CHAPTER VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH
INTRODUCTION

Man is entering in the 21st. Century and presently passing through a transitional stage. Life is becoming fast with the increasing impact of the science and technology. Though man has conquered time and space to a greater 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. Stress is more subtle, more tangible and more pervasive. Unrest and frustrations are occurring in almost all spheres of their life. Parents have no time to spend and guide them. Adolescents are frequently troubled with their daily problems, because they have not the capacity and training to solve problems. But the educational system provides no directions in this field.

In modern time, with the rapid developments in all walks of life, problems have also multiplied in that proportion. Incidences 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 new problems.

Undoubtedly, the role of home cannot be undermined or shifted to any other agency. All psychologists, teachers
and mental hygienists agree that primarily family living and experiences play most crucial role in the development of harmonious personality in children, but in recent years due to rapid industrialization, the family is disintegrating and is not in position to play its part effectively. Therefore, all look to the school as the second line of defence. The school assumes great responsibility in the process of harmonious development of personality (Lazarus, 1961).

Under these circumstances, education can provide support to the 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 clean environment, by providing pleasant and satisfactory experiences for the development of personality of the children.

But for a teacher, teaching has become increasing challenging and complex under the present changing conditions. One of the various challenges hurdles at teachers in recent past, is of maintaining the physical and mental health of children and youth of the nation. The teacher of to-day has to emphasize 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 discoveries and theories regarding human
problems and remedial measures only if they are aware about the relationship of emotional maturity and behaviour of the youth in relation to their intelligence academic achievement, and physical and psychological environment in which the youths are living.

REVIEW OF RELATED STUDIES

Arya (1984) conducted a study; the purpose of the study was to measure the relationship between intelligence and emotional maturity of boys and girls separately. The major findings were that boys and girls of superior intelligence did well on the emotional maturity test. Superior intelligence showed high relationship with emotional maturity. Differences were also observed by residence and the values of children.

Campbell, Robert Engeue (1990) found that there is significant difference between non-handicapped and handicapped, learning disabled and emotionally behaviourally disordered juveniles.

Dubey (1984) conducted a study with the objectives: (i) to determine the personality pattern of psychotics, neurotics and normals and (ii) to investigate the difference in intelligence among neurotics, psychotics and normals. The findings of the study were: The group having psychotic trend scored higher than those with neurotic and normal trend on factors E, L, M and O of 16 PF but scored the lowest factors
A, B, C, H and Q₃. Neurotics were found to be simple, skeptical, enquiring regarding ideas, slow to learn and grasp, docile, dependent and uncontrolled.

There were several psychoanalytic studies of neurotic behaviour (Singh, 1982) and the genesis values among the deviants. The concentration has been on studies on adolescent girls. High and low achievers have differential adjustment patterns. Students having psychotic, neurotic and normal behavioural pattern as measured by MMPI differed on 16 PF and intelligence test scores (Dubey, 1984).

Srivastava (1982) conducted study on Neuroticism among male and female students and concluded that no significant sex differences were observed among the groups formed on the basis of level of neuroticism. No significant differences were observed in the level of neuroticism of students studying arts or science subjects. No significant differences were observed in academic achievement of male as well as female students of the science and arts group belonging to slightly neurotic, moderately neurotic or highly neurotic groups.

Srivastava (1982) found no significant sex differences among groups formed on the basis of level of neuroticism (slightly neurotic, average neurotic and highly neurotic). No significant differences were found among neurotic male and female adolescents.
Raghawan (1986) conducted study on a family dynamics and school achievement as related to neurotic tendencies of high school students. The findings of the study were:

1. Male students were found to show a slightly higher rejection score than females. Similarly, neurotics had a slightly higher rejection score than normals.
2. The parental rejection did not show a significantly positive relationship with neuroticism and rather the sub-component R/U had a significantly negative relationship with neuroticism.
3. In the area of marital adjustment, mothers were found to be more maladjusted among neurotics and normals as compared to fathers.
4. Neurotics male students were found to have better academic achievement than normals in higher socio-economic status level, while neurotic females were found to attain better only in a Kendriya Vidyalaya setting.
5. No significant difference was observed in the academic achievement of neurotics and normals.

