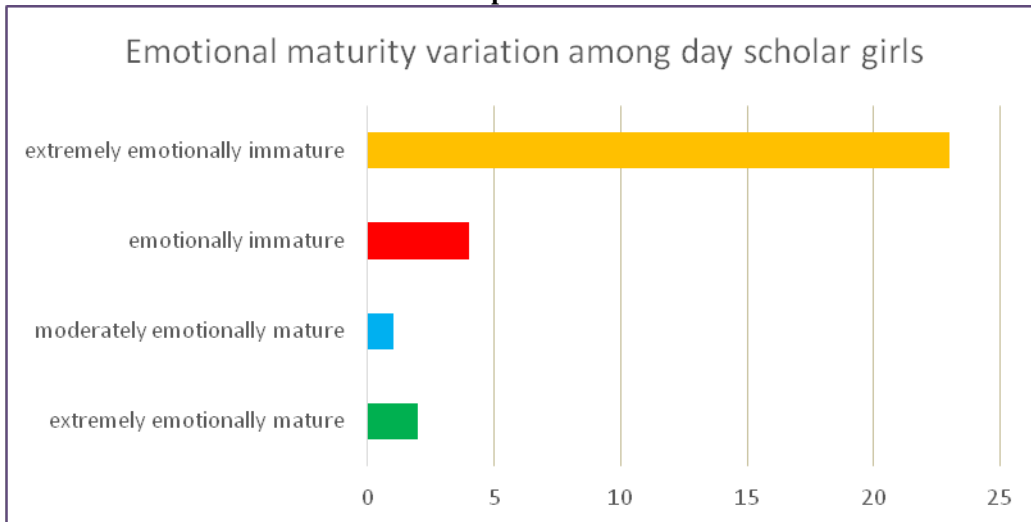
The above graph shows the emotional maturity variation among day scholar boys. Among 30 day scholar boys with perceived loneliness, 5 were found to be emotionally immature and 25 extremely emotionally immature.

**Table 4.1.7 Emotional maturity variation among day scholar girls:**

Category	Frequency	Percentage
Extremely emotionally mature	2	6.67
Moderately emotionally mature	1	3.33
Emotionally immature	4	13.33
Extremely emotionally immature	23	76.67
Total	30	100

Table 4.1.7 shows the emotional maturity variation among day scholar girls. Among 30 day scholar girls, 6.67% were found to be extremely emotionally mature, 3.33% moderately emotionally mature, 13.33% emotionally immature and 76.67% extremely emotionally immature.

**Graph 4.1.7.1**



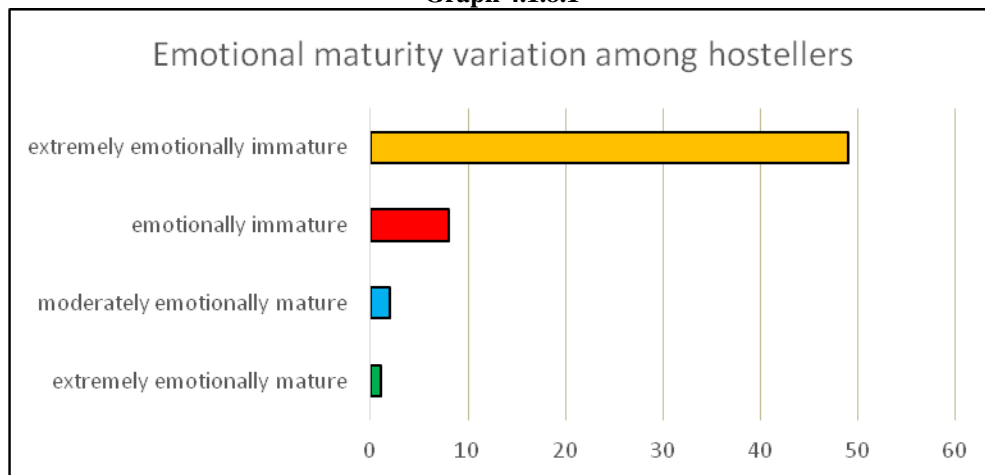
The above graph shows the emotional maturity among day scholar girls. Among 30 day scholar girls with perceived loneliness, 2 were found to be extremely emotionally mature, 1 moderately emotionally mature, 4 emotionally immature and 23 extremely emotionally immature.

**Table 4.1.8 Emotional maturity variation among hostellers (both boys and girls):**

Category	Frequency	Percentage
Extremely emotionally mature	1	1.67
Moderately emotionally mature	2	3.33
Emotionally immature	8	13.33
Extremely emotionally immature	49	81.67
Total	60	100

From table 4.1.8 showing emotional maturity variation among 60 hostellers (consisting of both boys and girls), 1.67% were found to be extremely emotionally mature, 3.33% moderately emotionally mature, 13.33% emotionally immature and 81.67% extremely emotionally immature.

