CHAPTER VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH
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INTRODUCTION

Life is becoming fast with increasing impact of the science and technology. Though man has conquered time and space to great extent by the present level of scientific advancement, yet there is a great threat to his existence. The Indian society is becoming increasingly materialistic. Emotional pressure is increasing day by day especially at adolescent stage. Unrest and frustrations are occurring in all spheres of their life. Parents have no time to spend and guide children. Adolescents are frequently troubled with their daily problems, because they do not have the capacity and training to solve problems. Educational system also provides no direction in this field.

Some of the recent findings in the realm of psychology, however highlighted that before we are able to control intellectual and rational processes, we must understand and control our emotions; for to be sure, the whole edifice of human personality depends upon the culture of emotions. If people are not educated effectively in the control of their emotions, they are bound to suffer in intellectual and moral aspects of their personality. Sound mental health is a sine quanon for the attainment of sound physical health.

Adolescence has been regarded as one of the most important periods of life in all the societies of the world, may it be primitive or modern. This is the period which has stirred up an amount of anxiety in the minds of parents and rightly has it also exercised a great stress and strain on the adolescents themselves. It is because of this that educationists and psychologists have focused their attention on the study of problems of adolescence.
Adolescence may be thought of as a transitional period between childhood and adulthood. The individual enters adolescence as child and emerges as dramatic as the sudden shooting up in height. Although the process of growth is psychological, the person also becomes intellectually and emotionally mature. This is the period of very rapid physical and physiological changes in a person who is not yet mature enough to comprehend the full implications of these changes.

With the rapid developments in all walks of life, problems have also multiplied in that proportion. Incidence of mental ill health have tremendously increased and have posed a serious problem before the nation. Industrial development, social and economic changes have given rise to a number of problems. Undoubtedly, the role of house can not be undermined or shifted to any other agency. All psychologists and teachers agree that primarily family living and experiences play most crucial role in the harmonious development of the personality of children, but these days family is disintegrating and it is not in a position to play its role effectively. Therefore, all look to school as second line of defence. Thus school assumes great responsibility in the process of harmonious development of personality of the children (Lazarus, 1975).

Under these circumstances, education can provide support to new generation to maintain their peace of mind, emotional balance and to develop right and correct type of behaviour. In the school situation, teachers can check maladjustment among students by providing neat and satisfactory experiences for the development of personality of the children.

Under present changing conditions teaching has become increasingly challenging and complex. One of the various challenges hurdle at teachers in recent past, is of maintaining the physical and mental health of children and youth of the nation. The teacher of today has to lay emphasize on the harmonious development of children so that they can contribute to maximum for the national development and social welfare of the country. Teachers can play an important
role in maintaining emotional maturity and behaviour of the youth with their knowledge of human behaviour. Recent theories and discoveries regarding human problems and remedial measures can only be used, if they are aware about the relationship of emotional maturity and behaviour of the youth in relation to their intelligence, emotional intelligence, academic achievement, mental health, self concept and family environment in which they are living.

**REVIEW OF RELATED STUDIES**

Lai (1968) conducted a study to compare emotional stability of mentally superior and average pupils of urban higher secondary school students of M.P. and reported superior pupils were better adjusted emotionally. They were emotionally more stable and better adjusted. They had comparatively fewer tensions and conflicts. Emotional stability increased with age in the superior group and it deteriorated with age in average group.

Bhasin (1968) found disparity between self concept of male and female students while the boys showed a higher mean positive score in the area of dealing with intelligence and emotional maturity, the girls showed higher positive scores in the area of social achievement, aptitude and talent.

Dhami (1974) reported a high significant relationship between emotional maturity, intelligence and scholastic achievement of high school students. Study also reported parents education, type of house in which family lives, family income and type of reading material has a positive effect on the emotional maturity of children.

Lal (1982) in her study reported a negative insignificant relationship between emotional maturity and ideal self-concept and social self concept and positive insignificant relationship between emotional maturity and perceived self -concept.

Arya (1984) conducted a study to measure the relationship between intelligence and emotional maturity of boys and girls separately. The major
findings were that superior girls and boys did well on the emotional maturity tests. Superior intelligence showed high relationship with emotional maturity.

