CHAPTER - IV

ANAYLYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

SECTION – I

4.1 Descriptive Analysis

To get the descriptive picture of all the variables i.e. self-esteem, emotional maturity, social intelligence and parental involvement including all their dimensions various statistical techniques were employed. To measure central tendency of the data Mean, Median and Mode were calculated. Standard deviation was calculated to find dispersion from means. To know the deviation from the normal probability curve skewness and kurtosis were calculated. Minimum and maximum scores obtained depict the range of the data. To have the analytical and comparative view, all these values are organized and presented below in tabular form in table 4.1.

4.1.1 Self-Esteem of Adolescents

Table: 4.1 reveals that values of mean, median and mode of self-esteem are 59.04, 60.00 and 61.92 respectively with 13.71 as standard deviation from mean. The minimum and maximum scores are 16 and 88 respectively. The value of skewness is found to be -0.21. So distribution is negatively skewed but within acceptable limit of ±1. Value of kurtosis is 0.22 which is lying towards normal i.e. mesokurtic in nature. Negative skewness of the curve show that most of the adolescents are having high self-esteem.
Table: 4.1 Descriptive Analytic Representation of sample (N=412) on the variables of Self-Esteem, Emotional Maturity, Social Intelligence & Parental Involvement

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Min</th>
<th>Max</th>
<th>Range (Max-Min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Esteem</td>
<td>59.04</td>
<td>60.00</td>
<td>61.92</td>
<td>13.71</td>
<td>-0.21</td>
<td>0.22</td>
<td>16</td>
<td>88</td>
<td>72</td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td>91.67</td>
<td>90.00</td>
<td>86.66</td>
<td>25.38</td>
<td>0.20</td>
<td>0.23</td>
<td>48</td>
<td>206</td>
<td>158</td>
</tr>
<tr>
<td>Social Intelligence</td>
<td>83.58</td>
<td>84.00</td>
<td>84.84</td>
<td>6.10</td>
<td>-0.21</td>
<td>0.25</td>
<td>62</td>
<td>99</td>
<td>37</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>52.11</td>
<td>53.00</td>
<td>54.78</td>
<td>7.90</td>
<td>-0.34</td>
<td>0.21</td>
<td>22</td>
<td>70</td>
<td>48</td>
</tr>
</tbody>
</table>

4.1.2 Emotional Maturity of Adolescents

As Mean is found to be the most reliable measure of central tendency. All the results are calculated from the mean whose value is 91.67 with 25.38 standard deviation. Distribution is positively skewed as the value of skewness is 0.20 and curve is nearly mesokurtic in nature because value of kurtosis is 0.23. As minimum and maximum scores obtained are 48 and 206. Slightly positive skewness shows that number of adolescents who scored low is more than the number who scored high. But as in the scale used, low scores mean high emotional stability. So it is evident that majority of the adolescents are emotionally stable.

4.1.3 Social Intelligence of Adolescents

Table: 4.1 shows that Mean and S.D. of the social intelligence are 83.58 and 6.10. The value of skewness is -0.21 which is negatively skewed. The value of kurtosis is 0.25 which shows that the curve is lying near the normality i.e. mesokurtic in nature. Negative skewness shows majority of adolescents are socially intelligent.

4.1.4 Parental Involvement of Adolescents

Table: 4.1 demonstrates that Mean and S.D. of parental involvement are 52.11 ±7.9. The minimum and maximum scores are 22 & 70. The value of skewness for parental involvement is -0.34 which shows that curve is negatively skewed. It means
greater number of adolescents are having high parental involvement. The value of kurtosis for parental involvement is 0.21. So we can say that parental involvement is nearly approaching towards normal i.e. mesokurtic type.
SECTION II

4.2 Correlational Analysis

Karl Pearson product moment correlation was computed to ascertain the type and degree of relationship among different variables considered under study. All the results found have been reported in the form of correlation matrices.

Objective 1: To find the relationship between self-esteem and emotional maturity of adolescents

4.2.1 Correlation of Self-Esteem with Emotional Maturity

Table: 4.2 Correlation of Self-Esteem with Emotional Maturity & its dimensions

<table>
<thead>
<tr>
<th>Variables</th>
<th>Emotional Maturity</th>
<th>Emotional Unstability</th>
<th>Emotional Regression</th>
<th>Social Maladjustment</th>
<th>Personality Disintegration</th>
<th>Lack of Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Esteem</td>
<td>.2906**</td>
<td>-.2388**</td>
<td>-.2541**</td>
<td>-.2266**</td>
<td>-.2629**</td>
<td>-.1831**</td>
</tr>
</tbody>
</table>

**significant at 0.01 level

On examining the table 4.2 we get that the self-esteem bears positive and significant correlation with emotional maturity of adolescents. The value of ‘r’ = 0.2906. This value is significant at 0.01 level of significance.

Hence hypothesis 1 framed as “There exists significant positive relationship between self-esteem and emotional maturity of adolescents” is fully accepted.

Therefore it can be interpreted that self-esteem of adolescents is positively related to their emotional maturity.
Dimension wise Correlational Analysis

For having more comprehensive view when self-esteem of adolescents is correlated with various dimensions of emotional maturity, we get following results as shown in table 4.2:

1. **Self-Esteem vs Emotional Unstability**

   The value of \( r = -0.2388 \). This value is significant at 0.01 level of significance. It means that self-esteem of adolescents is negatively related to their emotional instability. In other words self-esteem has positive relationship with emotional stability of adolescents.

2. **Self-Esteem vs Emotional Regression**

   The value of \( r = -0.2541 \). Which is significant at 0.01 level of significance. It means self-esteem of adolescents is negatively related to their emotional regression.

3. **Self-Esteem vs Social Maladjustment**

   The value of \( r = -0.2266 \). Which is found to be significant at 0.01 level. It means self-esteem of adolescents is negatively related to social maladjustment, in other words adolescents having high self-esteem have more social adjustment.

