5.1 INTRODUCTION

Adolescence

It is a time of turbulence, when youths go through biological, psychological and social changes as they grow from childhood to adulthood. For many youths, rapid physical changes often outpace their social and emotional maturity, yet social expectations increase because they are viewed by some as more like adults than like children. So, they live in a state of ambiguity. Approximately half of all adolescents are at moderate to high risk of engaging in one or more self-destructive behaviours including unsafe sex, teenage pregnancy and child bearing, drug and alcohol abuse, failure or dropping out of school and delinquent or criminal behaviours. No doubt the problems of adolescents in different parts of the world under different socio-political systems differ in contours and contents but the roots are same. The main cause of their problem behaviour seems to be crises in self-esteem and un-controlled emotional and social development.

Self-Esteem

Self-esteem is essential for our ability to function in a healthy way. Without the foundation of a solid sense of self-worth, adolescents are unable to take the risks and make the decisions necessary to lead a fulfilling and productive life. Low Self-Esteem creates a number of self-doubts that limit their potential. Actually self-esteem is a set of attitudes and beliefs that a person brings with him or herself when facing the world.
Almost every aspect of life's personal happiness, success, relationships with others, achievement, creativity and even sexual life revolve around one core characteristic – Self-esteem. ‘Self-Esteem’ refers to the evaluation a person makes and maintains with regard to him or herself. It is the global evaluation reflecting our views of our accomplishments and capacities, our values, our bodies, others responses to us and our possessions (Kazdin, 2000).

Studies have indicated that students who are unsure of themselves or who expect to fail, inclined to stop trying and just give up. It means feeling good about yourself is being good. The more you like yourself, the more you act in likable ways, the more you believe, the more you are able to achieve. The National Association of self-esteem (NASE) defines Self-Esteem as “the experience of being capable of meeting life’s challenges and being worthy of happiness”.

Teens generally struggle with their self-esteem when they begin puberty. That’s because body undergoes many changes when puberty starts. These rapid changes and the desire to acceptance make it difficult for teens to judge whether they are ‘normal’ when they look at other teens around them. Studies have proved that during adolescence significant decline in self-esteem occurs. The level of Self-Esteem of girls drop to as low as 29% by age 17 and 45% for boys. Due to decrease in self-esteem adolescents become jealous, possessive, inconsiderate, moody and emotionally constricted. They start showing narcissistic, violent and aggressive behaviour. The traditional view that bullies have low self-esteem has recently come under attack. Olweus (1994) noted that bullies suffer from insecurities and self doubts which are the out comes of low self-esteem.

It has also been found that high self-esteem is related to passionate and erotic love whereas low self-esteem is related to feelings of manic love, which is characterized by extreme feelings of both joy and anguish over the love object (Campbell et al., 2002). So adolescents show some signs of emotional immaturity.
Emotional Maturity

Emotional maturity is training of emotions that involve control and right direction of feelings, tempers and impulses. It means control over anger, jealousy, hatred, fear, grief, resentment, selfishness and pride—all of the emotions not just one. Emotional immaturity is simply letting human nature run its own way without any control from right thinking & reasoning mind. An emotionally immature person is usually moody, he is so emotionally wrapped up in his dilemma that he does not know his moral obligation in any situation.

Emotional maturity is development from the state of ‘self-centeredness’ to the state of ‘outgoing concern for others’. Great tragedy of this society is that nearly all people mature physically but only half of them mature mentally but very few ever grow up emotionally. Today, we even wonder about knowing that emotional immaturity is the norm, rather than the exception. Hollingworth (1928) said that emotionally mature person is capable of gradation or degrees of emotional response. He does not respond in all-or-none fashion. If his hat blows up he does not blow up with it. He is capable of delaying his response to exciting situations, to which he is exposed.

Psychologists & social-scientists speak of emotional maturity as ‘presence of emotional intelligence’. Goleman makes the case for emotional intelligence being the strongest indicator of human success, as it helps to view situations objectively and effectively, apply the power of emotions appropriately channeled as a source of energy creativity and influence. So it can also be called ‘Heart intelligence’ as it balances and integrates the head and heart.

Neuroscientists gave new information that the brain has two key structures - limbic system which is the emotional center of the brain and the neocortex which is the thinking part. Limbic system assesses information from the world outside and transmits to neocortex where we work out which is an appropriate response to that particular emotion. So emotional maturity needs the proper co-ordination of both these systems.
Adolescents show many transient reactions that reflect their emancipatory strivings and the vacillations of their impulses and hence emotional immaturity. Emphasizing the value of emotional maturity for adolescents, Goleman has rightly remarked that “the skills of emotional maturity can be learned... adolescence is the crucial learning period, because that is when the skills of emotional literacy are being laid down... and those having good emotional maturity can cope better with adversity”.