**Sudha and Nirmala (1984)** in a study on effect of emotional maturity on self-confidence of high school students reported that self confidence among adolescent girls is more as compared to adolescent boys.

**Sabapathy (1986)** examined the relationship between the variables—anxiety, emotional social maturity, socio-economic status and academic achievement of students. He found emotional maturity was positively and significantly related to achievement in individual subjects and total academic achievement.

**Baumrind (1983, 1991); Buri, et. al. (1988)** in their research suggested that warm, concerned authoritative parents raised children with the highest self-esteem, self-reliance, resilience, optimism, maturity, and social competence, whereas authoritarian, rejecting-neglecting, and permissive parenting were associated with a variety of childhood problems including lack of self-assertion and lower cognitive competence.

**Kashyap (1989)** investigated some psychological determinants of adolescents’ problems by using an array of tools in her normative survey. She found youth problems were positively related to anxiety, frustration, insecurity, emotional immaturity etc. and negatively to intelligence and achievement. Differences by gender and locale were clear in respect of sense of security with rural boys having it the best.

**Chaudhry et. al. (1993)** compared the emotional maturity of adolescents studying at home and at orphanages. Adolescents staying at home with parents were found to have high level of emotional maturity as compared with their counterparts at orphanages.

**Holaham, Charles, Valentier and Moss (1996)** examined the interrelationships between parental support, adaptive coping strategies and
psychological adjustment among adolescents. The results revealed that adolescents with high parental support were better adjusted and less distressed than were those with low parental support.

Anju (2000) found there exists a positive and significant relationship between emotional maturity and intelligence of students which implies that more intelligent the person is, more emotionally mature he is. Relationship between emotional maturity and intelligence of girls came out to be insignificant.

Ong Ai Choo (2000) in his study on parenting behaviour and adolescents’ psychosocial adjustment found that adolescents who experienced their mothers as supportive and involved in their lives reported a high level of emotional well being and personal self concept. The findings also revealed that harsh and inconsistent discipline was associated with lower self-esteem and greater emotional distress, whereas induction control and autonomy support were related to higher self-esteem, emotional well being, and social competence.

Kaur, (2000) found significant relationship between emotional maturity and school, home, and psychological environment. However, no significant relationship was found between emotional maturity and physical environment. Girls were found to be more emotionally mature than boys. Rural students were found to be emotionally mature than urban students.

Mukerjee (2000) reported emotionally mature people are mentally healthy, well adjusted and are high on emotional intelligence.

Kaur M. (2001) conducted study on “Emotional maturity of adolescents in relation to intelligence, academic achievement and environmental catalysts” on a sample of 356 adolescents. The findings revealed: (a) emotional maturity and intelligence were found to be closely related; (b) no significant relationship was found between emotional maturity and academic achievement; (c) no significant differences were found in emotional maturity due to area, sex and type of school;
(d) Students of government schools were found to be more emotionally mature than private schools.

Gill (2003) and Ghosh (2003) in their separate studies reported children with high EQ are more confident, are better learners have higher self esteem, have fewer behavioural problems are more optimistic and happier and handle their emotions well.

Mushtaq and Bharti Kumari (2003) in a study of parental encouragement, academic anxiety and emotional stability of school going adolescents found boys obtained higher scores in emotional stability and parental encouragement.

Valluri Indira (2003) in her study on “Effect of Parent-child Relationship on Emotional Maturity of Senior Secondary Students” reported following findings: i) Gender differences do exist in emotional maturity of students; ii) There is significant effect of ‘protecting and loving’ behaviour of both father and mother on emotional maturity of the adolescents.

Kaur, H. (2004) in her study found insignificant correlation between emotional maturity and self-confidence of adolescents. No differences were found in the emotional maturity of boys and girls. However, study reported significant differences in the emotional maturity of adolescents of rural and urban areas.