4. **Self-Esteem vs Personality Disintegration**

   The value of \( r = -0.2629 \). Which is significant at 0.01 level of significance. It means self-esteem of adolescents is negatively related to their personality disintegration or we can say adolescents having high self-esteem also have more integrated personality.

5. **Self-Esteem vs Lack of Independence**
On watching the table 4.3 we observe that self-esteem of adolescents is positively correlated with their social intelligence. The value of \( r = 0.1796 \). This value is significant at 0.01 level of significance.

Hence hypothesis 2 framed as “There exists significant positive relationship between self-esteem and social intelligence of adolescents” is accepted.
Therefore it is concluded that self-esteem bears significant positive relationship with the social intelligence of the adolescents.

**Dimension wise Correlational Analysis**

For having more comprehensive view when self-esteem of adolescents is correlated with various dimensions of social intelligence, we get following results as shown in table 4.3:

1. **Self-Esteem vs Patience**

   The value of ‘r’ = 0.1454. Which is significant at 0.01 level of significance. It means that there exists positive significant relationship between self-esteem and patience found among adolescents or we can say adolescents having high self-esteem are found to be more patient.

2. **Self-Esteem vs Cooperativeness**

   The value of ‘r’ = 0.1480. Which is significant at 0.01 level of significance. It means self-esteem is positively and significantly correlated with cooperativeness dimension of social intelligence or we can say adolescents having high self-esteem are found to be more cooperative.

3. **Self-Esteem vs Confidence Level**

   The value of ‘r’ = 0.0910. Which is non-significant at 0.05 level of significance. It means that there exists positive but non-significant relationship between self-esteem and confidence level of adolescents. In other words level of confidence cannot be predicted from the level of self-esteem of adolescents.

4. **Self-Esteem vs Sensitivity**

   The value of ‘r’ = 0.1715. Which is significant at 0.01 level of significance. It means that there exists significant positive relationship between self-esteem and
sensitivity of adolescents. In other words adolescents having high self-esteem are found to be more sensitive.

5. Self-Esteem vs Recognition of Social Environment

The value of \( r = 0.0378 \). Which is non-significant at 0.05 level of significance. It means adolescents’ ability to recognize the social environment is positive but non-significantly related with their self-esteem. Or we can say that level of self-esteem of adolescents cannot predict their ability to recognize social environment.

6. Self-Esteem vs Tactfulness

The value of \( r = 0.1697 \). Which is significant at 0.01 level of significance. It means that there exists positive significant correlation between self-esteem and tactfulness found among adolescents. Or we can say adolescents having high self-esteem are found to be more tactful.

7. Self-Esteem vs Sense of Humour

The value of \( r = 0.065 \). Which is non-significant at 0.05 level of significance. It means that there exists negligible positive relationship between self-esteem and sense of humour among adolescents. In other words level of self-esteem of adolescents cannot predict their sense of humour.

8. Self-Esteem vs Memory

The value of \( r = 0.0591 \). Which is non-significant at 0.05 level of significance. It means that there exists insignificant positive relationship between self-esteem and memory level of adolescents. Or we can say that level of self-esteem of adolescents cannot predict their memory level.

In the light of above results when we watch dimension wise picture we see that out of eight dimensions of social intelligence, four dimensions i.e. patience, cooperation, sensitivity & tactfulness bear significant positive correlation but rest of the four
dimensions could not support significantly the positive relation between the global variables of self-esteem and social intelligence.

**Objective 3: To find the relationship between self-esteem and parental involvement of adolescents**

### 4.2.3 Correlation of Self-Esteem with Parental Involvement

**Table 4.4 Correlation of Self-Esteem with Parental Involvement & its dimensions**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Parental Involvement</th>
<th>a) Behavioural Involvement</th>
<th>b) Personal Involvement</th>
<th>c) Cognitive Stimulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Esteem</td>
<td>0.0304</td>
<td>0.0716</td>
<td>0.0395</td>
<td>0.09</td>
</tr>
</tbody>
</table>

Table 4.4 shows the value of ‘r’ = 0.0304 which is not significant at 0.05 level of significance.

Hence hypothesis 3 framed as “There exists significant positive relationship between self-esteem and parental involvement of adolescents” is rejected.

Therefore it is concluded that self-esteem bears positive but non-significant relationship with the parental involvement of the adolescents.

**Dimension wise Correlational Analysis**

For having more comprehensive view when self-esteem of adolescents is correlated with various dimensions of parental involvement, we get following results as shown in table 4.4:

1. **Self-Esteem vs Behavioural Involvement**

   The value of ‘r’ = 0.0716, which is non-significant at 0.05 level of significance. It means correlation between self-esteem and behavioural involvement is found to be positive but non-significant.
2. **Self-Esteem vs Personal Involvement**

The value of ‘r’ = 0.0395 which is non-significant at 0.05 level of significance. It means self-esteem bears negligible positive relationship with personal involvement.

3. **Self-Esteem vs Cognitive Stimulation**

The value of ‘r’ = 0.090. Which is non-significant at 0.05 level of significance. It means that there exists positive but non-significant relation between self-esteem of adolescents and cognitive stimulation provided by their parents.

Above results show that self-esteem bears non-significant relationship with parental involvement of adolescents. When we consider the dimension wise correlation, then also none of the dimension of parental involvement can show any significant relationship with self-esteem of adolescents.

**Objective 4: To find the relationship between emotional maturity & social intelligence of adolescents**

4.2.4 **Correlation of Emotional Maturity with Social Intelligence**

*Table: 4.5a Correlation of Emotional Maturity with Social Intelligence & its dimensions*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Emotional Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Intelligence</td>
<td>.1948**</td>
</tr>
<tr>
<td>a) Patience</td>
<td>.1842**</td>
</tr>
<tr>
<td>b) Co-operativeness</td>
<td>.1614**</td>
</tr>
<tr>
<td>c) Confidence Level</td>
<td>.1227*</td>
</tr>
<tr>
<td>d) Sensitivity</td>
<td>.1847**</td>
</tr>
</tbody>
</table>
Table 4.5a shows that the value of ‘r’ = 0.1948 which is significant at 0.01 level of significance.