Evidences also suggest that adolescents having high self-esteem have superior social skills and interpersonal success, they claim to be more popular and socially intelligent in their peers.

**Social Intelligence**

As man is a gregarious animal, it means he prefers to remain in a group or community rather than alone. He is the moving force of history and the source of all values. All this he does when he is in society. Thorndike in 1920 first identified the concept of Social Intelligence. He maintained that there are three intelligences: -

- **Abstract Intelligence** (the ability to understand and manipulate with verbal and mathematic symbols).
- **Concrete Intelligence** (the ability to understand and manipulate with objects).
- **Social Intelligence** (the ability to understand and relate to people)

In this way Thorndike defined Social Intelligence as “the ability to understand and manage men and women, boys and girls to act wisely in human relations.” According to him Heart Intelligence- intelligence of the heart, has its roots in the concept of ‘Social Intelligence’. Gardner includes inter and intra personal intelligence in his history of multiple intelligences.

Intra-personal Intelligence is the ability to understand oneself and capacity to form an accurate and truthful model of oneself. Inter-personal is the ability to understand other people and work cooperatively with them. Hurlock considered the attainment of intelligence in social relationships as the indicator of social development. Social
Intelligence is reflected through one’s conformity to group standards, moral and traditions of becoming imbibed with the sense of oneness. In defining social intelligence we are talking about human capacity to understand what’s happening in the world and responding to that understanding in a personally and socially effective manner.

We can arrive at the conclusion that no single ingredient is adequate by itself but a combination of all positive human attributes make up Social Intelligence.

In general it is viewed that high self-esteem leads to better inter-group relations. In a meta-analysis, Aberson et al. (2000) found that people high in self-esteem rate groups to which they belong more favorably than they rate groups to which they do not belong. These views show that some relationship must be existing between self-esteem and social intelligence.

As self-esteem and emotional maturity can be boosted up by putting efforts, many factors may have influence over them. Certainly parental upbringing can do the best. Parents can make the road to self-esteem easier or harder.

**Parental Involvement**

Parents have great role in this tender period of adolescence. When adolescents face the problem of heightened emotionality, they become less assertive and more aggressive. The support of family creates an environment where the adolescent can accomplish their ultimate goals. Parental Involvement can be beneficial to the adolescent by creating positive attitude towards life, establishing higher self-esteem, promoting good work ethics and control over emotions. As adolescents face period of ambiguity and indecisiveness, it is the parental support and help which put the child in proper direction.

Parental involvement may be described as the degree to which the parent is “committed to his or her role as a parent and to the fostering of optimal child development” (Maccoby 1983). Parents transmit the culture and customs of society to the oncoming generation. Parents contribute in many subtle ways to the development of children’s general interest, welfare, discipline, interactions with one another, leisure time activities, academic growth and vocational plans (Sharma, 2002).
Involvement reflects parental dedication and positive attention to the child rearing process and is a facilitator of both identification and internalization of social values (Ryan et al., 1992).

The benefits of parental involvement have been investigated and documented by a number of researchers. Benefits of Parental involvement for children include:

- Higher academic achievement, regardless of social-economic status, ethnic/racial background and/or parent educational level;
- Better school attendance;
- Lower dropout rates; and
- Improved social functioning and self-esteem.

Benefits of parental involvement for parents include:-

- Increased understanding of school;
- Greater interaction between parent and child;
- Better access to needed services; and
- Improved levels of self-esteem, self-efficacy and empowerment;

So we can say parental involvement is a multi-dimensional construct that involves the participation of parents in both school and home based activities that are designed to promote the optimal development of students. Parental involvement can include, not only parent’s behaviour (e.g. going to PTA meetings, helping with home work), but also attitudes about involvement barriers to (e.g. language differences, parent literacy) and facilitators of involvement (e.g. flexible meeting schedules, location of the meeting).

Hence to study the intricacy of the relationship of the above said variables in the light of inconsistent and contradictory results given in chapter II give rise to the need of further probing into the problem. This need was felt because adolescence is a period of revolutionary changes. An adolescent has to face various situations and problems and it becomes the function of an educator to enable him to adequately face the problem of life. The present study has helped us to know the interrelations among various dimensions of
self-esteem, emotional maturity, social intelligence and parental involvement. Therefore care can be taken to nourish the desirable correlates and diminish the undesirable traits among the adolescents.

