5.1 INTRODUCTION:

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delineated and discussed in present chapter. These findings can be generalized to the extent of representativeness of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the areas of the study. As such some suggestions have been given for the further research. This chapter therefore is devoted to focusing the findings, conclusions, discussion of results of this study and for indicating their implications and suggestions for further studies or research.

5.2 MAJOR FINDINGS OF THE STUDY:

1. A positive and significant correlation was found between emotional maturity and self esteem which indicates that with the increase in self esteem there will be increase in emotional maturity.

2. A negative and significant correlation was found between emotional maturity and control as a dimension of home environment which indicates that with the increase in control at home there will be decrease in emotional maturity.
3. A negative and significant correlation was found between emotional maturity and protectiveness as a dimension of home environment which indicates that with the increase in protectiveness at home there will be decrease in emotional maturity.

4. A negative and significant correlation was found between emotional maturity and punishment as a dimension of home environment which indicates that with the increase in punishment at home there will be decrease in emotional maturity.

5. A negative and significant correlation was found between emotional maturity and conformity as a dimension of home environment which indicates that with the increase in conformity at home there will be decrease in emotional maturity.

6. 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.

7. A positive and significant correlation was found between emotional maturity and reward as a dimension of home environment which indicates that with the increase in reward at home there will be increase in emotional maturity.

8. A negative and significant correlation was found between emotional maturity and deprivation of privileges as a dimension of home environment which indicates that with the increase in deprivation of privileges at home there will be decrease in emotional maturity.

9. A positive and significant correlation was found between emotional maturity and nurturance as a dimension of home environment which indicates with the increase in nurturance at home there will be increase in emotional maturity.

10. A negative and significant correlation was found between emotional maturity and rejection as a dimension of home environment which indicates that with the increase in rejection at home there will be decrease in emotional maturity.

11. A positive and significant correlation was found between emotional maturity and permissiveness as a dimension of home environment which indicates that with increase in permissiveness at home there will be increase in emotional maturity.
12. A positive and significant correlation was found between emotional maturity and mental health which indicates that with the increase in mental health scores there will be increase in emotional maturity.

13. No significant difference was found between rural and urban senior secondary school students in relation to emotional maturity.

14. No significant difference was found between male and female senior secondary school students in relation to emotional maturity.

15. No significant difference was found between rural male and rural female senior secondary school students in relation to emotional maturity.

16. No significant difference was found between urban male and urban female senior secondary school students in relation to emotional maturity.

17. Mental health and punishment as a dimension of home environment have a significant role in determining emotional maturity among senior secondary school students.

5.3 CONCLUSIONS

On the basis of above findings following conclusions have been drawn by the investigator:

The study shows a significant positive correlation between emotional maturity and self esteem; emotional maturity and mental health which indicates that higher the self esteem and better the mental health and higher will be the emotional maturity. Further it can be concluded that students who received rewards, nurturance and permissiveness at home are found to 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 which indicates that higher the control, protectiveness, punishment, deprivation of privileges, conformity, rejection and social isolation the lower the emotional maturity and vice versa.
5.4 DISCUSSION OF RESULTS

The present study was conducted to see the emotional maturity among senior secondary school students in relation to self esteem, home environment and mental health. The findings of the present study are in consonance or contrast with the findings of following studies in the area and hence are supported by empirical evidences also.

The finding of the present investigation that emotional maturity was found to be related to home environment, in a way indicates that good home environment leads to better emotional maturity which is in consonance with the findings of Shah (1989), who concluded that better home adjustment of adolescents was due to satisfactory family climate, Thakur (2002) who in her study "Emotional Maturity as related to Home Environment" found that there exists a positive relationship between home environment and emotional maturity. Some other studies like Larsen and Juhasz (1985), Tyagi (1985), Arya A.(1997), Kaur S.(2000) etc. also reported the positive relationship of home environment and emotional maturity. Chaudhary and Bajaj, (1993) compared the emotional maturity of adolescents staying at home and at orphanage and concluded that adolescents staying with parents at home had high level of emotional maturity as compared with their counterparts staying at orphanage which also supports the findings of present investigation.