Hence hypothesis 4 framed as “There exists significant positive relationship between emotional maturity and social intelligence of adolescents” is accepted.

Therefore it is concluded that emotional maturity bears significant positive relationship with the social intelligence of the adolescents.

**Dimension wise Correlational Analysis**

For having more comprehensive view when emotional maturity of adolescents is correlated with various dimensions of social intelligence, we get following results as shown in table 4.5a:

- **Emotional Maturity vs Patience**

  The value of ‘r’ = 0.1842. Which is significant at 0.01 level of significance. It means that there exists positive significant relationship between emotional maturity and patience found among adolescents. In other words emotionally mature adolescents are found to be more patient.

- **Emotional maturity vs Cooperativeness**
The value of \( r = 0.1614 \). Which is significant at 0.01 level of significance. It means emotional maturity is positively and significantly correlated with cooperativeness dimension of social intelligence. In other words emotionally mature adolescents are found to be more cooperative.

- **Emotional maturity vs Confidence Level**

  The value of \( r = 0.1227 \). Which is significant at 0.05 level of significance. It means that there exists positive significant relationship between emotional maturity and confidence level of adolescents. Or we can say emotionally mature adolescents are found to be having more confidence.

- **Emotional Maturity vs Sensitivity**

  The value of \( r = 0.1847 \). Which is significant at 0.01 level of significance. It means that there exists significant positive relationship between emotional maturity and sensitivity of adolescents. Or we can say adolescents having high emotional maturity are found to be more sensitive.

- **Emotional Maturity vs Recognition of Social Environment**

  The value of \( r = 0.0048 \). Which is non-significant at 0.05 level of significance. It means adolescents’ ability to recognize the social environment is positive but non-significantly related with their emotional maturity. Or we can say from the level of emotional maturity of adolescents we can not predict their ability to recognize the social environment.

- **Emotional Maturity vs Tactfulness**

  The value of \( r = 0.1373 \). Which is significant at 0.01 level of significance. It means that there exists positive significant correlation between emotional maturity and tactfulness found among adolescents. In other words adolescents having high emotional maturity are found to be more tactful.
• Emotional Maturity vs Sense of Humour

The value of ‘r’=0.0709. Which is non-significant at 0.05 level of significance. It means that there exists negligible positive relationship between emotional maturity and sense of humour among adolescents. Or we can say that from the level of emotional maturity of the adolescents we cannot predict their sense of humour.

• Emotional Maturity vs Memory

The value of ‘r’=0.0834, which is non-significant at 0.05 level of significance. It means that there exists insignificant positive relationship between emotional maturity and memory level of adolescents. Or we can say that level of emotional maturity of adolescents cannot predict their memory level.

Table: 4.5b Correlation of Social Intelligence with dimensions of Emotional Maturity

<table>
<thead>
<tr>
<th>Variables</th>
<th>a) Emotional Unstability</th>
<th>b) Emotional Regression</th>
<th>c) Social Maladjustment</th>
<th>d) Personality Disintegration</th>
<th>e) Lack of Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Intelligence</td>
<td>-.1555**</td>
<td>-.1843**</td>
<td>-.1386**</td>
<td>-.2334**</td>
<td>-.1557**</td>
</tr>
</tbody>
</table>

**significant at 0.01 level

On correlating social intelligence of adolescents with various dimensions of emotional maturity, we get following results as shown in table 4.5b

• Social Intelligence vs Emotional Unstability

The value of ‘r’=-0.1555. It is significant at 0.01 level of significance. It means that there exists significant negative correlation between social intelligence and emotional unstability. Or we can say socially intelligent adolescents are found to be emotionally more stable.
• Social Intelligence vs Emotional Regression

The value of ‘r’ = -0.1843. This value is significant at 0.01 level of significance. It means that there exists significant negative correlation between social intelligence and emotional regression. In other words socially more intelligent adolescents are found to be having less emotional regression.

• Social Intelligence vs Social Maladjustment

The value of ‘r’ = -0.1386. Which significant at 0.01 level of significance. It means that there exists significant negative correlation between social intelligence and social maladjustment. Or we can say socially intelligent adolescents are found to be more adjusted in society.

• Social Intelligence vs Personality Disintegration

The value of ‘r’ = -0.2334. Which is significant at 0.01 level of significance. It means that there exists significant negative correlation between social intelligence and personality disintegration. Or we can say socially intelligent adolescents are found to be having more integrated personality.

• Social Intelligence vs Lack of Independence

The value of ‘r’ = -0.1557. Which is significant at 0.01 level of significance. It means that there exists significant negative correlation between social intelligence and lack of independence. In other words socially more intelligent adolescents are found to be more independent.

On the basis of above results it is found that when correlation between total scores of emotional maturity and total scores of social intelligence is observed, it is found that there exists significant positive correlation between the two. When emotional maturity is correlated with the dimensions of social intelligence we get positive correlations and majority of these correlations are significant. When social intelligence is correlated with dimensions of emotional immaturity (i.e. inverse of
emotional maturity), we see that all dimensions are negatively correlated to social intelligence. That means social intelligence is significantly positively correlated with all dimensions of emotional maturity. When dimensions of social intelligence and dimensions of emotional immaturity (i.e. inverse of emotional maturity), are correlated then also majority of dimensions show significantly negative relationship which depict that dimensions of emotional maturity are positively correlated to dimensions of social intelligence. So results of dimensional analysis also support the positive relation between the global variables i.e. emotional maturity and social intelligence.