EMERGENCE OF THE PROBLEM

Modern age is an age of science and technology. Rapid industrialization, urbanization and hard competition has made individual's life more challenging and insecure. Emotional pressure is increasing day by day especially at adolescent age which had led to unbalanced and maladjusted personalities in the society. Therefore there is a great need to study emotional maturity of the children.
Our education aims at all round development of the personality of the child. Education is meant for developing three domains i.e. cognitive, affective and conative. Our education mainly stresses to develop cognitive aspect which deals with knowledge and to some extent develops conative aspect which deals with motor skills. The affective aspect which deals with emotions, feelings and sentiments of the child is totally neglected by our education. For developing the child as emotionally mature, only formal education is not enough but informal education which the child gets from his family is also needed.

Today the young students are indulging in antisocial activities. There is indiscipline everywhere. This all seems due to emotional disturbance of the students. It has been realized by many educationists that in order to extend the training to the youth so that they can face challenges, the research in the field of emotional maturity is needed. So, in the light of this viewpoint, there is need to enrich the content and subject matter of emotional maturity.

From another point of view the problem is significant. This view pertains to counselling and proper direction. A timely advice and psychological counselling to these adolescents is essential in order to save them from maladjustment. If concerned authorities do not recognize this aspect of the investigation and ignore helping the students the present schools will become institutions of mass machine geared up for mass production of emotionally weak and maladjusted personalities.

Adolescence period is a period which is full of problems. A well-adjusted and emotionally mature individual is adjudged as a symbol of progress. He/she understands his/her duties to perpetuate the race and develop usefulness in himself/herself as well as in others. Naturally to protect adolescents during the defenceless state and enabling them to gain emotional maturity and providing healthful living conditions and make for personal satisfaction are the important points to be kept in view.
Thus the present study will prove to be a pioneer effort in studying and
determining the present status of emotional maturity of adolescents and will also
help the parents in becoming aware of the importance of the home in developing
emotional maturity of their children.

Though a few studies have already been conducted on the effect of various
aspects of schools and home on the emotional maturity of the students, the
systematic and empirical studies on relationship of emotional maturity with
various important variables is still lacking. Also the inferences drawn on the basis
of the studies so far reported cannot be regarded as general and final. It becomes
necessary, therefore to look afresh into the problems concerning the relationship
of emotional maturity with different cognitive and non-cognitive variables.

Hence the problem under study reads as:

STATEMENT OF THE PROBLEM

“A Study of Emotional Maturity of Adolescents In Relation to Cognitive
and Non-cognitive Variables”.

DELIMITATION OF THE STUDY

Study was confined to 939 students of XI class of Govt. and Private
recognized schools of urban and rural areas of Punjab. Seven districts were taken
for the study.

OBJECTIVES OF THE STUDY

1. To study the emotional maturity of male and female adolescents.

2. To find the relationship of emotional maturity with cognitive variables i.e.
intelligence, emotional intelligence and academic achievement and non-
cognitive variables i.e. family environment, self-concept and mental health.

3. To set up step-up regression equations to see the percentage contribution
of different variables in predicting the emotional maturity of adolescents.
4. To find difference in the emotional maturity of male and female, adolescents of government and private schools, scheduled caste / non-scheduled caste adolescents as well as rural and urban adolescents.

HYPOTHESES

Present study was undertaken on the basis of following hypotheses: -

1. There will be significant correlation between emotional maturity and intelligence.

2. There will be significant correlation between emotional maturity and emotional intelligence.

3. There will be significant correlation between emotional maturity and academic achievement.

4. There will be significant correlation between emotional maturity and family environment.

5. There will be significant correlation between emotional maturity and self-concept.

6. There will be significant correlation between emotional maturity and mental health.

7. Combined percentage variance of variables will be more as compared to their independent prediction in predicting the emotional maturity of adolescents.

8. There will be significant difference in the emotional maturity of male and female adolescents.

9. There will be significant difference in the emotional maturity of rural and urban adolescents.

10. There will be significant difference in the emotional maturity of adolescents studying government and private recognized schools.
11. There will be significant difference in the emotional maturity of scheduled caste and non-scheduled caste adolescents.