5.2 STATEMENT OF THE PROBLEM

CORRELATIONAL STUDY OF SELF-ESTEEM, EMOTIONAL MATURITY, SOCIAL INTELLIGENCE AND PARENTAL INVOLVEMENT OF ADOLESCENTS

5.3 OBJECTIVES OF THE STUDY

1. To find the relationship between self-esteem and emotional maturity of adolescents.
2. To find the relationship between self-esteem and social intelligence of adolescents.
3. To find the relationship between self-esteem and parental involvement of adolescents.
4. To find the relationship between emotional maturity and social intelligence of adolescents.
5. To find the relationship between emotional maturity and parental involvement of adolescents.
6. To find the relationship between social intelligence and parental involvement of adolescents.
7. To compare the self-esteem of adolescents on the basis of their gender.
8. To compare the emotional maturity of adolescents on the basis of their gender.
9. To compare the social intelligence of adolescents on the basis of their gender.
10. To compare the parental involvement of adolescents on the basis of their gender.

11. To compare the self-esteem of rural and urban adolescents.

12. To compare the emotional maturity of rural and urban adolescents.

13. To compare the social intelligence of rural and urban adolescents.

14. To compare the parental involvement of rural and urban adolescents.

15. To compare the self-esteem of adolescents studying in government and private schools.

16. To compare the emotional maturity of adolescents studying in government and private schools.

17. To compare the social intelligence of adolescents studying in government and private schools.

18. To compare the parental involvement of adolescents studying in government and private schools.

5.4 HYPOTHESES

1. There exists significant positive relationship between self-esteem and emotional maturity of adolescents.

2. There exists significant positive relationship between self-esteem and social intelligence of adolescents.

3. There exists significant positive relationship between self-esteem and parental involvement of adolescents.

4. There exists significant positive relationship between emotional maturity and social intelligence of adolescents.
5. There exists significant positive relationship between emotional maturity and parental involvement of adolescents.

6. There exists significant positive relationship between social intelligence and parental involvement of adolescents.

7. No significant difference exists in self-esteem of male and female adolescents.

8. No significant difference exists in emotional maturity of male and female adolescents.

9. No significant difference exists in social intelligence of male and female adolescents.

10. No significant difference exists in parental involvement of male and female adolescents.

11. No significant difference exists in self-esteem of rural and urban adolescents.

12. No significant difference exists in emotional maturity of rural and urban adolescents.

13. No significant difference exists in social intelligence of rural and urban adolescents.

14. No significant difference exists in parental involvement of rural and urban adolescents.

15. Adolescents studying in government schools and private schools do not differ significantly in their self-esteem.

16. Adolescents studying in government schools and private schools do not differ significantly in their emotional maturity.

17. Adolescents studying in government schools and private schools do not differ significantly in their social intelligence.
18. Adolescents studying in government schools and private schools do not differ significantly in their level of parental involvement.

5.5 SAMPLE

For the present investigation sample was drawn from the urban as well as rural areas and government as well as private schools of Ferozepur district. Total 12 schools were selected randomly from different Sub-Divisions of district Ferozepur. Total 412 students (204 males & 208 females) constitute the final sample of study.

5.6 TOOLS EMPLOYED

Tools used for studying self-esteem, emotional maturity, social intelligence and parental involvement of adolescents are given below:

1. Self-Esteem inventory (Adult Form)
   by Dr. Stanley CooperSmith (1981)

2. Emotional Maturity Scale
   by Dr. Yashvir Singh & Dr. Mahesh Bhargava (1977)

3. Social Intelligence Scale
   by Dr. N.K. Chadha & Ms Usha Ganeshan (1986).

4. Parental Involvement Scale (Parent Version & Student Version)
   by Dr. Malwinder Ahuja & Nidhi Sharma (2002)
5.7 STATISTICAL TECHNIQUES USED

1. Descriptive statistics such as Mean and Standard Deviation were worked out to find out the homogeneity of the sample.
2. Skewness and Kurtosis were calculated to know the nature of distribution curves obtained of the data.
3. Karl Pearson’s Product-Moment Correlation was employed to study the inter-relationships of different variables.
4. To compare the values of different variables belonging to different categories of adolescent students, t-ratios were calculated.

5.8 MAJOR FINDINGS OF THE STUDY

1. Nature of distribution curves obtained for all the four major variables covered under study show that majority of adolescents are having high self-esteem, high emotional maturity, high social intelligence and also having high parental involvement.