**Objective 5: To find the relationship between emotional maturity and parental involvement of adolescents.**

### 4.2.5 Correlation of Emotional Maturity with Parental Involvement

**Table: 4.6a  Correlation of Emotional Maturity with Parental Involvement & its dimensions**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Parental Involvement</th>
<th>a) Behavioural Involvement</th>
<th>b) Personal Involvement</th>
<th>c) Cognitive Stimulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Maturity</td>
<td>0.0669</td>
<td>0.0205</td>
<td>.1055*</td>
<td>0.0976</td>
</tr>
</tbody>
</table>

*significant at 0.05 level

Table 4.6a shows that emotional maturity has positive but insignificant relationship with the parental involvement of adolescents. The value of ‘r’=0.0669, which is non-significant at 0.05 level of significance.

Hence hypothesis 5 framed as “There exists significant positive relationship between emotional maturity and parental involvement of adolescents” is rejected.

Therefore it is concluded that emotional maturity bears positive but non-significant relationship with the parental involvement of the adolescents.
Dimension wise Correlational Analysis

For having more comprehensive view when emotional maturity of adolescents is correlated with various dimensions of parental involvement, we get following results as shown in table 4.6a:

- **Emotional Maturity vs Behavioural Involvement**

  The value of ‘r’ = 0.0205. Which is non-significant at 0.05 level of significance. It means emotional maturity bears positive but non-significant correlation with behavioural involvement. Or we can say that behavioural involvement of the parents does not predict level of emotional maturity of children.

- **Emotional Maturity vs Personal Involvement**

  The value of ‘r’ = 0.1055. Which is significant at 0.05 level of significance. It means emotional maturity of adolescents bears positive significant relation with personal involvement of the parents. Or we can say that more personal involvement of parents leads to more emotional maturity in their children.

- **Emotional Maturity vs Cognitive Stimulation**

  The value of ‘r’ = 0.0976. Which is non-significant at 0.05 level of significance. It means emotional maturity of adolescents bears positive but non-significant relation with cognitive stimulation provided by parents. In other words cognitive stimulation provided by parents cannot predict level of emotional maturity among their children.

On correlating parental involvement with dimensions of emotional maturity of adolescents, we get following results as shown in table 4.6b
Table: 4.6b  Correlation of Parental Involvement with dimensions of Emotional Maturity

<table>
<thead>
<tr>
<th>Variables</th>
<th>a) Emotional Unstability</th>
<th>b) Emotional Regression</th>
<th>c) Social Maladjustment</th>
<th>d) Personality Disintegration</th>
<th>e) Lack of Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Involvement</td>
<td>-0.0717</td>
<td>-0.0817</td>
<td>-0.0124</td>
<td>-0.0755</td>
<td>-0.0617</td>
</tr>
</tbody>
</table>

- **Parental Involvement vs Emotional Unstability**
  
The value of ‘r’ = -0.0717. Which is non-significant at 0.05 level of significance. It means parental involvement bears negative but insignificant relation with emotional unstability. In other words parental involvement cannot predict level of emotional unstability in their children.

- **Parental Involvement vs Emotional Regression**
  
The value of ‘r’ = -0.0817. Which is non-significant at 0.05 level of significance. It means that there exists negative but non-significant relation between parental involvement and emotional regression. In other words parental involvement cannot predict level of emotional regression in their children.

- **Parental Involvement vs Social Maladjustment**
  
The value of ‘r’ = -0.0124. Which is non-significant at 0.05 level of significance. It means that there exists insignificant negative correlation between parental involvement and social maladjustment. In other words parental involvement cannot predict level of social maladjustment in their children.

- **Parental Involvement vs Personality Disintegration**
  
The value of ‘r’ = -0.0755. Which is non-significant at 0.05 level of significance. It means parental involvement bears insignificant negative relation with
personality disintegration found among adolescents. In other words parental involvement cannot predict level of personality disintegration in their children.

- **Parental Involvement vs Lack of Independence**

  The value of \( r = -0.0617 \). Which is non-significant at 0.05 level of significance. It means parental involvement has insignificant negative relation with lack of independence found among adolescents. In other words parental involvement cannot predict level of dependency in their children.

Above stated results showed that the emotional maturity bears non-significant relationship with parental involvement. When emotional maturity is correlated with dimensions of parental involvement, it is observed that emotional maturity has significant positive correlation with personal involvement (one of the dimension of parental involvement). Whereas it is non-significantly related to the rest two dimensions of parental involvement. When parental involvement is correlated with dimensions of emotional immaturity (inverse of emotional maturity), all correlations are found to be non-significant. It concludes that except personal involvement rest all the dimensions of parental involvement and emotional maturity could not show any significant relation with each other.

**Objective 6: To find the relationship between social intelligence and parental involvement of adolescents**

**4.2.6 Correlation of Social Intelligence with Parental Involvement**

Table: 4.7a Correlation of Social Intelligence with Parental Involvement & its dimensions

<table>
<thead>
<tr>
<th>Variables</th>
<th>Parental Involvement</th>
<th>dim. a) Behavioural Involvement</th>
<th>dim. b) Personal Involvement</th>
<th>dim. c) Cognitive Stimulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Intelligence</td>
<td>-0.0452</td>
<td>0.0507</td>
<td>0.0236</td>
<td>0.0572</td>
</tr>
</tbody>
</table>
Table 4.7a shows that social intelligence has negative but insignificant relationship with the parental involvement of adolescents. The value of ‘r’ = -0.0452. Which is non-significant at 0.05 level of significance.

Hence hypothesis 5 framed as “There exists significant positive relationship between emotional maturity and parental involvement of adolescents” is rejected.

Therefore it is concluded that emotional maturity bears negative but non-significant relationship with the parental involvement of the adolescents.