DESIGN OF THE STUDY

Present study was designed to study the relationship of emotional maturity with cognitive variables i.e. intelligence, emotional intelligence, academic achievement and non-cognitive variables i.e. family environment, self concept and mental health of male and female adolescents as well as Scheduled Caste/Non-scheduled caste, adolescents studying in urban/rural and government and private recognized schools of Punjab.

SAMPLE

The sample of present study comprised of 939 male and female adolescents of XI class from various senior secondary schools situated in urban and rural areas of Punjab. Data was collected from seven districts of Punjab.

TOOLS USED

Earnest efforts were made to choose appropriate standardized tools to measure emotional maturity and selected cognitive, non-cognitive variables. These tools were selected because of their suitability to the sample, and due to their high reliability and validity.

The following standardized tools were used:

2. Group Test of General Mental Ability By Tandon (1986).
3. Academic Achievement was taken from marks percentage of Xth class annual examination.
PROCEDURE FOR DATA COLLECTION

Selection of schools and students was done on the basis of randomization technique. Rapport was established with students and students were encouraged to give correct information and were assured that these are to be used only for research purpose and will remain confidential. They were asked to rate each and every item and it was checked they have answered all the statements. Data was collected in two sittings and approximately 3 hours were spent in collecting data from each group.

Scoring for each test was done manually with the help of scoring keys. 20 scores for each individual were obtained on the basis of these tests.

STATISTISTICAL TECHNIQUES USED

1. Co-efficient of correlation technique.
2. Step-up-regression equations.
3. t-ratio technique.

Meaning of Key Terms used

Emotional Maturity

According to Cole (1954), the Chief index of emotional maturity is the ability to bear tension. This view lays emphasis on Self-Control and not on ‘self fulfilment’.

According to Dosanjh (1956) emotional maturity means a balanced personality. It means a balanced personality. It means ability to govern disturbing emotions, show steadiness and endurance under pressure and to be tolerant and free from neurotic tendencies.
According to Singh (1993) emotional maturity is not only the effective determinant of personality patterns but it also, helps to control the growth of an adolescent's development. A person who is able to keep his emotions under control, who is able to brook delay and to suffer without self pity might still be emotionally stunted and childish.

In the views of Murray (2003), there is no correlation between chronological age, intellectual age, social age or emotional age. Just because someone is ‘grown up’ by chronological age does not mean they are ‘grown up’ emotionally.

To sum up, a person may be said to be emotionally matured if he has in his possession almost all type of emotions – positive on negative and is able to express them at appropriate time in appropriate degree.

**Cognitive Variables**

**Intelligence**

According to Stoddard (1943), ‘Intelligence is the ability to undertake activities that are characterized by-(a) difficulty, (b) complexity, (c) abstraction, (d) economy, (e) adaptiveness to goal, (f) social value and (g) emergence of originals and to maintain such activities under conditions that demand a concentration of energy and a resistance to emotional forces’.

According to Wechsler (1958), ‘Intelligence is the aggregate or global capacity of individual to think rationally and to deal effectively with his environment’.

According to McMillan (1990), ‘Intelligence means the ability to reason and profit by experience. An individual’s level of intelligence is determined by a complex interaction between his heredity and environment’.
Emotional Intelligence

Emotional intelligence is a new concept. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

According to Salovery and Mayer (1990), ‘Emotional intelligence is in terms of being able to monitor and regulate one's own and other's feelings and to use feelings to guide thought and action’.

According to Reuven Bar-on (1997), ‘Emotional intelligence is an array of personal, emotional and social abilities that influence ones ability to succeed in coping with environmental demands and pressures’.

Goleman (1998) have adopted their model into an version he finds most useful for understanding how these talent's matter in work life. His adaptation includes five basic emotional and social competencies: self awareness, self regulation, motivation, empathy and social skills.

Academic Achievement

Academic achievement has a great role in child's life. Success in academic field acts as an emotional tonic and any harm done to a child in his immediate environment may be compensated partially by the success in school. High achievement in school creates self-confidence in the child which leads to better adjustment in society, whereas failure in academic field leads to mental disturbance.

According to Good (1959), “Academic achievement is the knowledge attained or skill development in the school subjects usually designated by test marks or scores”.