**Graph 4.1.8.1**



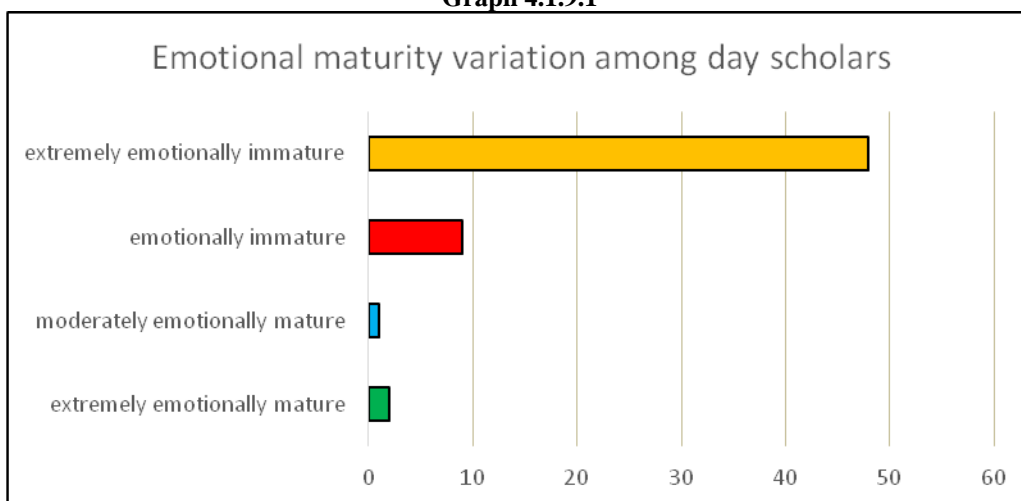
The above graph shows the emotional maturity variation among hostellers. Among 60 hostellers (consisting of both boys and girls) with perceived loneliness, 1 was found to be extremely emotionally mature, 2 moderately emotionally mature, 8 emotionally immature and 49 extremely emotionally immature.

**Table 4.1.9 Emotional maturity variation among day scholars (both boys and girls):**

Category	Frequency	Percentage
Extremely emotionally mature	2	3.33
Moderately emotionally mature	1	1.67
Emotionally immature	9	15
Extremely emotionally immature	48	80
Total	60	100

From table 4.1.9 showing emotional maturity variation among 60 day scholars (consisting of both boys and girls), 3.33% were found to be extremely emotionally mature, 1.67% moderately emotionally mature, 15% emotionally immature and 80% extremely emotionally immature.

**Graph 4.1.9.1**



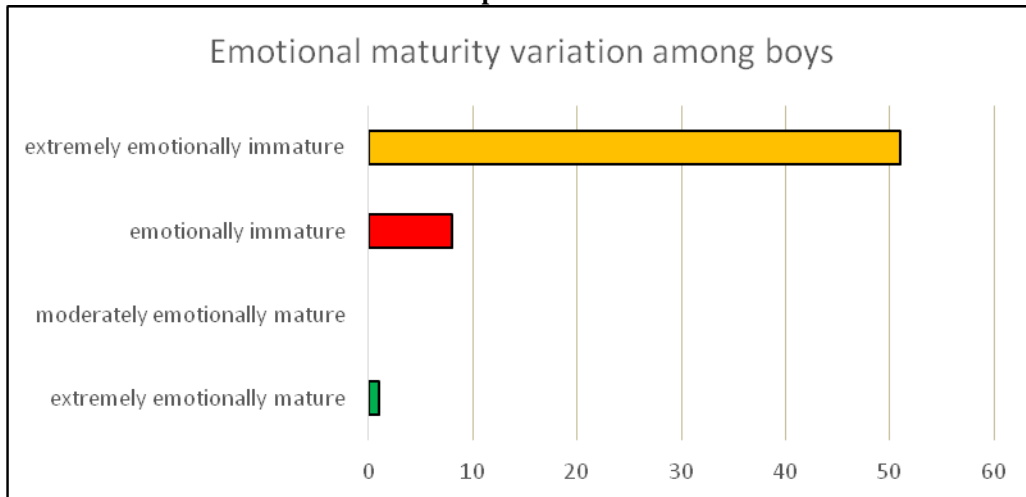
The above graph shows the emotional maturity variation among day scholars. Among 60 day scholars (consisting of both boys and girls) with perceived loneliness, 2 were found to be extremely emotionally mature, 1 moderately emotionally mature, 9 emotionally immature and 48 extremely emotionally immature.

**Table 4.1.10 Emotional maturity variation among boys (both hostellers and day scholars):**

Category	Frequency	Percentage
Extremely emotionally mature	1	1.67
Moderately emotionally mature	0	0
Emotionally immature	8	13.33
Extremely emotionally immature	51	85
Total	60	100

From table 4.1.10 showing emotional maturity variation among 60 boys (consisting of both hostellers and day scholars), 1.67% were found to be extremely emotionally mature, 13.33% emotionally immature and 85% extremely emotionally immature.