**Dimension wise Correlational Analysis**

For having more comprehensive view when social intelligence of adolescents is correlated with various dimensions of parental involvement, we get following results as shown in table 4.7a:

- **Social Intelligence vs Behavioural Involvement**

  The value of ‘r’ = 0.0507. It means correlation between social intelligence and behavioural involvement is found to be positive but non-significant. In other words behavioural involvement of parents cannot predict social intelligence of their children.

- **Social Intelligence vs Personal Involvement**

  The value of ‘r’ = 0.0236, which is non-significant at 0.05 level of significance. It means social intelligence bears negligible positive relationship with personal involvement. In other words personal involvement of parents cannot predict social intelligence of their children.

- **Social Intelligence vs Cognitive Stimulation**

  The value of ‘r’ = 0.0572, which is non-significant at 0.05 level of significance. It means that there exists positive but non-significant relation between social
intelligence of adolescents and cognitive stimulation provided by their parents. In other words cognitive stimulation by parents cannot predict social intelligence of their children.

Table: 4.7b Correlation of Parental Involvement with dimensions of Social Intelligence.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Patience</td>
<td>-0.0795</td>
</tr>
<tr>
<td>b) Cooperativeness</td>
<td>-0.0721</td>
</tr>
<tr>
<td>c) Confidence Level</td>
<td>-0.1204*</td>
</tr>
<tr>
<td>d) Sensitivity</td>
<td>-0.1288**</td>
</tr>
<tr>
<td>e) Recognition of Social Environment</td>
<td>0.0823</td>
</tr>
<tr>
<td>f) Tactfulness</td>
<td>-0.111*</td>
</tr>
<tr>
<td>g) Sense of Humour</td>
<td>0.1392**</td>
</tr>
<tr>
<td>h) Memory</td>
<td>0.014</td>
</tr>
</tbody>
</table>

*significant at 0.05 level

**significant at 0.01 level

On correlating parental involvement with the dimensions of social intelligence of adolescents, we get following results as shown in table 4.7b:

- **Parental Involvement vs Patience**

  The value of ‘r’ = -0.0795, which is non-significant at 0.05 level of significance. It means that there exists negative but insignificant relationship between parental involvement and patience found among adolescents. In other words parental involvement cannot predict patience in their children.

- **Parental Involvement vs Cooperativeness**

  The value of ‘r’ = -0.0721, which is non-significant at 0.05 level of significance. It means parental involvement is negatively but non-significantly correlated with
cooperativeness dimension of social intelligence. In other words parental involvement cannot predict cooperativeness in their children.

- **Parental Involvement vs Confidence Level**

  The value of ‘r’ = -0.1204. Which is significant at 0.05 level of significant. It means that there exists negative and significant relationship between parental involvement and confidence level of adolescents. In other words much parental involvement leads to low level of confidence in their children.

- **Parental Involvement vs Sensitivity**

  The value of ‘r’= -0.1288. Which is significant at 0.01 level of significance. It means that there exists significant negative relationship between parental involvement and sensitivity of adolescents. In other words much parental involvement leads to less sensitivity in their children.

- **Parental Involvement vs Recognition of Social Environment**

  The value of ‘r’=0.0823, which is non-significant at 0.05 level of significance. It means adolescents’ ability to recognize the social environment is negligibly positively related with their parental involvement. In other words parental involvement cannot predict ability to recognize social environment in their children.

- **Parental Involvement vs Tactfulness**

  The value of ‘r’= -0.111. Which is significant at 0.05 level of significance. It means that there exists negative correlation between parental involvement and tactfulness found among adolescents. In other words much parental involvement leads to less tactfulness in their children.

- **Parental Involvement vs Sense of Humour**

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The value of ‘r’=0.1392 and this is significant at 0.01 level of significance. It means that there exists significant positive relationship between parental involvement and sense of humour among adolescents. Or we can say that high parental involvement leads to good sense of humour in their children.

- **Parental Involvement vs Memory**

  The value of ‘r’=0.014, which is non-significant at 0.05 level of significance. It means that there exists insignificant positive relationship between parental involvement and memory level of adolescents. In other words parental involvement cannot predict memory level of their children.

  Above stated results show that social intelligence bears non-significant relationship with parental involvement. When dimension wise observation is made, parental involvement is found to have significant negative correlation with confidence, sensitivity & tactfulness (dimensions of social intelligence), whereas it has significant positive correlation with sense of humour (dimension of social intelligence). Beside this memory (dimension of social intelligence) has significant positive correlation with behavioural involvement and cognitive stimulation (dimensions of parental involvement). Rest of the dimensions are non-significantly correlated to each other. And both the global variables i.e. social intelligence and parental involvement when taken as whole bears non-significant correlation with each other.

**4.2.7 Conclusions**

From the analysis of the correlations, following conclusions can be made:

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

   Dimensional analysis concludes:

   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.

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

Dimensional analysis concludes:

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.

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

Dimensional analysis concludes:

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.

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

Dimensional analysis concludes:

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 unstability.

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.

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

Dimensional analysis concludes:

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.

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

Dimensional analysis concludes:

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.

4.2.8 Discussion of Results

The following section will discuss the results in practical term and will examine the convergence and divergence with the previous literature in the field.

Hypothesis 1, viz. “There exists significant positive relationship between self-esteem and emotional maturity of adolescents” was accepted. 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. Results of the present study can be explained on the basis 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. To get more comprehensive view, when relations of self-esteem with different dimensions of emotional immaturity were observed, significant negative correlation were obtained. 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. The results of the present study are also in line with the previous research work done by Leung & Sand (1981), who also reported high self-esteem in emotionally mature students. Results are also consistent with previous findings of the study conducted by Schutte et al. (1998), who reported high emotional maturity associated with less depression and characteristic of positive mood with high self-esteem. Results of the current research are also supported by the prior work conducted by Barry, Grafeman, Adler & Pickard (2007), who explored relation between signs of emotional immaturity associated with low self-esteem. Reynolds & Repetti, 2008 also reported contextual variations in negative mood associated with low self-esteem. Results of Babu (2008) are also inline with the results of the present study showing positive relation between self-esteem and emotional maturity. On the basis of above discussion of results and previous evidences obtained it can be concluded that self-esteem of the adolescents is positively related to their emotional maturity.

