SUMMARY

It is well said that human beings are specks of intelligence afloat on the sea of emotions. An emotion is an affective experience that accompanies stirred up mental and psychological states and shows itself in his overt behavior. Emotion is a magic word that makes human life dynamic and makes him a multi-colored shell on the shore of sea of society. Emotions have strong link with urges, needs and interests. If they are satisfied, an individual is said to be enjoying a happy life and is emotionally stable, balanced healthy. Emotions sometimes lead to disintegration of our actions.

In the present circumstances the youth are facing difficulties which are giving rise to many problems such as frustration, anxiety, tension and emotional imbalance in day to day life. We humans are constantly striving to establish a satisfactory relationship with our environment or we can say that trying to fulfill our need in order to live happily and function effectively.

Parents are an essential part of their child's environment. Therefore, in order to foster caring, responsible and strong children, adults need to have a positive view of them and serve as role models for their children. Self-awareness is another key part of child's development. Self-awareness is how much we know about ourselves, our beliefs about who we are, and what we think our capabilities are. As child's sense of self develops, so does the child's ability to blossom in school and with peers. This is why the parents' ability to provide wings is so important. In order to succeed, children need to gain confidence in their abilities and gain a sense that they can do things on their own. The precious time between birth and maturity gives parents many opportunities to balance roots and wings. Parents can lead the way in providing experiences that enhance their children's view of themselves. This way parents can build self-esteem in their children and themselves in order to improve the quality of their lives and strengthen family relationships.

The healthy emotional development culminates into, “emotional maturity”, Emotional maturity may be defined as a process of acting ones age. Maturity is not an absolute or
definite characteristic at all. As an individual develops through childhood to adolescence to adulthood, his emotions become more easily classified as fear, hate, anger, disgust, affection, joy etc. In the broadest sense, emotional maturity means the degree to which the person has realized his potential for richness of having and has developed his capacity to enjoy things, to love and to laugh, his capacity for whole hearted sorrow when occasion for grief arises, his capacity for experiencing anger when faced with a situation while he is not able to work according to him, that would increase the temper of any reasonably tolerant or sensible person and his capacity to show fear when there is an occasion to be frightened.

Self esteem is a concept that a person has regarding his own self which consists of any evaluation that he makes of himself or whatever feelings he has about himself. Infact, what a person thinks about himself comprises the attitudes and feelings that he has about himself. Self esteem means the value ascribed by the individual to himself and the quality of the way he views himself.

Children are not born with concerns of being good or bad, smart or stupid, lovable or unlovable. They develop these ideas they form self-images, pictures of themselves based largely on the way they are treated by significant people the parents teachers and peers in their lives. The self-image is the content of persons’ perceptions and opinions about him or her. The positive or negative attitudes and values by which a person views the self-image and the evaluations or judgments he or she makes about it form the persons’ self-esteem.

Home is the first and the closest environment for a child to come in contact with. The family the fundamental unit of human society lays the background for inculcation of values and is the most, significant place for the development of the child. Along with it, the family also contributes in the important task of creating wholesome individuals.

Child receives the first lesson of life at home. The family nurtures the individual and prepares him for his role and function in society. Consciously, or unconsciously the home environment moulds the behavior, personality, and attitude, level of aspiration, aptitude and self esteem of the child.
The warmth of relationships between parents and children and siblings is the most important factor of home-environment. Home environment affects the various spheres of one's life—intelligence, personality, learning ability, adjustment behavior, life style, emotions, habits, attitudes etc. The parents provide pure affection and love to child which helps the child to be himself, to try out new things, to explore, to make mistakes in the process, to learn.

The present study is a deliberate attempt to see the relationship of emotional maturity among adolescents in the age group of 17-18 with their self esteem, home environment, how the different dimensions of home environment can influence them, and their mental health.

**JUSTIFICATION OF THE STUDY**

The purpose of the present study was to study the emotional maturity among adolescents in the age group of 17 to 18 years and the various factors affecting it like self esteem, home environment and mental health. The adolescents in this age group face many kinds of pressures at home and also outside. It is a globally accepted fact that during adolescence a child goes through a lot of changes physically, emotionally and socially. These changes have a great impact on them; they can either make or break an individual.