**Graph 4.1.10.1**



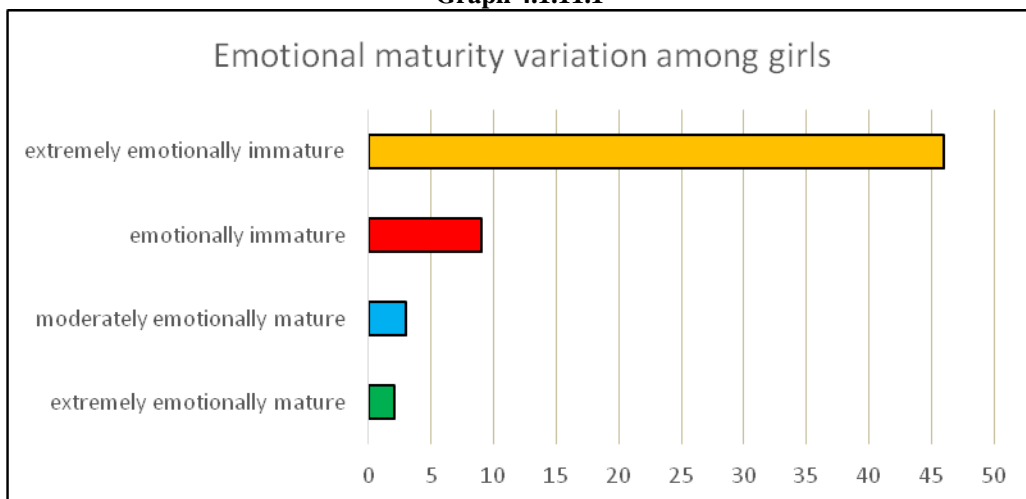
The above graph shows the emotional maturity variation among boys. Among 60 boys (consisting of both hostellers and day scholars) with perceived loneliness, 1 was found to be extremely emotionally mature, 8 were emotionally immature and 51 extremely emotionally immature.

**Table 4.1.11 Emotional maturity variation among girls(both hostellers and day scholars):**

Category	Frequency	Percentage
Extremely emotionally mature	2	3.33
Moderately emotionally mature	3	5
Emotionally immature	9	15
Extremely emotionally immature	46	76.67
Total	60	100

From table 4.1.10 showing emotional maturity variation among 60 girls(consisting of both hostellers and day scholars), 3.33% were found to be extremely emotionally mature, 5% moderately emotionally mature, 15% emotionally immature and 76.67% extremely emotionally immature.

**Graph 4.1.11.1**



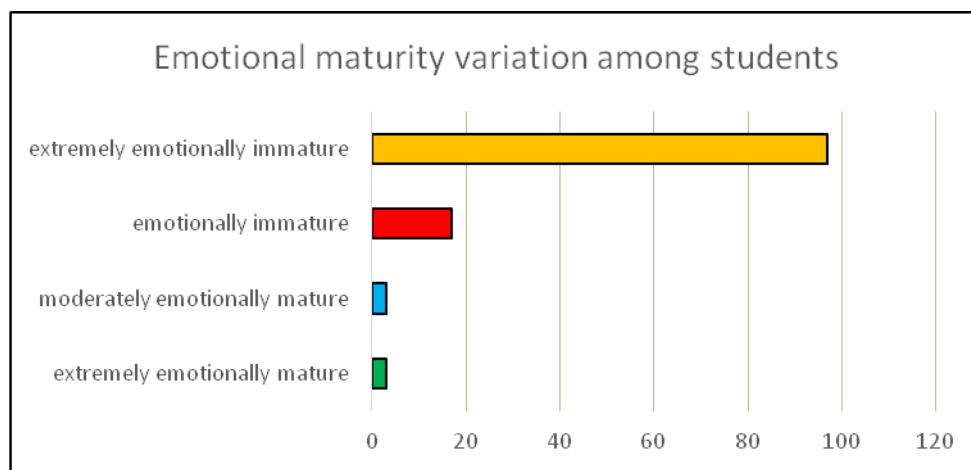
The above graph shows the emotional maturity variation among girls. Among 60 boys (consisting of both hostellers and day scholars) with perceived loneliness, 2 were found to be extremely emotionally mature, 3 emotionally immature, 9 moderately emotionally mature and 46 extremely emotionally immature.

**Table 4.1.12 Emotional maturity variation among students (both day scholars and hostellers):**

Category	Frequency	Percentage
Extremely emotionally mature	3	2.5
Moderately emotionally mature	3	2.5
Emotionally immature	17	14.17
Extremely emotionally immature	97	80.83
Total	120	100

Table 4.1.10 shows the emotional maturity variation among the sample of 120 students including both day scholars and hostellers. Out of 120 students, 2.5 % were found to be extremely emotionally mature, 2.5% moderately emotionally mature, 14.17% emotionally immature and 80.83% extremely emotionally immature.