Hypothesis 2, viz. “There exists significant positive relationship between self-esteem and social intelligence of adolescents” was accepted. 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. This may be due to the reason 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 (Calterall, 2006). Moreover people with high self-esteem (Battiskich, Solomon & Delucchi, 1973) claim to be more popular having more social skills as compared to people with low self-esteem, who suffer from self doubts and insecurities. The results obtained in the present study are also supported by the findings of the previous study conducted by Furman, Wittenberg and Reis (1988), who found that students high in self-esteem are better on inter-personal skills. Results of the current research is also in accordance with the results of the previous study conducted by Yu, Lee & Min (2007), who reported that self-esteem is positively related to social-interaction and social responsibility. Further Gibson and Jefferson (2006) also support positive relation between the two. Results found by
Frone (2000) also claimed high self-esteem leads to better social relationships and social intelligence. Williams & Mccollester (1990) reported in study that better social relationship with peers during extra curricular activities help in improving their self-esteem. In this way previous evidences also support the results of the current research. During dimension wise analysis it is 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. Based on the above discussion and previous evidences it can be concluded that self-esteem of adolescents is positively related to their social intelligence.

Hypothesis 3, viz. “There exists significant positive relationship between self-esteem and parental involvement of adolescents” was rejected. The results depict that the self-esteem of adolescents shows positive but insignificant relation with parental involvement. This might be attributed to the fact 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 improve behaviour & academic achievement of their children but can not make much difference in their level of self esteem. Results of the present study could not find support from the findings of the previous studies conducted by Elrod & Crase (1980), Bunish (1989), Kale (1982), Forsman (1989), Fletcher and Shaw (1991), Ruffman et al. (1992), Epstein (1992), Amato (1994), Davies (1999) and Cabrera et al. (2000) who depict that increased level of parental involvement result into enhanced self-esteem of the children. Parental affection was reported to be positively related with adolescents’ self-esteem (Growe, 1980). In contrary to above evidences Openshaw et al., 1984 reported that excessive parental control is linked to low self-esteem. Still others have failed to find any relationship between parental control and self-esteem of adolescents. This inconsistency in the result of the present study with the previous studies may be due to the difference in the way one defines and measures parental involvement. Close
examination of the dimensional analysis also show positive but insignificant relation with each other. On the basis of above discussion of results 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.

Hypothesis 4. viz. “There exists significant positive relationship between emotional maturity and social intelligence of adolescents” was accepted. 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 might be attributed to the fact that adolescents who are emotionally stable, showing more mature behaviour have more efficiency in social skills which 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. Results of past studies conducted by Landau & Weissler (1998), Schutte et al. (2001), Andreou (2006) and Babu (2007) also reported positive relation between emotional maturity and intra-personal and inter-personal relationships. Close examination of the 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 are although positively related but their relations with emotional maturity could not be theoretically significant. This may be due to the reason that these dimensions seem to be linked with cognitive domain, whereas emotional maturity seem to be associated with affective domain of one’s behaviour. However rest of the dimensions of social intelligence are positively related to emotional maturity and all the dimensions of emotional maturity also support the positive relation between the two. On the basis of above discussion and previous evidences it can be concluded that emotional maturity and social intelligence of adolescents are positively related to each other.

Hypothesis 5, viz. “There exists significant positive relationship between emotional maturity and parental involvement of adolescents” was rejected. Results depict that
emotional maturity of adolescents show no relation with their parental involvement. This might be attributed to the fact 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 up to significant extent. Results of the past studies conducted by Bunish (1989), Sillick & Schutte (2006) and Singh et al. (2007) reported that increased parental involvement leads to reduced maladaptive and emotionally immature behaviour, whereas like present results Sharma & Vaid (2008) could not find significant relation between the two. On close examination of the dimensional picture, it is observed that only personal involvement of parents significantly related to the emotional maturity of adolescents. This may be due to the reason 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. It is also supported by the findings of the previous studies conducted by Marin et al. (2008). Based on above discussion and previous evidences 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.

Hypothesis 6: viz. “There exists significant positive relationship between social intelligence and parental involvement of adolescents”. Results show that parental involvement and social intelligence of adolescents are negatively rather than positively related. However this relation could not be significant. But present findings could not find support from previous studies conducted by Bunish (1989), Eilers et al. (1998), Davies (1999), Chen et al. (2005) and Vanderbilt & Shaw (2008), which show positive relation between the two. On close examination of dimensional analysis significant negative correlations are observed between parental involvement and confidence, sensitivity and tactfulness dimensions of social intelligence. It might
be attributed to the fact 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. This may be due to the reason 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 have more capacity to cause and have fun. On the basis of above discussion, 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.
SECTION - III

4.3 Differential Analysis

Differential analysis has been done in order to find the differences in self-esteem, emotional maturity, social intelligence and parental involvement (dimension wise) with respect to gender, location of schools (rural/urban) and the organization of the schools (govt/private). T-ratios were calculated for drawing out the comparisons.

4.3.1 Analysis on the basis of gender

4.3.1.1 Comparison of Self-Esteem of adolescents on the basis of gender

Objective: 7 To compare the self-esteem of adolescents on the basis of their gender

Table: 4.8 Means, SD & t-Ratios of Male (N=204) and Female (N=208) adolescents on Self-Esteem Inventory

<table>
<thead>
<tr>
<th>Variables</th>
<th>Male</th>
<th>Female</th>
<th>t Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>59.12</td>
<td>13.55</td>
<td>58.96</td>
</tr>
</tbody>
</table>

Fig. 4.1 shows that the mean score for male adolescents is 59.12 whereas for females mean score is 58.96. The t-ratios between these means is 0.12 which is not significant at 0.05 level of significance as shown in table 4.8. It demonstrates that male and female adolescents do not indicate significant difference in their self-esteem.
Therefore hypothesis 7) framed as “No significant difference exists in self esteem of male and female adolescents” is accepted.