According to Crow and Crow (1963), “Achievement is the extent to which learner is profiting from instructions in a given area of learning”.

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Family Environment

Family environment or home environment refers to the climate prevailing in the home, which varies from culture to culture, society to society and family to family. (Moos and Moos, 1986). It is a well known fact that home is the most important place where a child inhales his first fragrance of love, care, empathy through playful learning activities. It is the condition prevailing at one's home which determine, modification in the development of one's life.

According to Ranhotra (1996), “family environment is the complex of social and cultural conditions, the combination of external or extrinsic physical conditions that affect and influence the growth and development of the members of the family, the most instinctive fundamental social group which includes parents and their children”.

Self–concept

Self-concept means all thoughts which a person holds about himself or herself.

Individuals self-concept is considered as one of the most basic and crucial components of personality. It is the picture that a person has about himself.

Self concept is not hereditary rather it develops in a person as a result of his interaction with environment. It is a life long process and develops continuously in a school setting.

According to Hall and Lindzey (1957), ‘Concept of self in the present day psychology seems to have two different meanings. It is used frequently to refer to a person's attitude and feelings about himself, and on the other hand is regarded as a group of psychological processes which govern human behaviour and adjustment’.

According to Woolfolk (1987), ‘Self concept refers to composite ideas, feelings and attitudes people have about themselves. It is individuals attempt to
explain himself to build a scheme that organizes his impression, feelings and attitudes about himself.

Mental Health

Mental health is a global term which refers to that condition of an individual which results from the normal organization and functioning of his mind. Like physical health it is also an aspect of the totality of an individual. It is a combined outcome of five types of health i.e. physical, emotional, social, moral and spiritual health.

According to Longman's dictionary of psychology and psychiatry (1984), ‘Mental health is a state of mind characterized by emotional well being, relative freedom from anxiety and disabling symptoms and capacity to establish constructive relationship and cope with ordinary demands and stress of life’.

According to Kamau (1992), ‘Sound mental health must comprise not only freedom from emotional disturbance and mental disorders but also an ability of function to the maximum level of one's interests and capabilities. This entails striving after the fulfillment of elementary needs for the actualization of one's potential’.

NEED AND SIGNIFICANCE OF THE STUDY

Education is a powerful instrument of social, economic and political change. It has to be related to the long-term national development in which the country is engaged and the problems it is called upon to face. Other agencies may help, but the only instrument that can reach all people is the education. But our education system is anti-creative. The unchallenging classroom activities fail to produce emotionally mature and well behaved adolescents. Lack of emotional maturity leads to the development of neurotic behaviour of adolescents. Without emotional maturity and normal behaviour adolescents may not develop well in the society.
After seeing the research literature it has been found that very little work has been done in this field and, therefore, there was ample scope to explore this field further.

It has been realised by many educationists that in order to extend the training to the youth so that they can face challenges, the research in the field of emotional maturity and neurotic behaviour is very important. There have been found few studies in the field of emotional maturity and emotional adjustment in relation to intelligence and scholastic achievement in India as well as abroad, but there is paucity of research in the field of emotional maturity as compared to other areas of education. So, in the light of this point of view, there is need to enrich the content and subject matter of emotional maturity.

The importance of emotional maturity in this fast growing society itself is contributing to accelerate the pace of research activity in emotional maturity as well as other fields of life. It will be helpful to provide directions to younger generation to develop emotional maturity.

This study would reveal significant trends as to the degree and extent of predictability and relationship of intelligence, emotional intelligence, academic achievement, self concept, family environment and mental health with emotional maturity and thus will motivate the educationists and curriculum framers to design academic experiences in a way that these will help to foster the ability to face challenges of life right from adolescent stage. The study will also be helpful to reveal the relationship of emotional maturity with cognitive variables (intelligence, academic achievement, emotional intelligence) and non-cognitive variables (family environment, self-concept and mental health).

Present study may have implications for the psychological health of the male and female adolescents and also for the counselors and guidance workers.