**Graph 4.1.12.1**



Out of 120 students with perceived loneliness, 3 were found to be extremely emotionally mature, 3 moderately emotionally mature, 17 emotionally immature and 97 extremely emotionally immature

**4.2 Inferential Statistics**

**4.2.1 t-test result comparing emotional maturity score of boys and girls**

Groups	N	Mean	SD	Standard error mean	t	df	P	Decision
Girls	60	121.85	20.52	2.65	3.8766	118	0.000175	nil
Boys	60	139.11	27.82	3.59				

Since conditions of the data being parametric, with normal distribution etc. were satisfied, independent sample t test was used to interpret the result.

N denotes the total number of students in each group under study. The study consisted of 60 girls and 60 boys. Mean value of girls and boys is 121.85 and 139.11 respectively.

Standard deviation denoted by SD, of girls is 20.52 and that of boys is 27.82. 2.65 and 3.59 are the standard error of mean of girls and boys respectively. t value of the sample is 3.8766 with degrees of freedom(df)118. The two-tailed P value is 0.000175. This difference is considered to be statistically significant at 0.05 level.

Since there is significant difference in the mean of both the population, the assumption which states the emotional maturity level of girls and boys to be same is rejected. As the assumption is proved wrong, it can be concluded that there is difference in emotional

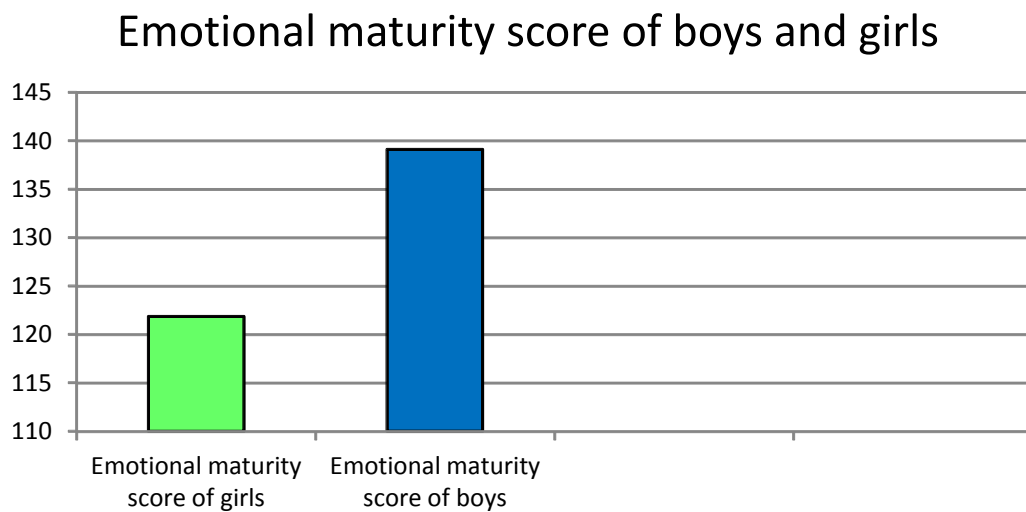
maturity of girls and boys. It is evident from the table that girls are more emotionally mature than boys (as they have lesser emotional maturity score)

**Table 4.2.2 Emotional maturity scores of boys and girls**

Category	Frequency
Emotional maturity score of girls	121.85
Emotional maturity score of boys	139.11

Table 4.2.2 shows the mean emotional maturity score of boys and girls to be 121.85 and 139.11 respectively.

**Graph 4.2.2.1**



The above graph shows the emotional maturity of boys and girls. Emotional maturity value of 60 girls is 121.85 and that of 60 boys is 139.11. According to the manual, emotional maturity decreases with increase in emotional maturity score.

**4.2.3 t-test results comparing emotional maturity levels among hostellers and day scholars:**

Groups	N	Mean	SD	Standard error mean	t	df	P	Decision
Hostellers	60	133.33	28.23	3.64	1.2032	118	0.2313	Accept
Day scholars	60	127.67	23.11	2.98				

Since conditions of the data being parametric, with normal distribution etc. were satisfied, independent sample t test was used to interpret the result.

N denotes the total number of students in each group under study. The study consisted of 60 hostellers and 60 day scholars. Mean value of hostellers and day scholars is 133.33 and 127.67 respectively. Standard deviation denoted by SD, of hostellers is 28.23 and that of day scholars is 23.11. 3.64 and 2.98 are the standard error of mean of hostellers and day scholars respectively. t value of the sample is 1.2032 with degrees of freedom(df)118. The two-tailed P value is 0.2313. This difference is considered to be not statistically significant at 0.05 level.