2. Self-esteem of adolescents is found to be positively related to their emotional maturity.

*Relationship between Self-Esteem and dimensions of Emotional Maturity*

a) Self-esteem of adolescents is found to be negatively related to their emotional unstability.

b) Self-esteem of adolescents is found to be negatively related to their emotional regression.

c) Self-esteem of adolescents is found to be negatively related to their social maladjustment.

d) Self-esteem of adolescents is found to be negatively related to their personality disintegration.
e) Self-esteem of adolescents is found to be negatively related to their lack of independence.

3. Self-esteem of adolescents is found to be positively related to their social intelligence.

*Relationship between Self-Esteem and dimensions of Social Intelligence*

a) Self-esteem of adolescents is found to be positively related to their patience.

b) Self-esteem of adolescents is found to be positively related to their cooperativeness.

c) Self-esteem of adolescents is found to have positive but insignificant relation with their confidence level.

d) Self-esteem of adolescents is found to be positively related to their sensitivity.

e) Self-esteem of adolescents is found to have positive but insignificant relation with their ability to recognize social environment.

f) Self-esteem of adolescents is found to be positively related to their tactfulness.

g) Self-esteem of adolescents is found to have positive but insignificant relation with their sense of humour.

h) Self-esteem of adolescents is found to have positive but insignificant relation with their memory.

4. Self-esteem of adolescents is found to have positive but insignificant relation with their parental involvement.

*Relationship between Self-Esteem and dimensions of Parental Involvement*
a) Self-esteem of adolescents is found to have positive but insignificant relation with behavioural involvement of their parents.

b) Self-esteem of adolescents is found to have positive but insignificant relation with personal involvement of their parents.

c) Self-esteem of adolescents is found to have positive but insignificant relation with cognitive stimulation provided by their parents.

5. Emotional maturity of adolescents is found to be positively related to their social intelligence.

*Relationship between dimensions of Emotional Maturity and dimensions of Social Intelligence*

a) Emotional maturity of adolescents is found to be positively related to their patience.

b) Emotional maturity of adolescents is found to be positively related to their cooperativeness.

c) Emotional maturity of adolescents is found to be positively related to their confidence level.

d) Emotional maturity of adolescents is found to be positively related to their sensitivity.

e) Emotional maturity of adolescents is found to have positive but insignificant relation with their ability to recognize social environment.

f) Emotional maturity of adolescents is found to be positively related to their tactfulness.

g) Emotional maturity of adolescents is found to have positive but insignificant relation with their sense of humour.
h) Emotional maturity of adolescents is found to have positive but insignificant relation with their memory.

i) Social intelligence of adolescents is found to be negatively related to their emotional instability.

j) Social intelligence of adolescents is found to be negatively related to their emotional regression.

k) Social intelligence of adolescents is found to be negatively related to their social maladjustment.

l) Social intelligence of adolescents is found to be negatively related to their personality disintegration.

m) Social intelligence of adolescents is found to be negatively related to their lack of independence.

6. Emotional maturity of adolescents found to have positive but insignificant relationship with their parental involvement.

*Relationship between dimensions of Emotional Maturity and dimensions of Parental Involvement*

a) Emotional maturity of adolescents is found to have positive but insignificant relation with behavioral involvement of their parents.

b) Emotional maturity of adolescents is found to be positively related to personal involvement of their parents.

c) Emotional maturity of adolescents is found to have positive but insignificant relation with cognitive stimulation provided by their parents.

d) Parental involvement is found to have negative but insignificant relation with emotional instability among adolescents.
e) Parental involvement is found to have negative but insignificant relation with emotional regression among adolescents.

f) Parental involvement is found to have negative but insignificant relation with social maladjustment among adolescents.

g) Parental involvement is found to have negative but insignificant relation with personality disintegration among adolescents.

h) Parental involvement is found to have negative but insignificant relation with lack of independence among adolescents.

7. Social intelligence of adolescents found to have negative but insignificant relationship with their parental involvement.

Relationship between dimensions of Social Intelligence and dimensions of Parental Involvement

a) Social intelligence of adolescents is found to have positive but insignificant relation with behavioural involvement of their parents.

b) Social intelligence of adolescents is found to have positive but insignificant relation with personal involvement of their parents.

c) Social intelligence of adolescents is found to have positive but insignificant relation with cognitive stimulation provided by their parents.

d) Parental involvement is found to have negative but insignificant relation with patience among adolescents.

e) Parental involvement is found to have negative but insignificant relation with cooperativeness among adolescents.

f) Parental involvement is found to be negatively related to level of confidence among adolescents.
g) Parental involvement is found to be negatively related to sensitivity among adolescents.

h) Parental involvement is found to have positive but insignificant relation with adolescents’ ability to recognize social environment.

i) Parental involvement is found to be negatively related to tactfulness among adolescents.

j) Parental involvement is found to be positively related to sense of humour among adolescents.

k) Parental involvement is found to have positive but insignificant relation with memory level of adolescents.