After identifying the various factors which are responsible for lack of emotional maturity of the adolescents, remedial measures may be taken by
teachers, authorities and parents to reduce those factors. Findings of the present study may be helpful to adolescents to maintain their emotional maturity and improve their behaviour.

So, encouraged by these considerations, the investigator choose this field of investigation.

CONCLUSIONS

Conclusions as arrived after the analysis of data and interpretations of results are given below:

**Conclusions on the Basis of Correlational Analysis.**

1. As per the manual of emotional maturity scale, the adolescents who score less on emotional maturity scale tend to be more emotionally mature whereas adolescents who score high on emotional maturity scale tend to be less emotionally mature.

   Results of present study reveal that there is significant negative correlation between intelligence and emotional maturity. Therefore, according to the results of present investigation, variable of intelligence and emotional maturity are closely associated with each other. That is, adolescents who are superior in intelligence are more emotionally mature as compared to adolescents who are less intelligent.

   Therefore, hypothesis No.1 that there will be significant correlation between emotional maturity and intelligence of adolescents is accepted.

2. Variable of emotional intelligence has significant negative correlation with dependent variable of emotional maturity. This shows emotional intelligence has significant correlation with emotional maturity of adolescents. Adolescents who are emotionally intelligent are also emotionally mature.
Therefore hypothesis No.2 that there will be significant correlation between emotional maturity and emotional intelligence is retained in the present study.

3. Variable of academic achievement has significant negative correlation with the dependent variable of emotional maturity. In other words adolescents who have good academic achievement are emotionally more mature.

   Thus hypothesis No.3 that there will be significant correlation between emotional maturity and academic achievement of adolescents is accepted in the present investigation.

4. Family environment variable is found to be significantly negatively correlated with the emotional maturity of adolescents. Thus, results of present study reveal very close relationship between family environment of adolescents and their emotional maturity. In other words all the family environment dimensions namely cohesion, expressiveness, conflict, acceptance and caring attitude, independence, active recreational orientation, organization and control are closely associated with the level of emotional maturity of adolescents. Hence, if the family environment is congenial, the adolescent will be emotionally mature.

   Thus, hypothesis No.4 that there will be significant correlation between emotional maturity and family environment of adolescents is retained in the present research.

5. Variable of self-concept has significant negative correlation with dependent variable of emotional maturity. That is adolescents who are having high self-concept; are emotionally mature.

   Therefore, hypothesis No.5 that there will be significant correlation between emotional maturity and self-concept of adolescents is accepted in the present investigation.
6. Variable of mental health has significant negative correlation with emotional maturity of adolescents. Results reveal all the six areas of mental health i.e. positive self evaluation, perception of reality, integration of reality, autonomy, group oriented attitudes and environmental mastery are closely related with emotional maturity of adolescents. In other words adolescents who are having good mental health are emotionally more mature.

Thus, hypothesis No.6 that there will be significant correlation between emotional maturity and mental health of adolescents is accepted in the present study.

(B) Conclusions on the Basis of Step-up Regression Equations

Results infer that all the six independent variables namely family environment, intelligence, emotional intelligence, self concept, academic achievement and mental health are found to be good predictors in predicting the emotional maturity of adolescents.

Thus, hypothesis No. 7 that combined percentage variance of variables will be more as compared to their independent prediction in predicting the emotional maturity of adolescents is retained in the present study.

(C) Conclusions on the Basis of t-ratio Technique

1) Results reveal that there is insignificant difference in the emotional maturity of boys and girls as t-ratio is found to be insignificant at .05 level. However on comparing their means scores, it is observed that boys score little low (hence more emotionally mature) as compared to girls.

Thus, hypothesis No.8 that there will be significant differences in the emotional maturity of male and female adolescents is not accepted in the present investigation.

2) Results of present study reveal that there is significant difference in the emotional maturity of adolescents due to urban rural differences as t-ratio is found
to be significant at .01 level. After comparing their mean scores it is found that urban adolescents are more emotionally mature as compared to rural adolescents.

Thus, hypothesis No. 9 that there will be significant differences in the emotional maturity of rural and urban adolescents is retained in the present study.