Since there is no significant difference in the mean of both the population, we accept the null hypothesis which assumes the emotional maturity level of day scholars and hostellers to be same. As the null hypothesis is proved right, it can be concluded that emotional maturity of hostellers and day scholars are same.



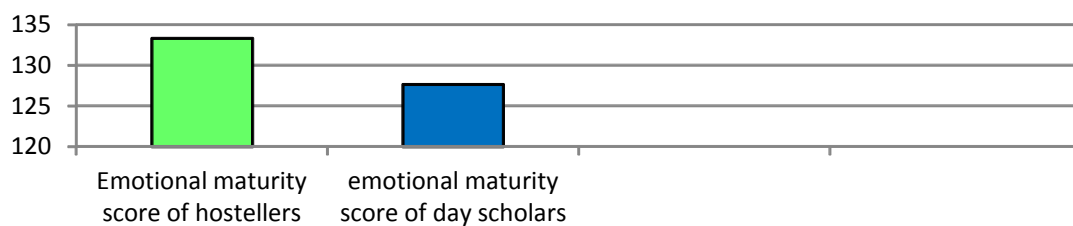
**Table 4.2.4 Emotional maturity scores of hostellers and day scholars**

Category	Frequency
Emotional maturity score of hostellers	133.33
Emotional maturity score of day scholars	127.67

Table 4.2.4 shows the mean emotional maturity score of hostellers and day scholars to be 133.33 and 127.67 respectively.

**Graph 4.2.4.1**

### Emotional maturity score of hostellers and day scholars



The above graph shows the emotional maturity of hostellers and day scholars. Emotional maturity value of 60 hostellers is 133.33 and that of 60 boys is 127.67. According to the manual, emotional maturity decreases with increase in emotional maturity score.

## V. DISCUSSION

The study indirectly describes emotional maturity as a byproduct of perceived loneliness. The dependent variable which was measured and analyzed was the emotional maturity of college students (18-20 age) and the independent variable manipulated was perceived loneliness. 120 college students with feeling of perceived loneliness were screened out and their emotional maturity levels were studied.

Perceived loneliness is a subjective experience often defined in terms of one's connectedness to others, when he or she is not satisfied in his or her social relations. It can be caused due to social, mental, physical and emotional factors. A person may feel lonely even when surrounded by people. Study conducted in the year 2013 by Luarsen and Hartle on "Understanding loneliness among adolescents: Developmental changes that increase the risk of perceived social isolation" said that rapidly changing social world made a person more prone to experience social isolation. Any type of social network and sense of belonging can benefit our health. However, research shows that we need face-to-face contact and intimate human connections to engage biological systems that have evolved for millennia to preserve our mental and physical well-being. The latest research on loneliness was led by John .T. Cacioppo from the University of Chicago. The researchers found that for older adults, perceived social isolation is a major health risk that can increase the risk of premature death by 14 percent. (12 signs of emotional maturity, 2012)

Emotional maturity means, in essence, controlling your emotions rather than allowing your emotions to control you. One is expected to have higher emotional maturity in order to lead an effective social life. It is also true that our behavior is constantly influenced by the emotional maturity level that we possess. Studies have proved that one's feeling of perceived loneliness greatly affects his or her emotional maturity. Especially, the adolescents who are observed to be highly emotional in their dealings need to be studied with respect to their feeling of being lonely. Students nowadays are incapable of controlling their emotions, managing the pressures of daily life. Based on Cacioppo and Hawkey's study on "Perceived social isolation and Cognition" in the year 2019, it can be understood that students with perceived loneliness have poor cognitive performance, faster cognitive decline, more negativity and depressive cognition.

Rashee Singh's study of 2011 on "emotional maturity among students in relation to their home environment and self-esteem" had discovered that students who experienced social isolation possessed less emotional maturity and another study by Anu Agarwal on "Adjustment, emotional control and perceived loneliness among adolescents" had revealed that hostellers were more prone to perceived loneliness. On reviewing these studies, we had assumed that college students living in hostels or as, paying guests would be more emotionally mature when compared to day scholars because hostellers are the ones living away from home, with others from different regions having different cultural background, where they would automatically become independent, learn to manage their emotions and adapt accordingly unlike day scholars who are dependent on parents, who are spoiled by the care they receive. In

contradiction to our beliefs, the result interpreted showed no difference in emotional maturity of hostellers and day scholars. The result is consistent with one of the latest study in 2014 conducted by Anu Agarwal. This might be because day scholars are more involved in taking up family responsibilities, they are more exposed to parental ways of dealing family problems which in turn influence their emotional maturity. All these factors somehow balance the emotional maturity of hostellers and day scholars. During emotional breakdown, hostellers have intimate roommates as their immediate support system; likewise, for a day scholar, the care and affection of parents and siblings serve as their immediate support system.