Hence it is interpreted that male and female adolescents are having nearly same level of self-esteem.

4.3.1.2 Comparison of Emotional Maturity of adolescents on the basis of gender

Objective: 8 To compare the emotional maturity of adolescents on the basis of their gender.

Fig. 4.2 depicts difference in the mean scores of male and female adolescents on emotional maturity scale used. The mean score for male adolescents is 92.47 and for females is 90.9.

Table 4.9 Means, SD & t-Ratios of Male (N=204) and Female (N=208) adolescents on Emotional Maturity Scale

<table>
<thead>
<tr>
<th>Variables</th>
<th>Male</th>
<th>Female</th>
<th>t Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td>92.47</td>
<td>27.92</td>
<td>90.90</td>
</tr>
</tbody>
</table>
The difference in their means is shown by the t-ratio which is found to be 0.63 and is insignificant at 0.05 level of significance as shown in table 4.9. It means male and female adolescents are having nearly same level of emotional maturity.

Therefore hypothesis 8 framed as “No significant difference exists in emotional maturity of male and female adolescents” is accepted.

Hence it is interpreted that male and female adolescents are having nearly same level of emotional maturity.

4.3.1.3 Comparison of Social Intelligence of adolescents on the basis of gender

Objective: 9 To compare the social intelligence of adolescents on the basis of their gender

Table 4.10 Means, SD & t-Ratios of Male (N=204) and Female (N=208) adolescents on Social Intelligence Scale

<table>
<thead>
<tr>
<th>Variables</th>
<th>Male</th>
<th>Female</th>
<th>t Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Social Intelligence</td>
<td>82.68</td>
<td>6.09</td>
<td>84.48</td>
</tr>
</tbody>
</table>

**significant at 0.01 level
As shown in Fig. 4.3 mean scores of male and female adolescents on social intelligence scale used are 82.68 and 84.48 respectively. The t-ratio between mean scores of social intelligence obtained by male and female adolescents is 3.03 which is significant at 0.01 level of significance as shown in table 4.10. It is revealed from the results that female adolescents are found to be socially more intelligent as compared to males.

Hence hypothesis 9 framed as “No significant difference exists in social intelligence of male and female adolescents” is rejected.

Therefore it is interpreted that female adolescents are having significantly higher social intelligence as compared to males.

4.3.1.4 Comparison of Parental Involvement of adolescents on the basis of gender

Objective: 10 To compare the parental involvement of adolescents on the basis of their gender

Fig. 4.4 shows the mean scores obtained by male and female adolescents on parent-child interaction scale are 52.81 and 51.43. The t-ratio between these means is 1.78 which is non-significant at 0.05 level of significance as shown in table 4.11.
Table 4.11 Means, SD & t-Ratios of Male (N=204) and Female (N=208) adolescents on Parent-Child Interaction Scale

<table>
<thead>
<tr>
<th>Variables</th>
<th>Male</th>
<th>Female</th>
<th>t Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>52.81</td>
<td>7.38</td>
<td>51.43</td>
</tr>
</tbody>
</table>

Hence hypothesis 10 framed as "No significant difference exists in parental involvement of male and female adolescents" is accepted.

Therefore it is interpreted that male and female adolescents are having nearly same level of parental involvement.

4.3.2 Analysis on the basis of locale (urban/rural) of school

4.3.2.1 Comparison of Self-Esteem of adolescents on the basis of locale

Objective: 11 To compare the self-esteem of rural and urban adolescents
Table 4.12 Means, SD & t-Ratios of Urban (N=222) and Rural (N=190) adolescents on Self-Esteem Inventory

<table>
<thead>
<tr>
<th>Variables</th>
<th>Urban</th>
<th>Rural</th>
<th>t Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>57.38</td>
<td>13.55</td>
<td>60.97</td>
</tr>
</tbody>
</table>

**significant at 0.01 level

As shown in Fig. 4.5 mean scores obtained by urban and rural adolescents on self-esteem inventory are 57.38 and 60.97 and t-ratio between these means is 2.67 which is significant at 0.01 level of significance as shown in table: 4.12.

Hence hypothesis 11 framed as “No significant difference exists in self-esteem of rural and urban adolescents” is rejected.

Therefore it is interpreted that rural adolescents are having significantly higher self-esteem as compared to urban adolescents.

4.3.2.2 Comparison of Emotional Maturity of adolescents on the basis of locale

Objective 12: To compare the emotional maturity of rural and urban adolescents

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The difference in mean scores and t-ratios of emotional maturity of urban and rural adolescents are represented in table: 4.13. The mean scores of urban and rural adolescents are 91.93 and 91.37 respectively. The t-ratio is 0.22 which is insignificant at 0.05 level of significance. So results depict that urban and rural adolescents do not differ significantly in their level of emotional maturity.

Hence hypothesis 12) framed as “No significant difference exists in emotional maturity of rural and urban adolescents” is accepted.

Therefore it is interpreted that urban and rural adolescents are having nearly same level of emotional maturity.
4.3.2.3 Comparison of Social Intelligence of adolescents on the basis of locale

Objective 13: To compare the social intelligence of rural and urban adolescents

On examining the results shown in Fig. 4.7 the mean scores of urban and rural students on social intelligence scale are 83.34 & 83.87 respectively. The t-ratio between these means is 0.9 which is found to be non-significant at 0.05 level of significance as shown in table 4.14. Therefore we can conclude that urban and rural adolescents have nearly same level of social intelligence.