STATEMENT OF THE PROBLEM

A great need of research in the field of emotional maturity is felt due to rapid changes in the society in the present age. These changes are creating frustration, anxiety and sensitivity among adolescents, as parents have no time to guide them, to solve their problems. It affects their emotional maturity. These days, the aim of education is to develop right type of behaviour and emotionally mature person right from adolescent stage. There are various factors which go with the development of emotional maturity. Some of these are - intelligence, academic achievement, environmental catalysts and so on.
So, in the light of above given factors, the problem for the present study is stated as:

"A Study of Emotional Maturity of Adolescents in Relation to Intelligence, Academic Achievement and Environmental Catalysts."

OBJECTIVES

1. To find out relationship between emotional maturity and intelligence of adolescents.
2. To find out the relationship between emotional maturity and academic achievement of adolescents.
3. To find out relationship between emotional maturity and environmental catalysts of adolescents.
4a. To find out the differences in the emotional maturity of adolescents of rural-urban areas.
4b. To find out the differences in the emotional maturity of boys and girls.
4c. To find out the difference in emotional maturity of adolescents studying Arts and Science streams.
4d. To find out the difference in the emotional maturity of adolescents studying in government and recognised private senior secondary schools.
4e. To find out the difference in the emotional maturity of hostlers and day scholars.
4f. To find the difference in the emotional maturity of children of working and non-working mothers.
To find the difference in emotional maturity of adolescents up to 15 years and above fifteen years of age.

To find the difference in the emotional maturity of adolescents who are youngest and those who are oldest in the family.

HYPOTHESES

1. There is significant relationship between emotional maturity and intelligence of the adolescents.

2. There is significant relationship between emotional maturity and academic achievement of adolescents.

3. There is significant relationship between emotional maturity and environmental catalysts.

4a. There is significant difference in the emotional maturity of boys and girls.

4b. There is significant difference in the emotional maturity of boys and girls.

4c. There is significant difference in the emotional maturity of adolescents studying in Arts and Science streams.

4d. There is significant difference in the emotional maturity of adolescents studying in government and recognised private Sr. Secondary schools.

4e. There is significant difference in the emotional maturity of adolescents who are hostlets and those who are day scholars.
4f. There is significant difference in the emotional maturity of children of working and non-working mothers.

4g. There is significant difference in the emotional maturity of adolescents up to 15 years of age and above 15 years.

4h. There is significant difference in the emotional maturity of adolescents who are youngest and those who are oldest in the family.

METHOD:

Survey method investigation was employed in the present study.

Sample

A random sample of 356 students was selected from XI class students studying in Government and private recognised Senior Secondary schools of Punjab State. For the wider applicability of results, urban and rural institutions, co-educational institutions as well as boys and girls institutions have day scholars and boarders were involved in the sample.

Tools Used

Following tools were used in the present study:

1. Emotional Maturity Scale (Singh and Bhargava, 1993).
2. Group Test of General Mental Ability (Tandon, 1971).
4. Academic Achievement. This was measured from Xth Class record of the students.
Statistical Techniques Used
1. Co-efficient of Correlation technique.
2. t-ratio technique.

Operational Definition of the Terms Used:

Emotional Maturity

According to Alexander Magoun, "Emotional maturity is refined and developed ability to understand and to use all emotions in personally controlled way."

According to Harlock (1972) emotional maturity means "to assess the situation, that gives rise to emotions, and to learn to control the impulses, acts and feelings."

Cole's view: The chief index of emotional maturity is the ability to bear tension. This viewpoint lays stress upon 'self control' and not on 'self-fulfilment'.

Mitrand (1929) points out that forms of behaviour conspicuously shown by children who are judged as unstable include many immature form of behaviour.

In simple words emotionally mature person possesses adequate hopes and aspirations for his future life. He reviews his hopes and aspirations. He works realistically to achieve his expectations. So emotional maturity implies realism in emotional experiences.

Intelligence

Stoddard (1943) defines intelligence as the ability to undertake activities that are characterised by "difficulty,
complexity, abstractness, economy, adaptiveness to a goal, social value and the emergence of originals."

Analysing various definitions of intelligence one is convinced to believe and accept that intelligence may be considered in terms of ability to adjust, ability to learn and ability to carry on abstract thinking. According to dictionary of Education by Good (1973), "Intelligence is nothing but the ability to learn and to criticise what is learned".