It is to be noted that on comparing hostellers and day scholars, the number of people coming under different levels of maturity is almost the same between these 2 groups. However, one striking factor seen was the high number of people who were found to be extremely emotionally immature. This might be because, present generation have not gone through much hardship when compared to former ancestors and life made easier with all facilities spoon-fed obstruct the development of a strong emotional mind. Age group of the participants might also be the reason for such a low level of emotional maturity. 97 of the sample of 120 students were found to be extremely emotionally immature. Only very few students were found to be extremely emotionally mature and moderately mature. But there are a few people falling under emotionally immature category as well. Findings of Rashee Singh's study in 2011 which claimed the negative correlation of perceived loneliness and emotional maturity is revalidated in the present study. Higher the feeling of perceived loneliness of a student, lesser is his or her emotional maturity.

Thus, the result emphasizes the prolific need to observe the behavior of college students as one's emotional maturity is greatly manifested in his or her behavior. Number of suicide cases, depression, anxiety and certain psychosomatic problems are increasing among students of this generation. This might be due to their inability to manage family problems, complicated romantic relationships, academic pressures, inconsistency between what they want to achieve and what the society or relatives expects them to be, environmental changes that comes along with the sudden transition from school life to college life, and some other trivial reasons as well. The study is vital in educational guidance and counseling of college students. Helping the emotionally immature students who are affected by feeling of perceived loneliness, to handle pressures and problems of college as well as personal life will help improve their quality of life.

Results comparing the emotional maturity between girls and boys, proved girls to be more emotionally mature compared to boys. This result contradicts the findings of a study done in 2014 by Anu Agarwal which says that gender did not affect one's emotional maturity. In our society, girls are brought up with more restrictions and discipline when compared to boys. Unlike the boys who take advantage of the freedom given to them indulging in all sorts of drinking, smoking and other peer activities, girls of the sample have many rules governing their lives regarding curfews, expressing of emotions etc making them stronger in managing emotional problems. These might be the reasons why girls of the sample were found to be more emotionally mature than boys.

From table 4.1.2, it is evident that it was easy to get hosteller boys with perceived loneliness. This again asserts the revelations of Anu Agarwal's study in 2014. This might be due to their difficulty to handle the emotions of being away from home, lack of social support from peers, academic pressure etc. It was very hard to get hosteller girls and day scholar boys with perceived loneliness when compared to the other two categories. This again asserts the finding of our study which proved boys to be emotionally immature than girls. Thus it is evident that hosteller girls are more efficient in adjusting to the new surroundings, managing their emotions when compared to hosteller boys. Similarly, it can be understood that day scholar boys are less prone to be affected by feeling of perceived loneliness when compared to day scholar girls and this might be due to the freedom enjoyed by day scholar boys.

The above mentioned results provide further more revelations; Hosteller boys are more affected by feeling of perceived loneliness than day scholar boys. This might be because day scholar had motor bikes of their own and enjoyed tripping, had more freedom when compared to hosteller boys of the sample who had limited money and transportation sources to go out with their friends even if they wanted to and missed their homes more. Day scholar girls are more affected by feeling of perceived loneliness when compared to hosteller girls. It was observed that hosteller girls more easily bonded with their roommates and could share their emotional difficulties with each other, they could talk to their close ones overnight also and this helped them feel connected. But most day scholar girls could not freely talk out their relationship problems, problems at college to their parents or siblings, they had restrictions in using phone to talk to their friends also.

Finally when we compare hostellers and day scholars, it can be seen that students having perceived loneliness is slightly more common in hostellers when compared to day scholars. We did not compare the emotional maturity between hosteller boys and hosteller girls, between day scholar boys and day scholar girls or the emotional maturity between hosteller girls and day scholar girls, between hosteller boys and day scholar boys due to the presence of many confounding factors. However, it can be simply guessed from the distribution of students with perceived loneliness that, hosteller girls are more emotionally mature than hosteller boys, day scholar girls and day scholar boys are more emotionally mature than hosteller boys, day scholar girls.

Emotional maturity is not something which is formed within a few years of college life. It is something that's been shaped right from childhood, when a child interacts with the external environment simultaneously trying to balance his or her inner conflicts as well. Thinking the other way round, an emotionally immature child when unable to adapt with the new environment in college life, will be more vulnerable to feeling of perceived loneliness. This could be a possible reason why hosteller boys with perceived loneliness were more prevalent compared to the other categories of the population under study.