3) Results of present study show that there is significant difference in the emotional maturity of adolescents who study in government and those who study in private recognized senior secondary schools, as obtained t-ratio is significant at .01 level of significance. After comparing their mean scores of emotional maturity it is observed that adolescents of private schools are more emotionally mature as compared to adolescents of government schools.

Thus, hypothesis No. 10 that there will be significant differences in the emotional maturity of adolescents studying in government and private recognized schools is accepted in the present investigation.

4) Results reveal that there is insignificant difference in the emotional maturity of adolescents due to caste differences as t-ratio is found to be insignificant at .05 level. However on comparing their mean scores of emotional maturity, it is found that mean scores of non-scheduled caste category adolescents is low as compared to mean scores of scheduled caste adolescents, hence, level of emotional maturity of non-scheduled caste category of adolescents is higher as compared to scheduled caste category adolescents.

Thus, hypothesis No.11 that there will be significant difference in the emotional maturity of scheduled caste and non-scheduled caste adolescents is not accepted in the present study.

**Educational Implications**

Findings of present research are not only useful to researchers in terms of future research but the findings have application to school practices, organizational management in schools, parents, teachers and administrators.
Emotions play a significant role in directing and shaping our behaviour and personality. Whatever they may be, the form, frequency and intensity of our emotional experience can be categorized into two heads – positive and negative emotions. Development of both positive as well as negative emotions and the learning of their expression in a reasonable way is quite essential for our own and social well being. Serious efforts should be made for the development of these emotions from early childhood among the human beings.

Most of the problems in our life, whether childhood problems, adolescent problems, home and family problems, work situation problems are results of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals. Proper efforts should be made for training of emotions and developing proper emotional intelligence among adolescents right from their childhood, then it will surely help in bringing mutual emotional understanding empathy, accompanied with right actions and behaviours on the parts of individuals and groups to lead a better life in peace and co-operation.

Efforts should be made to create congenial environment in the home and school. More and more co-curricular activities should be organized in the schools to give outlet to pent-up emotional feelings of adolescents. Adolescents should be provided guidance oriented teaching learning situations. If possible school should have guidance corner/counsellor to solve emotional problems of adolescents.

Learning situation should utilize the advantages and avoid the disadvantages of emotional maturity. Teachers should be careful in labeling a student failure since, it may have a bad impact on the performance of the students. Students should be taught failure tolerance and to overcome fear in the school situation. Teachers and parents should avoid threats that may cause disequilibrium in children.

Curriculum of schools need to be reevaluated to an extent, along with the cognitive and conative domain affective domain, of the personality should be taken care of. Administrators and teachers should implement suitable activities in
school to develop emotional maturity of the students in proper shape. Efforts should be made to have better interaction between teachers and students so that students can get counselling for personal, social, emotional and vocational problems.

Parents should try to provide congenial home environment to their children as it has a definite impact on the emotional maturity of adolescents. They should have knowledge about the emotional development and adjustment of adolescents in order to help them have a better adjustment in life. Healthy family environment promotes emotional stability, social adjustment, personality integration and increased level of emotional maturity of the individual.

Parents and teachers should promote social interaction specially in less intelligent students in a permissive, healthy climate with acceptance as well as authority, which will offset cultural disadvantage to a larger extent. This is more necessary for adolescents of govt. schools and adolescents from urban and rural settings.

Extension programmes for teachers and parents can be planned in a more systematic manner so that social change process could be cultivated more effectively in the school and in family. This will ultimately lead to emotional maturity of adolescents.

SUGGESTIONS FOR FURTHER RESEARCH

1. A replicative study may be conducted by taking different sample for finding the validity of the present study.

2. Instead of taking emotional maturity, study may be conducted by taking social maturity of adolescents in relation to various cognitive and non-cognitive variables.

3. A comparative study of emotional maturity and adjustment of psychotics and neurotics may be undertaken.
4. More cognitive and non-cognitive variables can be incorporated in the study.

5. A similar study on emotional maturity of college students, teachers and other professionals can be conducted.

6. The present study was limited to adolescents belonging to Punjab. A similar study may be conducted on adolescents of other states belonging to different socio-economic status.