There is a common saying - "The wheel, that squeaks gets the grease". Significant efforts must be made to find the solutions of these problematic behaviors of adolescents. After reviewing the literature, the investigator considers lack of Self-Esteem and Emotional Maturity as one of the major causes of their disruptive acts. This supported by the previous researches by Dagenais, F. (1981) who found that self esteem score correlated with personality factors indicating positive relationship with emotional maturity, psychological adjustment and intellectual behavior.

The family nurtures the individual and prepares him for his role and function in society. Consciously, or unconsciously the home environment moulds the behavior, personality, and attitude, level of aspiration, aptitude and self esteem of the child. The emotional maturity is also affected by home environment and mental health, which means that these
two factors also play an important role in shaping emotional maturity of an individual. The modern era of globalization and liberalization has not only changed the economy of our nation but also embarked a great revolution in the society and culture as a whole. These ongoing changes in the society have not only affected the thinking of people but has also changed the perceptions of people, their lifestyles, even the dimensions of anxiety have changed, now even the small children are facing different kinds of pressures, so adolescence which is considered an age of storm and strife is bound to have more pressures which affect their emotional maturity. Emotional maturity plays an important role in how an individual behaves at home, school and society. Previous studies have shown that there exists a positive and significant relationship between emotional maturity and intelligence of student which implies that more intelligent the person is, more emotionally mature he is. In the fast changing society home environment is changing, conflicting situation at home and outside disturbs the mental health also, weakens the adolescents psychologically and creates complexities in their social and familial relationships. Shah and Sharma (1984) found if parents want their children to achieve better they should provide and maintain in family highly congenial atmosphere. A cohesive orderly and achieving family environment is conducive to more positive development in adolescents (Lau and Kwok (2000)). These researches show that family and home environment play major role in adolescents’ healthy development. If the conditions at home are congenial then their emotional maturity is high and which further will have a bearing on self esteem and mental health of the members.

Though quite a few studies have been conducted on emotional maturity in relation with different variables but while reviewing the related literature the investigator could not lay her hands on such studies which explored the effect of self-esteem, home environment and mental health on the development of emotional maturity among adolescents. It is pertinent to mention here that emotional maturity is a pre requisite for a successful personal and professional life. Keeping this in mind, the investigator visualized a need to study emotional maturity and its relationship with self-esteem, home environment and mental health among adolescents. Furthermore, the investigator also intended to see the extent of contribution that these variables (self-esteem, home environment and mental
health) make towards emotional maturity. Therefore the present investigator delineates the problems more clearly as under:

**STATEMENT OF THE PROBLEM:**

“EMOTIONAL MATURITY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-ESTEEM, HOME ENVIRONMENT AND MENTAL HEALTH”

**OPERATIONAL DEFINITIONS OF THE TERMS**

**EMOTIONAL MATURITY**

*Emotion* may be defined as the stirred up condition of organism involving internal and external changes in body.

*Maturity* is a firm sense of reality, in which a person acts responsibly.

*Emotional maturity* refers to that stage of individual in which the individual is able to face reality and deal with it, is interested in giving and receiving love, is able to learn from his experiences and is able to accept frustration and hostility in a constructive manner.

**SELF ESTEEM**

Self-esteem is a judgment of worthiness and that is expressed by the attitudes a person holds towards him or herself. It is a subjective experience conveyed to others by verbal reports and overt expressive behavior.

**HOME ENVIRONMENT**

*Home* connotes warmth, safety and emotional dependence, the idea of home is of one place where the residence is shared by a group of persons.

*Environment* means social, moral economic, political, physical and intellectual factors which influence the development of the individual.
Home Environment stands for all those circumstances, which assert their influence on the child since conception to death.

MENTAL HEALTH

Mental health is a global term which refers to the condition of an individual which results from the normal organization, and functioning of the mind. It is a state of mind characterized by emotional well being, relative freedom from anxiety and disabling symptoms, a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life.

The present chapter deals with the theoretical insight into the topic. It provides the base for the selection of the present study with justification of the study. The key terms used in the study have already been discussed in detail in the present chapter.