Taking consideration of the results of the study, it was decided to provide psycho education to the sample of students under the supervision of a professional to help them overcome the feeling of perceived loneliness, deal effectively with daily life problems including academic pressures, family problems, relationship problems, social pressures, to boost up their self-esteem and mental well-

being etc. On account of social responsibility, one day session was held for the students in college in order to make them aware about the relevance of the topic

## VI. SUMMARY

The overriding purpose of this study was to compare the emotional maturity between day scholars and hostellers, with perceived loneliness. The participants were within 18-20 age limits. There are people who find themselves lonely though everyone nowadays are connected by social media. But the factor which makes them feel lonely was unknown. This fact provokes curiosity. With this immense curiosity to know the reason behind this trend, different variables were chosen which were thought to be useful for clarifying the doubt. At this point the thought about emotional maturity came to mind and this was because, inability to regulate one's intense feelings was thought to induce lonely feelings in individuals. So the variables perceived loneliness and emotional maturity were combined.

Before beginning the study, it was assumed that hostellers would be emotionally mature than day scholars since they came to a new surrounding and adapts to new situation by their own and previous research studies proved that so. But when the results were interpreted variations were found. This study was chosen because it was considered to be relevant in the present scenario and the relevance of this study was that emotional maturity is a necessary factor for happy and contented life. And also inability to manage emotions effectively can affect student's achievement motivation and stress management. So measuring the emotional maturity of people with perceived loneliness could reveal how emotional immaturity or maturity is related with perceived loneliness.

Identifying the factors like emotional maturity and perceived loneliness as inevitable aspect of student growth and development is important. In the present scenario, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional life is now acquiring importance. Thus to find out the level of emotional maturity of students with perceived loneliness is relevant. Also this study showed that factors like being a hosteller or day scholar does not affect a student's emotional maturity.

Review of the related literature helped us to acquaint ourselves in the area intended to conduct research. It helped in recognizing and identifying the problems and selecting an area of interest and it also helped us to avoid unintentional duplication of well-established findings. Then the major part of the study, data collection was started. The method chosen for data collection was survey method. In order to obtain the data for the study, at first consent forms regarding the participation in current study were distributed to the target population of day scholars and hostellers. Those who were willing to participate were given the Perceived Loneliness (L-SCALE) questionnaire developed by Dr. Praveen Kumar, which measures the level of perceived loneliness. Students who scored high in the L-SCALE were taken as sample of our study. The sample was taken from an arts and science college, who were doing different courses. There were total 272 questionnaires given out of which 120 students were found to have perceived loneliness. On this sample, Emotional Maturity Scale (EMS) questionnaire by Dr. Yashvir Singh was administered. Then the emotional maturity of these 120 students was measured and interpreted. The sample consisted of equal number of day scholars and hostellers, with 30 girls and 30 boys in each category. The scores were recorded, interpreted and results were evaluated thoroughly.

There were many challenges faced during the collection of data. Many questionnaires given were returned incomplete and out of the ones received back, only few were found with perceived loneliness. During scoring it was found that hosteller boys with perceived loneliness were easily available than hosteller girls. This shows hosteller girls are efficient in adapting to situations.

From the results obtained, it was found that within 126 hostellers who filled the questionnaires, 60 were found with perceived loneliness and within 146 day scholars who filled the questionnaires, 60 were found with perceived loneliness. While evaluating emotional maturity among the 60 hostellers with perceived loneliness, 1 was found to be extremely emotionally mature, 2 were moderately emotionally mature, 8 were emotionally immature and 49 were extremely emotionally immature. And within the 60 day scholars (consisting of both boys and girls) with perceived loneliness, 2 were found to be extremely emotionally mature, 1 was moderately emotionally mature, 9 were emotionally immature and 48 were extremely emotionally immature. And overall out of the 120 students with perceived loneliness, 3 were found to be extremely emotionally mature, 3 moderately emotionally mature, 17 emotionally immature and 97 extremely emotionally immature.

The data was interpreted using Independent sample T-test. On interpreting the result, it could be understood that there was no significant difference in the mean of both populations. And thus it was concluded that there was no significant difference in the emotional maturity of hostellers and day scholars. But the amazing fact found is that out of 120 samples, 97 were found to be extremely emotionally immature, 17 were emotionally immature, 3 were moderately emotionally mature and 3 were extremely emotionally mature. Another striking result found was, within the sample of 60 boys and 60 girls boys, boys has scored high on the emotional maturity scale.

The result was surprising because an individual is expected to have higher emotional maturity in order to lead an effective social life. But majority of upcoming generation lacks this ability and very few could still hold this ability. This could be the reason for the increasing suicide rates, depression and various mental illnesses among present day students. Here was the scope of this research. This study could find out that majority of individuals are extremely emotionally immature. Since majority students were found lacking emotional maturity remedies to make them emotionally mature could be developed. And this is important because this can affect student's achievement motivation and ability to deal with stress effectively. This study could also show whether people with perceived loneliness are emotionally immature or not and also this study could reveal whether gender play a role in emotional maturity and it was found that boys were more emotionally immature than girls. And this was contrast to the belief everyone held from very

beginning that boys were more emotionally strong than girls. But from now on more focus can be laid on boys in order to strengthen their ability to manage emotions. The students were given effective classes to improve their ability to effectively manage emotions and to overcome feeling of perceived loneliness.