**Academic Achievement**

Good (1973) defines academic achievement as "knowledge attained or skill developed in a school subjects, usually designated by the test scores or by marks assigned by the teacher or both".

**Environment Catalysts**

**Environment**

Environment has become a matter of great interest and concern not only for the environmentalists and ecologists but also the psychologists who study emotional reactions in human beings in relation to the changing environmental conditions.

Environment means all that is found around the individual environment stands for all those circumstances, which are asserting their influence on the individual since conception to death. Our innate abilities are also modified
by the circumstances. Consciously or unconsciously environment moulds the behaviour and the personality of the child. Generally, the main aspects of environment are Physical environment, Intellectual environment, Social environment and Emotional environment.

According to Boring, Longfield and Weld (1961), "The environment is everything that affects the individual except his genes".

According to Webster's Dictionary (1966), Environment is the surrounding conditions, influences or forces that influence or modify : as the whole complex of climatic, edaphic and biotic factors that set upon as organism or an ecological community and ultimately determine its form and survival.

**Catalysts**

As defined by Webster's Dictionary (1966), catalyst is a substance that brings about catalysis and that may or may not actually take part in the process.

So, the catalyst is an agent which generally make one process speedy in nature. Chemically, the catalysts are classified as : (1) Activator and is inhibitor. Similarly, the catalysts which are present in environment can activate as well as regard the process of growth, behaviour and learning of an individual.

"Environmental catalysts" is a complex term to define. Since it is new introduction in the field of research and
psychology so it is difficult to present a huge amount of theoretical contest on this term.

Environmental catalysts like the factors of environment consists of the emotional, physical and intellectual climate that is set up by the teachers, parents and students, which affect the teaching and learning process. So these are the factors present in the environment, which affect the quality and quantity of learning done by the students. These factors can be home, school, society, personal attributes, socio-economic status and psychological environment.

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 fact. 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 emotional, mature and right behaved adolescents. Lack of emotional maturity led to the development of neurotic behaviour of adolescents. Without emotional maturity and normal behaviour adolescents cannot think of a well developed society. Therefore, there is a great need to study emotional maturity.

After seeing the research literature it has been found that very little work has been done in this field and, therefore,
There is 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 a large variety of studies in the field in general 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 field 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, academic achievement and environmental catalysts with emotional maturity and thus will motivate the educationist 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. This will also be helpful to reveal the relationship of emotional maturity in accordance to abilities (intelligence), academic achievement and psychological and physical environment (environmental catalysts).

Understanding the levels of emotional maturity and behaviour has implication for the psychological health of the male and female adolescents and also for the counselling and guidance.

After identifying the various factors which are responsible for lack of emotional maturity of the adolescents, remedial measures can be taken by teachers, authorities and parents to eliminate those factors. We can help adolescents to maintain their emotional maturity and improve their behaviour.

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

Conclusions as arrived after the analysis of the data, interpretation and discussion of the data are given below:

(A) Conclusions as arrived on the basis of bi-variate analysis

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

Therefore, hypothesis H-1 that there is significant relationship between emotional maturity and intelligence of the adolescents is accepted.

2. Variable of academic achievement has insignificant
correlation with the dependent variable of emotional maturity. Thus academic achievement of the adolescents has no relationship with their emotional maturity.

Thus, hypothesis H-2 that there is significant relationship between emotional maturity and academic achievement of adolescents is not retained in the present investigation.

3. Environmental catalysts variable is found to be significantly negatively correlated with the emotional maturity of the adolescents. Thus, results of the present investigation reveal very close relationship between the environment of the adolescents and their emotional maturity. In other words, physical, psychological school and social environment of the adolescents is closely associated with their level of emotional maturity. Hence, if the physical, psychological, school and social environment are congenial, the adolescents will be emotionally mature.

Thus, hypothesis H-3 that there is significant relationship between the emotional maturity and environmental catalysts is accepted in the present study.

(B) Conclusions as arrived on the basis of t-ratio technique

1. Results of the present study reveal that there is insignificant difference in the emotional maturity of adolescents due to urban-rural differences as t-ratio
is found to be insignificant at .05 level. After comparing their mean score of emotional maturity it is found that the mean score of rural adolescents is less as compared to the mean score of urban adolescents, and hence the level of emotional maturity of adolescents of rural areas is higher as compared to the level of adolescents of urban area.