8. Boys and girls in their adolescence age do not differ significantly in their level of self-esteem.

9. Boys and girls in their adolescence age do not differ significantly in their level of emotional maturity.

10. Adolescent girls are found to be having significantly more social intelligence than boys.

11. Adolescent boys and girls do not differ significantly in the level of their parental involvement.

12. Urban adolescents are having high self-esteem than rural adolescents.

13. Rural and urban adolescents do not differ significantly in the level of their emotional maturity.

14. Rural and urban adolescents do not differ significantly in the level of their social intelligence.

15. Urban parents are significantly more involved than rural parents.
16. Adolescents studying in government and private schools do not differ significantly in the level of their self-esteem.

17. Adolescents studying in private schools are having significantly higher emotional maturity than adolescents studying in government schools.

18. Adolescents studying in private schools are having significantly more social intelligence than that studying in government schools.

19. Parental involvement of private school students is found to be having significantly higher than government school students.

5.9 CONCLUSIONS

1. Correlation between Self-Esteem and Emotional Maturity

Significant positive relation exists between self-esteem and emotional maturity. The results suggested that the adolescents who have high self-esteem also have high level of emotional maturity or we can say self-esteem and emotional maturity are positively related to each other. From the results of the present study it can be concluded that adolescents who have more belief in their capability and worthiness and having more positive feeling about themselves have better sense of reality and are flexible to feel, think and act in accordance with reality without undue frustrations and phobias. Whereas adolescents who have more swings or variations in emotional moods suffer from the complexes, so they are dissatisfied with their own self and therefore have low level of self-esteem. Significant negative correlations were obtained between self-esteem and different dimensions of emotional immaturity. Which means that the adolescents with low self-esteem are emotionally unstable, have more emotional regression, socially maladjusted, having disintegrated personality and lacking independence in behaviour. Hence it can be concluded that self-esteem of the adolescents is positively related to their emotional maturity.

2. Correlation between Self-Esteem and Social Intelligence
Significant positive relation exists between self-esteem and social intelligence. It is evident from the results found that adolescents having high self-esteem are socially more intelligent. In other words self-esteem is positively related to social intelligence of adolescents. So it can be concluded from present results that more positive sense of self helps in strengthening in standing up for one’s own views and ideas, respecting the views of others and therefore have more positive social interactions and hence more social intelligence. During dimension wise analysis it was observed that all the dimensions of social intelligence have positive relation and majority of them show significant positive relation to the self-esteem and support the positive relation between the main variables of social intelligence and self-esteem. Hence it can be concluded that self-esteem of adolescents is positively related to their social intelligence.

3. Correlation between Self-Esteem and Parental Involvement

Although positive relation exists between self-esteem and parental involvement but this relation was not found to be statistically significant. This can be concluded from the results that an adolescent in his/her sixteen or seventeen years of age has developed a firm belief about his/her self which can hardly be altered with environmental influences. Moreover parental academic guidance, their devotion of time, their time to time cognitive stimulation can create better educational climate at home and can improve behaviour & academic achievement of their children but can not make much difference in their level of self esteem. Dimensional analysis also shows positive but insignificant relation with each other. Hence we can conclude that although present study show positive relation between self-esteem and parental involvement of adolescents but the effect sizes are too small to be theoretically significant.

4. Correlation between Emotional Maturity and Social Intelligence

Significant positive relation exists between emotional maturity and social intelligence. Results proposed that adolescents who have more emotional maturity also have more
social intelligence or we can say emotional maturity and social intelligence are closely related to each other. This can be concluded from the results that adolescents who are emotionally stable, showing more mature behaviour have more efficiency in social skills and leads to better adjustment in society. Whereas adolescents who are emotionally unstable, show more aggression and frustration and suffer from their own complexes and phobias, so are socially maladjusted. Dimensional analysis shows that majority of the dimensions of social intelligence except sense of humour, recognition of social environment and memory show significant positive relation with emotional maturity. Above mentioned three dimensions were although positively related but their relations with emotional maturity could not be theoretically significant. However rest of the dimensions of social intelligence are significantly positively related to emotional maturity and all the dimensions of emotional maturity also support the positive relation between the two. Hence it can be concluded that emotional maturity and social intelligence of adolescents are positively related to each other.