The present study also established significant positive correlation of emotional maturity and self esteem and mental health. These findings are in agreement with the findings of, Dagenais, F. (1981) , Zervas, L.J. and Sherman, M.F. (1994), Battle J. (1977).who found that self-esteem score correlated with personality factors indicating positive relationship with emotional maturity, psychological adjustment and intellectual behavior. This finding is also supported by studies of Thakur, (2002) Bledsoe, 1964; Brookover, Thomas and Patterson, 1964 and Bodwoin (1962), Kaur, R. (2001), Anand, S.P. (1989) who concluded that children who feel better about their abilities to perform and who expect to do well actually perform better in school. They also reported a positive significant relationship between mental health and emotional maturity. Similarly, the finding is also supported by Mukherjee, J. (2000) who pointed out that emotionally mature people are mentally healthy, well adjusted and high on emotional intelligence.
Studies in contradiction

One of the finding of the present investigation revealed that children who experienced good home environment have better emotional maturity but it is in contradiction with finding of Mishra (1987) who conducted a study on the hostel life of university students and found that hostellers were emotionally more mature as compared to non-hostellers. Research on gender differences in development of autonomy reveals several inconsistencies. Douvan and Adelson (1966), Coleman (1961) suggested that boys develop autonomous behavior more rapidly than girls. On the other hand, recent literature of Steinberg & Silverberg (1986) found emotional autonomy during early adolescence to be greater among girls, with girls scoring high on self-reliance scales, but it is in contradiction to the findings of present investigation which revealed that there is no significant difference between emotional maturity of male and female students.

5.5 EDUCATIONAL IMPLICATIONS

Emotional maturity among adolescents in the age group of 17-18 plays a very important role in their life and careers. Quite understandably, if the causal factors of disturbances in the emotional behavior of adolescents are reliably identified and the remedial measures are experimented upon and adopted in the real situations it would not only relieve the adolescents at different fronts like home, peer group, school, society of their erratic behaviors causing unnecessary anxiety and stress, but also help in making them aware of their responsibilities.

Though the present study was restricted to only 400 students of one district of Haryana, its findings have important educational implications for parents, teachers, counselors, administrators etc... Parents at home and teachers at school always play a major role in influencing and developing emotional maturity. They may channelise an adolescent’s energy into constructive dimension. Parents should understand the kind of changes an adolescent is going through and the kind of pressures he has to face, because at one point of their life, they were also under the same situation, so they should act as the facilitators for them in helping them in handling such situations. They should provide such an atmosphere at home, so that the child grows to an adult so perfectly who turns out to be a
responsible and mature individual who can handle situations with calm and maturity. Home environment plays an important role and the present study revealed that the increase of control at home can cause a hindrance in their independence, as children in this age want independence and to explore the world. Parents should provide more rewards, nurturance and permissiveness and should allow the adolescent to express his views freely. There should be a provision of opportunities with no interference from parents, which may help in proper development of the child. Parents should try to avoid the factors that can cause stress and frustration in the adolescents like punishment, deprivation of privileges, and rejection etc. This implies that conditional love of parents for the child and imposing sanctions on children by isolating them from the beloved ones or putting their (parents) expectations to comply by their actions is infact detrimental for a child’s harmonious development. Parents who are democratic in their dealings with children and provide reasonable freedom to them can pave a path for making their wards emotionally mature.

Counselors or school administrators or teachers who face problems with adolescents like aggression, depression or use of drugs, can also be benefited by the findings of this study. It is evident that home environment plays an important role but the emotional maturity of adolescents is also affected by their self esteem which is a feeling of personal worth influenced by performance, abilities, appearance and judgments of significant others and from present findings it is evident that higher the self esteem higher will be the emotional maturity of the adolescents. By encouraging students to work to the best of their ability and by being genuinely interested in their progress, teachers can enhance the self-esteem of all students, regardless of their talent. Parents can do the same and by encouraging their children to participate in extra curricular activities that match their talents, further promote self-esteem. Similarly, mental health is also found to be positively correlated with emotional maturity as with increase in mental health there is an increase in emotional maturity so the teachers and counselors can stress upon providing them good atmosphere for maintaining good mental health. Students should be involved in activities that enhance the ability to think with maturity. The present study has given a clear picture of the current situation to help and identify the factors responsible for creating problems in the life of adolescents and how they can be helped.
5.6 SUGGESTIONS FOR FURTHER STUDY

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

1. A similar study can be carried out on students of class VIII – X.

2. It can be carried out in relation to emotional intelligence and a higher age group can be taken.

3. In the present study cross sections that have been investigated are male/female, rural urban. Many other cross sectional comparisons of various other categories of students like poor/rich studying in government/private schools may be carried out.

4. A similar study can also be carried out to see the effect of school environment on the emotional maturity.

5. A study may be taken to explore the comparison between emotional maturity of teachers and college students.

6. A study can also be taken up to see the effect of working conditions and other facilities on emotional maturity.

7. A study may be undertaken to find out the role of motivation in enhancing emotional maturity among adolescents.

8. A study may be taken to see the role of self esteem in students who are attending day schools and who are going to night schools.

9. A study may be conducted to see whether it is possible to enhance emotional maturity through some training programs. Hence, experimental studies may be taken up to evaluate the effectiveness of such training programs.