Thus, hypothesis 4(a) that there is significant difference in the emotional maturity of adolescents of rural and urban area is not retained in the present study.

2. There is insignificant difference in the emotional maturity of boys and girls as t-ratio is found to be insignificant at .05 level. After comparing their mean score of emotional maturity scale, it is observed that boys score low and hence their emotional maturity is more as compared to the girls (and hence their emotional maturity is low).

Hypothesis 4(b) that there is significant difference in the emotional maturity of adolescent boys and girls is, therefore, not accepted in the present investigation.

3. There is significant difference in the emotional maturity of science and arts students as obtained t-value is significant at .01 level. After comparing their mean score of emotional maturity scale, it is concluded that
adolescents of science stream are more emotionally mature as compared to the adolescents of art stream.

Therefore, hypothesis 4(c) that there is significant difference in the emotional maturity of adolescents studying in arts and science streams is retained in the present study.

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

Thus, hypothesis 4(d) that there is significant difference in the emotional maturity of adolescents studying in government schools and recognised private senior secondary schools is also retained here.

5. There is no significant difference in the emotional maturity of adolescents who are hostlers and those who are day scholars as the calculated value of t-ratio is found to be insignificant at .05 level. On the basis of their
mean scores it is found that emotional maturity of hostlers is higher as compared to the day scholars.

Therefore, hypothesis 4(e) that there is significant difference in the emotional maturity of adolescents who are hostlers and those who are day scholars is not retained in the present investigation.

6. Adolescents of working and non-working mothers do not differ significantly from each other in their level of emotional maturity as t-value is insignificant at .05 level. On the basis of their mean score of emotional maturity, it is revealed that children of non-working mothers are emotionally more mature as compared to the children of working mothers.

Thus, hypothesis 4(f) that there is significant difference in the emotional maturity of children of working mothers and non-working mothers is not accepted.

7. There is significant difference in the emotional maturity of adolescents who are less than 15 years age and those who are more than 15 years age as t-value is found to be significant at .05 level. After comparing their mean scores, it is revealed that adolescents who are less than 15 years age are at a higher level in their
emotional maturity than the adolescents who are more than 15 years of age.

Hence, hypothesis 4 (g) that there is significant difference in the emotional maturity of adolescents who are less than 15 years of age and those who are more than 15 years of age is retained.

8. Further, there is insignificant difference in the emotional maturity of adolescents who are youngest in the family and those who are eldest in the family due to insignificant t-value. Comparison of their mean scores tells that emotional maturity of those adolescents who are eldest in the family is more as compared to adolescents who are youngest in the family.

Thus, above results reject the hypothesis 4(h) that there is significant difference in the emotional maturity of adolescents who are youngest and those who are eldest in the family.
Educational Implications

The present findings of this research is not only useful to researchers in terms of future research but the findings have application to classroom practices, organisational management in schools and behaviour change.

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

In the home and school congenial environment should be created. More and more co-curricular activities should be organised to give outlet to the pent-up emotional feelings of the adolescents. Adolescents should be provided guidance oriented teaching learning situations. If possible school must have guidance corner/counsellor to solve the emotional problems of the adolescents.

There is need for parents and teachers to 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 private schools and adolescents from urban and rural settings as also children of working mothers.
Effort on the part of teachers is necessary to promote group behaviour in the classroom, healthy climate in the hostel, cooperative behaviour in peer groups. Parents must develop feelings of security in the adolescents who are youngest in the family.

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**

Research study may be conducted on the following topics:-

1. Neurotic behaviour of adolescents in relation to intelligence, academic achievement and environmental catalysts may be taken up for future study.

2. A comparative study of the emotional maturity and adjustment of psychotics and neurotics may be explored.

3. A study may be conducted on the emotional and educational problems of special group of children.

4. A study may be conducted by taking the emotional maturity and its relationship with vocational adjustment and job satisfaction of adolescents.
5. Instead of taking emotional maturity, study may be conducted by taking social maturity of adolescents in relation to intelligence, adjustment, academic achievement and environmental catalysts.

6. A replicative study may be conducted by taking different/large sample for the validity of the present study.