5. Correlation between Emotional Maturity and Parental Involvement

Although positive relation exists between emotional maturity and parental involvement but this relation was not found to be statistically significant. This can be concluded that emotional disturbances prevailing in adolescence age is due to physical and hormonal changes occurring during this puberty period. That’s why parental care and involvement cannot influence upto significant extent. In dimensional analysis only personal involvement of parents was significantly related to the emotional maturity of adolescents. It can be inferred that other two dimensions i.e. behavioural involvement and cognitive stimulation are mostly linked with the educational boosting, maintaining discipline at home and academic guidance provided by parents, whereas personal involvement is linked with emotionally supportive environment provided by the parents. So only personal involvement could show significant positive relation with emotional maturity. Hence we can conclude that although personal involvement shows significant relation and all other dimensions are also positively related to emotional maturity but their effect sizes are...
too small to be statistically significant. That is why overall relationship between parental involvement and emotional maturity could not be significant. But by providing personal touch and emotional support parents can raise emotional maturity among their children.

6. Correlation between Social Intelligence and Parental Involvement

Negative but insignificant relation exists between parental involvement and social intelligence of adolescents. This can be concluded from the results that adolescents whose parents show much involvement in their life become more dependent and could not learn to develop social relationships at their own level. Rather their area of attachment remains confined to their parents only. During dimensional analysis significant negative correlations are observed between parental involvement and confidence, sensitivity and tactfulness dimensions of social intelligence. Therefore it can be concluded that when parents are much involved, their children lack self-confidence. They cannot develop their own thinking rather demand spoon feeding by parents in all activities. They personally lack the ability to get along tactfully in the world around them. In contrast to them, children of uninvolved parents learn social skills through their own life experiences so become more confident, tactful and sensitive to social issues. In contrary to it parental involvement is found to be positively correlated to sense of humour of their children. So it can be inferred that children whose parents are more caring or much concerned, they need not to struggle in life because everything is provided by the parents, so they have healthy attitude towards life and are more relaxed and carefree in nature. That’s why they are happy-go-lucky type and have habit of enjoying the lighter side of life. Hence it is concluded that although dimensional analysis shows mixed relationships but their effect sizes are too small to be theoretically significant on the overall relationship between parental involvement and social intelligence scores. In this way we can say parental involvement is negatively but insignificantly related to social intelligence of their children.

7. Comparison of Self-Esteem on the basis of Gender
Although males are having high mean scores on self-esteem inventory (SEI) as compared to females but this difference was not found to be statistically significant. So gender makes no difference in the level of self-esteem of adolescents. It can be concluded that girls no more presume themselves inferior in any aspect than boys. They also feel good about themselves and have self trust. That’s why they are showing almost similar level of self-esteem as that of boys.

8. Comparison of Emotional Maturity on the basis of Gender

Male adolescents have high mean scores on emotional maturity scale than females but in the scale used high scores means low emotional maturity. But this difference was not found to be statistically significant. So gender makes no difference in the level of emotional maturity of adolescents. It can be concluded that adolescents show symptoms of emotional immaturity due to their transitional period of life. Emotional disturbances are due to their hormonal changes which are simultaneously occurring in both boys and girls in their adolescence age.

9. Comparison of Social Intelligence on the basis of Gender

Female adolescents are found to be socially more intelligent as compared to males. Hence it can be concluded that female adolescents are having more ability to get along with people in general. They have better knowledge of social matters, more susceptible to stimuli from other members of society and have more insight into the underlying personality traits of strangers as compared to males.

10. Comparison of Parental Involvement on the basis of Gender

Although males are having high mean scores on parental involvement scale as compared to females but this difference was not found to be statistically significant. So gender makes no difference in the level of parental involvement of adolescents. It can be concluded that academic guidance provided by parents, their devotion of time, verbal interaction with their children, nature of discipline, emotional security provided by the parents are nearly same for teenager boys and girls as they show...
equal concern in the overall development of their children irrespective of the gender of their child.

11. Comparison of Self-Esteem on the basis of locale

Rural adolescents have significantly higher self-esteem than urban adolescents. In other words students of senior secondary schools situated in rural areas are having more self-confidence, self-competence and self-worth. They have more positive feelings about their self as compared to urban adolescents. It can be concluded that students studying in senior secondary classes in rural schools consider themselves more superior over the comparatively un-educated or less educated people residing in villages. In rural areas, due to lack of competitive environment, adolescents are more satisfied with what they have as compared to urban areas where everyone is in mad race to be at the top, which give rise to anxiety, frustration and dissatisfaction among today’s youth. So results depict that adolescent students belonging to rural areas have more sense of self-worth or we can say high self-esteem as compared to urban adolescent students.