OBJECTIVES OF THE STUDY:

1. To find out the relationship between emotional maturity among senior secondary school students and their self-esteem.

2. To find out the relationship between emotional maturity among senior secondary school students and various dimensions of home environment i.e. :
   a. Control
   b. Protectiveness
   c. Punishment
   d. Conformity
   e. Social isolation
   f. Reward
   g. Deprivation of Privileges
   h. Nurturance
   i. Rejection
3. To find out the relationship between emotional maturity among senior secondary school students and mental health among senior secondary school students.

4. To find out the difference between rural and urban senior secondary school students in relation to emotional maturity.

5. To find out the difference between male and female senior secondary school students in relation to emotional maturity.

6. To find out the difference between rural male and female senior secondary school students in relation to emotional maturity.

7. To find out the difference between urban male and female senior secondary school students in relation to emotional maturity.

8. To identify the role of self esteem, mental health, home environment and its dimensions (control, protectiveness, punishment, conformity, social isolation, reward, deprivation, rejection, nurturance, permissiveness) in determining emotional maturity among senior secondary school students.

**HYPOTHESES OF THE STUDY:**

1. There is no significant relationship between emotional maturity among senior secondary school students and their self esteem.

2. There is no significant relationship between emotional maturity among senior secondary school students and control as a dimension of home environment.

3. There is no significant relationship between emotional maturity among senior secondary school students and protectiveness as a dimension of home environment.

4. There is no significant relationship between emotional maturity among senior secondary school students and punishment as a dimension of home environment.
5. There is no significant relationship between emotional maturity among senior secondary school students and conformity as a dimension of home environment.

6. There is no significant relationship between emotional maturity among senior secondary school students and social isolation as a dimension of home environment.

7. There is no significant relationship between emotional maturity among senior secondary school students and reward as a dimension of home environment.

8. There is no significant relationship between emotional maturity among senior secondary school students and deprivation of privileges as a dimension of home environment.

9. There is no significant relationship between emotional maturity among senior secondary school students and nurturance as a dimension of home environment.

10. There is no significant relationship between emotional maturity among senior secondary school students and rejection as a dimension of home environment.

11. There is no significant relationship between emotional maturity among senior secondary school students and permissiveness as a dimension of home environment.

12. There is no significant relationship between emotional maturity among senior secondary school students and their mental health.

13. There is no significant difference between rural and urban senior secondary school students in relation to emotional maturity.

14. There is no significant difference between male and female senior secondary school students in relation to emotional maturity.

15. There is no significant difference between rural male and female senior secondary school students in relation to emotional maturity.

16. There is no significant difference between urban male and female senior secondary school students in relation to emotional maturity.
17. Self esteem, mental health and home environment and its dimensions (control, protectiveness, punishment, conformity, social isolation, reward, deprivation, rejection, nurturance, and permissiveness) have no significant role in determining emotional maturity among senior secondary school students.

**DELIMITATIONS OF THE STUDY:**

1. The study was delimited to Gurgaon District of Haryana.

2. The study has been confined to the senior secondary school students studying in class XI and XII only.

3. Sample was taken from 8 schools situated in rural and urban areas of Gurgaon district (Haryana).

4. Size of sample was delimited to 400 only.

5. Emotional maturity was included as the dependent variable.

6. Self-Esteem, Home Environment and mental health were taken as the independent variables of the study.

7. The tools used to gather data were:
   - Emotional Maturity Scale by Yashvir Singh (1977).
   - Self-Esteem Inventory of Stanley Coppersmith.
   - Mental Health Battery developed and standardized by Arun Kumar Singh and Alpana Sen Gupta (2000).

**METHODOLOGY**

The present research aims at studying emotional maturity among senior secondary school students in relation to their self esteem, home environment and mental health.
**Research Methodology**

The research methodology of present study is based on descriptive research. The descriptive research is concerned with formulation of hypotheses, testing of hypotheses, and the analysis of the hypotheses, comparisons and relationship between non-manipulated variables and the development of generalization. Descriptive research describes what is, describing, recording, analyzing and interpreting conditions that exist. It involves some types of comparisons or contrasts and attempts to discover relationship between non-manipulated variables. The stress is also laid on analyzing the relationship existing between dependent variables and their generalization. Hence, the descriptive research method has been considered most suited method for conducting this study on senior secondary school students. As the study attempts to ascertain relationship amongst the dependent and independent variables and to identify the role of independent variables in predicting emotional maturity among senior secondary school students, it follows the correlational and predictional approach.