#### REFERENCES

- [1] *12 signs of emotional maturity*. (2012). Retrieved 2017, from Coaching Positive Performance: <https://www.coachingpositiveperformance.com>
- [2] Agarwal, A. (2014, July). Adjustment, emotional control and perceived loneliness among adolescents. *The International Journal of Indian Psychology*, 01(04). Retrieved from [https://www.academia.edu/7848143/Adjustment\\_emotional\\_control\\_and\\_perceived\\_loneliness\\_among\\_adolescents\\_by\\_Anu\\_Agarwal](https://www.academia.edu/7848143/Adjustment_emotional_control_and_perceived_loneliness_among_adolescents_by_Anu_Agarwal)
- [3] Bansibihari, P., & Sarwade, L. (2006). Effects of emotional maturity of teachers in their teaching.
- [4] Cacioppo, J. T., & Hawkley, L. C. (2009). Perceived social isolation and cognition. *Trends in cognitive sciences*, 447-454.
- [5] Cornwell, E. Y., & Waite, L. J. (2009). Social Disconnectedness, Perceived Isolation and Health Among Older Adults. *Journal of Health and Social Behaviour*. Retrieved July 18, 2017, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2756979/>
- [6] Gakhar, S. C. (2003). Emotional Maturity of students at secondary stage self concepts and academic achievement.
- [7] Kalaiselvan, S. (2016). A study on emotional maturity among the post-graduate students. *IQSR Journal of Humanities And Social Sciences*.
- [8] Krishnan, L. (2014). Emotional maturity, Self-confidence, Academic Achievement of Adolescents in Relation to their Gender Urban-Rural Background. *American International Journal of Research in Humanities, Arts and Social Sciences*.
- [9] Kumar, S. (2016). *Attitudes, anxieties and aspirations of India's youth: changing patterns*. Lokniti: Centre for the study of developing societies and Konrad Adenauer Stiftung.
- [10] Laursen, B., & Hartl, A. C. (2013). Understanding loneliness during adolescence: developmental changes that increase the risk of perceived social isolation. *Journal of Adolescence*, 1-8.
- [11] Majinder, K. (2001, June). *Emotional Maturity of adolescents in relation to intelligence, academic achievement and environmental catalysts*. Retrieved 2017, from <http://shodhganga.inflibnet.ac.in:8080/jspui/handle/10603/12302>
- [12] Nanda, P. K., & Asha, C. (2007). Impact of age and family type on emotional maturity of urban adolescent girls.
- [13] Panimalar, R., Sasikumar, N., & Fathima, P. (2013). Emotional maturity and self-concept of students of higher secondary level.
- [14] Pастey, G. S., & Aminbhavi, V. A. (2006). Impact Of Emotional Maturity On Stress and Self confidence Of Adolescents. *Journal of the Indian Academy of Applied Psychology*.
- [15] Praveen, K. (1997). Manual for perceived loneliness (L-SCALE). national psychology corporation.
- [16] Primack, B. A., A, S., JE, S., EO, W., LY, L., D, R., . . . E, M. (2017). *Social Media Use and Perceived Social Isolation Among Young Adults in the US*. Retrieved from NCBI: <https://www.ncbi.nlm.nih.gov/pubmed/28279545>
- [17] Sahu, K.; Gupta, D. (2016). *Perceived loneliness among elderly people*. Retrieved december friday, 2017, from i-scholar: <http://www.i-scholar.in/index.php/ijhw/article/view/120390>
- [18] Simon, W. D. (1974). In *Manual for Emotional Maturity Scale*. National Psychological Corporation.
- [19] Singh, R. (2011). Emotional maturity among senior secondary school students in relation to their self-esteem, home environment and mental health. Retrieved August 2017, from <http://shodhganga.inflibnet.ac.in:8080/jspui/handle/10603/7872>
- [20] Tan, Ç., Pamuk, M., & Dönder, A. (2013). Loneliness and Mobile Phone. *Procedia-Social and Behavioural Sciences*, 103, 606-611. Retrieved July 18, 2017, from <http://www.sciencedirect.com/science/article/pii/S1877042813038238>
- [21] Topping, A. (2016). *The guardian*. Retrieved from <http://www.theguardian.com>
- [22] Whitehouse, C. (2013). *Massey research online*. Retrieved July 2017, from <http://hdl.handle.net/10179/5224>
- [23] Yashvir, S., & B, M. (1999). Manual for emotional maturity scale (EMS). National psychological corporation.

#### AUTHORS

**First Author** – Aleena Maria Sunny

**Second Author** – Julia Grace Jacob

**Third Author** – Neha Jimmy

**Fourth Author** – Drishya Theres Shaji

**Fifth Author** – Cilvania Dominic