12. Comparison of Emotional Maturity on the basis of locale

Rural adolescents are having more emotional maturity than urban adolescents but not upto significant extent. It can be concluded that emotional unstability prevailing in adolescents is due to the physiological or hormonal changes associated with this period. External influences like the locality to which they belong do not affect their emotional maturity.

13. Comparison of Social Intelligence on the basis of locale

Mean scores of rural adolescents on SI scale are high as compared to urbans but not upto significant extent. Therefore we can conclude that adolescents do not differ in their social intelligence level on the basis of their locale.

14. Comparison of Parental Involvement on the basis of locale

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Mean scores of urban adolescents on Parental Involvement Scale are significantly higher than rural adolescents. So we can conclude that in case of urban adolescents, involvement of parents is higher as compared to rural parents. Personal involvement and cognitive stimulation is specifically more among urban parents. It can be concluded that in urban areas there are more opportunities and facilities as compared to our villages which are lacking in this aspect. Moreover in urban areas number of children in the families is less as compared to rural areas. So parents can pay more personal attention to their children.

15. Comparison of Self-Esteem on the basis of organization (Govt/Private) of schools

Although mean scores of government school students were found to be higher as compared to private school student, but this difference could not be statistically significant. We can interpret from the results obtained that adolescents studying in government schools have nearly same level of self-esteem as that of adolescents studying in private schools. It can be concluded that self-esteem is positive attitude about the self or belief in one’s worth. Which are inner feelings due to which a person either appreciate one’s abilities or dissatisfied with one’s competence. External environment may have no effect in this regard.

16. Comparison of Emotional Maturity on the basis of organization (Govt/Private) of schools

Adolescents studying in private schools have significantly more emotional maturity as compared to adolescents studying in government schools. It can be concluded that in private schools mostly the students belong to high socio-economic class and of educated families as per Indian conditions. Their parents show more care and affection as they are more aware about the personal needs of their children specifically required in adolescence period. So their children are less frustrated and suppressed and have mature ego development as compared to adolescents studying in government schools whose parents are generally less educated and poor and they observe aggressive, frustrated, irresponsible and rebellion behaviour in their families.
Their children adopt such characters of emotional immaturity from their home and surroundings.

17. **Comparison of Social Intelligence on the basis of organization (Govt/Private) of schools**

Adolescents studying in private schools have significantly higher social intelligence as compared to adolescents studying in government schools. It can be concluded that adolescent students studying in private schools belong to comparatively high socio-economic class and live in the environment which is more mannered and sophisticated and are also comparatively educated and so their children behave in socially more effective manner and wiser in human relations as compared to adolescents studying in government schools whose school as well as home environment is drastically different from that of private schools.

18. **Comparison of Parental Involvement on the basis of organization (Govt/Private) of schools**

Parental involvement of adolescents studying in private schools is significantly higher than that of adolescents studying in government schools. It means parents of adolescents studying in private schools is more involved than the parents of government school students. It can be concluded that in Indian conditions as we generally observe that mostly government school students belong to un-educated families of low economic status. So their parents are more concerned to earn their livelihood and so are less involved in the academic or non-academic development of their children. Whereas students studying in private schools belong to families of high socio-economic class. Their parents are comparatively more educated, awared and concerned about the all round development of their children. Moreover they are able to provide all the necessary facilities to their children. That is why their scores on parental involvement scale are high as compared to parents of government school students.
5.10 EDUCATIONAL IMPLICATIONS

As immediate future of the country is solely in the hands of our young adolescents who are slowly crossing the walls of childhood and stepping towards the adulthood, their study has become very essential for the psychologists, educationists, social workers, guides & councilors and policy makers who work in the field of human resource development. For the optimum growth and development their basic internal psychological factors must be evaluated. So knowledge about best possible correlates of self-esteem, emotional maturity, social intelligence and parental involvement may provide necessary information to any normative science for developing a sound program to enhance the sense of self-worth, balancing and channelising the emotional energy and improving the social skills.