**COLLECTION OF DATA**

The present study was conducted on senior secondary school students in the age group of 17-18. The investigator herself visited the concerned schools on different dates and time. She met the principals and explained the purpose and the procedure involved in data collection. The investigator obtained written permission duly signed by the concerned authorities. The dates suitable to the school authorities were finalized. The investigator approached the authorities on the dates already decided and was helped to the class rooms.

Rapport was established with the students by exchanging introduction and purpose and objectives of study were explained in brief. The students were told that these test and their results had nothing to do with their personal lives and their achievement in the examination. It was made clear to them that the answers and results will be kept confidential and will be used for research purpose only. Before the administration of questionnaires, the instructions given in the tests were explained to the subjects verbally so that the students give correct answers.
VARIABLES OF THE STUDY

Variables of a study are of two types:

**Dependent Variables**

The dependent variables are the conditions or characteristics that appear, disappear or change as the investigator introduces, removes or changes independent variables. In the present investigation, the dependent variable of the study refers to **Emotional Maturity**.

**Independent Variables**

An independent variable is the condition or the characteristics that the investigator observes or controls in attempt to ascertain its relationship to observed phenomena. The independent variables of the study in hand refer to various conditions, characteristics and factors related to-

i. Self Esteem

ii. Home Environment

iii. Mental Health

POPULATION AND SAMPLE

The senior secondary school students studying in Gurgaon district (rural as well as urban) constituted population for the study. But it was not humanly possible to include all of them in the study. Keeping in mind time, physical and financial constraints, it was decided to select a small proportion of them for sake of conducting this research study.

SAMPLE

The sample of the study comprised senior secondary school students of Gurgaon district. In order to keep the study manageable enough, a multistage random sampling procedure was adopted in the study. A list of government and non government senior secondary schools in Gurgaon district was procured from the District Education Officer, and out of that list 8 schools were randomly selected on the basis of urban and rural background. In
each school a list of students studying in class XI and XII was sought from the concerned faculty and out of that list 60 students were taken from each school following lottery system. Initially the investigator selected 480 subjects from all the 8 schools but during the course of administration of tools many students could not complete all the tests and had to be dropped due to subject mortality. Thus the investigator was left with 400 subjects. So the research investigation was carried out on 400 students of class XI and XII in the age ranging 17 to 18 years.

TOOLS USED

- Emotional Maturity Scale by Yashvir Singh (1977).
- Self-Esteem Inventory of Stanley Coppersmith.
- Mental Health Battery developed and standardized by Arun Kumar Singh and Alpana Sen Gupta (2000).

STATISTICAL TECHNIQUES USED

The data after collection has to be processed and analyzed in accordance with the outline laid down for the purpose at the time of developing the research plan. In processing data for analysis, relationships of different supporting or conflicting with original or new hypotheses should be subjected to statistical tests of significance to determine with what validity the data can be said to indicate any conclusions. It makes the data meaningful and understandable. The statistical techniques which were chosen keeping in view the requirements of the objectives and hypotheses of the study used in the analysis of data in the present investigation are given below:

- **Mean:** It has been used to describe the average of an entire sample of scores.

- **S.D:** The standard deviation, a measure of variability, is a measure of the extent to which scores in distribution, on an average, deviate from their mean.

- **Graphical Technique:** Bar diagram has been used wherever required.
• **Correlation Co-efficient:** The Pearson ‘r’ correlation coefficient has been used to study the linear relationship between two variables. In the present study, Pearson’s ‘r’ correlation coefficient has been used to study the relationship between emotional maturity, self esteem, home environment (its ten dimensions) and mental health.

• **Stepwise Multiple Regression:** Stepwise multiple regression has been used to identify the role of self esteem, home environment and its 10 dimensions, mental health in determining emotional maturity.

• **‘t’-test:** The test of significance between two means is known as ‘t’ test. It involves computation of ratio between observed differences between two sample means and the error variance (the sampling error factor). To compare male/female rural/urban students in relation to emotional maturity ‘t’-test has been used.

**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 that 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 the 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.

**CONCLUSIONS FROM THE STUDY:**

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.

**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.

EDUCATIONAL IMPLICATIONS OF THE STUDY

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 in fact 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.

**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.