From centuries the target of our policy makers has been to make secondary and higher education more effective and enriched. For this involvement of parents is considered equally important. Researches have proved that parent child relationship should be more intimate for the development of happy and healthy citizens of the society. As implied by the statistical findings of the present research to increase emotional maturity, parents should be involved more personally by providing personal touch, emotional support during the emotional disturbances and help their children to maintain their emotional health during the turbulent period. As present findings show that parental involvement adversely affect the confidence, sensitivity and tactfulness among adolescents. So care should be given that instead of extreme level of dominance or interference, moderately suitable level of involvement should be shown by parents so that their children could develop into more confident, sensitive and tactful individuals by learning themselves from the outer world. However children’s level of memory can be improved by improving the intellectual climate and providing more educational opportunities and facilities by the parents.

As we know that the person who has belief in his own worth can do wonders and those who lacks confidence, expect to fail, stop trying and just quit. So self-esteem is considered an integral part of one’s performance. That’s why it has been included in
evaluative criteria for selection and achievement in various educational, professional and technical courses. As present findings have revealed positive relations between self-esteem, emotional maturity and social intelligence with each other, it can be suggested that for preparing pupils for tomorrow, social skills should be improved by arranging school reform programmes including components that meet the social and emotional needs of youth and will automatically help in enhancing self-esteem among them. Programs should be developed that must highlight teacher driven services that teach and reinforce proper social behaviour and balanced emotional patterns. The research of Nangali & Hansen, 1998 had also revealed emotional and social problems must be targeted and treated as early as possible.

Jealousies, depressions, frustrations, phobias and social maladjustments are major problems found among adolescents, due to which rate of suicides have also increased in this period. Therefore results of present study can be helpful for neuroscientists and psychiatrists to investigate the factors responsible for the emotional control and social adjustment, so that our adolescents can be free from mental illness and lead calm and mentally healthy life. For upliftment of our nation it is very necessary for our youth to be not only academically strong but also emotionally and socially intelligent.

In developmental science also adolescence has been focused as a time of risk. For their maximum and harmonious growth and development parents and society should integrate together in boosting their self-esteem. Emotional maturity and empathetic skills will be improved automatically as all the three have found to be positive correlates with each other in the present research.

The results of the present study may also be helpful in the treatement of various clinical subjects suffering from truancy, dropouts, learned helplessness, disintegrated personalities and conflicts between parents and children. It can be useful for guidance workers and counselors in designing the enriched counseling programs having self-esteem building activities collaborated with suitable personal involvement of parents for solving socio-emotional problems of today’s youth.
5.11 SUGGESTIONS FOR FURTHER STUDY

As research is never ending process like chain reaction, results found in one research provide clues for further exploration. The present study is a humble but a pioneer attempt. Due to constraints of time and resources, it could not be made possible by the investigator to study all aspects of the problem in its completeness. But present study opens up certain avenues for prospective researchers for further findings, which are briefly mentioned below.

The present study was confined to district Ferozepur only. Findings of the study may not be valid for other districts or states also. So comparative or cross cultural studies may be carried out to have the universal conditions of the adolescents.

Sample for the present study was adolescents of senior secondary schools. Cross validation can be done by replicating the study on elementary schools, colleges (arts, technical and professional colleges), university level and also on uneducated adolescents.

Further longitudinal studies can be conducted to evaluate the impact of the variables of the present study on the future adult life of the adolescents.

The present study is limited to a few personal and psychological variables belonging to adolescents. Further research may be planned or conducted to discover the relationship between either of these four variables i.e. self-esteem, emotional maturity, social intelligence and parental involvement with personality dimensions, value patterns, vocational aspirations, life satisfaction, socio-economic status, academic achievement, frustration, anxiety level, home & social adjustment, optimistic & pessimistic attitudes etc.

Experimental studies can also be conducted to examine the impact of one variable over the other e.g. by boosting or building the self-esteem through some counseling or training program, effect on other variables can be found and similarly impact for other variables can be determined.
Similar studies can be repeated by using other tools covering other dimensions of the variables taken under present study.

So we observe that scope for further studies is non-exhaustive however numerous research studies have been undertaken in this discipline then also there is enough scope for further exploration.

5.12 DELIMITATIONS

1. The Sample of the study was confined to the adolescents of age between 15 to 17 years.

2. Only 412 students of classes 10+1 and 10+2 were considered for the study.

3. Sample for the study was confined to the senior secondary schools of Ferozepur district only.

4. The study was restricted to only four variables (i.e. Self-Esteem, Emotional Maturity, Social Intelligence and Parental Involvement).

5. The study was delimited with respect to the tools. The results were guided according to the data collected by these tools and interpretations were governed by the theoretical considerations underlying the test.