Table : 4.14 Means, SD & t-Ratios of Urban (N=222) and Rural (N=190) adolescents on Social Intelligence Scale

<table>
<thead>
<tr>
<th>Variables</th>
<th>Urban</th>
<th>Rural</th>
<th>t Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Social Intelligence</td>
<td>83.34</td>
<td>6.79</td>
<td>83.87</td>
</tr>
</tbody>
</table>

Hence hypothesis 13 framed as “No significant difference exists in social intelligence of rural and urban adolescents” is accepted.

Therefore it is interpreted that urban and rural adolescents are having nearly same level of social intelligence.
4.3.2.4 Comparison of Parental Involvement of adolescents on the basis of locale

Objective 14: To compare the parental involvement of rural and urban adolescents

On watching the results obtained and shown in Fig. 4.8 we observe that mean scores of urban and rural adolescents on parent-child interaction scale are 52.91 and 51.18 respectively. The t-ratio between these means is 2.23 which is significant at 0.05 level of significance as shown in table 4.15.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Involvement</td>
<td>52.91</td>
<td>51.18</td>
</tr>
<tr>
<td>Mean</td>
<td>7.82</td>
<td>7.90</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t Ratio</td>
<td>2.23*</td>
<td></td>
</tr>
</tbody>
</table>

*significant at 0.05 level

Hence hypothesis 14 framed as “No significant difference exists in parental involvement of rural and urban adolescents” is rejected.
Therefore it is interpreted that urban adolescents are significantly higher level of parental involvement as compared to rural adolescents.

4.3.3 Analysis on the basis of organization (govt/private) of schools

4.3.3.1 Comparison of Self-Esteem of adolescents on the basis of organization (govt/private) of schools

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

Table 4.16 Means, SD & t-Ratios of adolescents studying in Government (N=218) and Private (N=122) schools on Self-Esteem Inventory

<table>
<thead>
<tr>
<th>Variables</th>
<th>Government</th>
<th>Private</th>
<th>t Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>59.61</td>
<td>13.53</td>
<td>57.68</td>
</tr>
</tbody>
</table>

Fig. 4.9 Means of adolescents studying in Government (N=218) and Private (N=122) schools on Self-Esteem Inventory

As shown in Fig. 4.9 mean scores obtained by adolescents studying in Government and Private schools on self-esteem inventory are 59.61 and 57.68 and t-ratio...
between these means is 1.17 which is found to be non-significant at 0.05 level of significance as shown in table 4.16.

Hence hypothesis 15 framed as “Adolescents studying in government schools and private schools do not differ significantly in their self-esteem” is accepted.

Therefore it is interpreted that adolescents studying in government and private schools are having nearly same level of self-esteem.

4.3.3.2 Comparison of Emotional Maturity of adolescents on the basis of organization (govt/private) of schools

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

Table : 4.17 Means, SD & t-Ratios of adolescents studying in Government (N=218) and Private (N=122) schools on Emotional Maturity Scale

<table>
<thead>
<tr>
<th>Variables</th>
<th>Government Mean</th>
<th>Government SD</th>
<th>Private Mean</th>
<th>Private SD</th>
<th>t Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Maturity</td>
<td>93.16</td>
<td>11.56</td>
<td>88.16</td>
<td>3.06</td>
<td>6.58**</td>
</tr>
</tbody>
</table>

**significant at 0.01 level
The difference in mean scores and t-ratios of emotional maturity and its dimensions of urban and rural adolescents are represented in table: 4.17. The mean scores of adolescents studying in government and private schools are 93.16 and 88.16 respectively. The t-ratio is 6.58 which is significant at 0.01 level of significance. We see that the mean scores on emotional maturity scale is found to be higher in case of adolescents studying in government schools rather than private schools. But as this emotional maturity scale is of inverse type so high scores show low signs of emotional maturity. Therefore results obtained depict that adolescents studying in private schools have significantly more emotional maturity as compared to adolescents studying in government schools.

Hence hypothesis 16 framed as “Adolescents studying in government schools and private schools do not differ significantly in their emotional maturity” is rejected.

Therefore it is interpreted that adolescents studying in private schools are having significantly higher emotional maturity as compared to adolescents studying in government schools.

4.3.3.3 Comparison of Social Intelligence of adolescents on the basis of organization (govt/private) of schools

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

Table : 4.18 Means, SD & t-Ratios of adolescents studying in Government (N=218) and Private (N=122) schools on Social Intelligence Scale

<table>
<thead>
<tr>
<th>Variables</th>
<th>Government</th>
<th>Private</th>
<th>t Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Social Intelligence</td>
<td>83.04</td>
<td>12.15</td>
<td>84.89</td>
</tr>
</tbody>
</table>

**significant at 0.01 level
On examining the results shown in Fig. 4.11 the mean scores of adolescents studying in government and private schools on social intelligence scale are 83.04 & 84.89 respectively. The t-ratio between these means is 2.96 which is found to be significant at 0.01 level of significance as shown in table 4.18.

Hence hypothesis 17 framed as “Adolescents studying in government schools and private schools do not differ significantly in their social intelligence” is rejected.

Therefore it is interpreted that adolescents studying in private schools are having significantly higher social intelligence as compared to adolescents studying in government schools.

4.3.3.4 Comparison of Parental Involvement of adolescents on the basis of organization (govt/private) of schools

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

On watching the results obtained and shown in Fig. 4.12 we observe that mean scores of adolescents studying in government and private schools on parent-child
interaction scale are 51.46 and 53.67 respectively. The t-ratio between these means is 2.59 which is significant at 0.01 level of significance as shown in table 4.19.

Table 4.19 Means, SD & t-Ratios of adolescents studying in government (N=218) and private (N=122) schools on Parent-Child Interaction scale

<table>
<thead>
<tr>
<th>Variables</th>
<th>Government</th>
<th>Private</th>
<th>t Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Involvement</td>
<td>51.46 14.01</td>
<td>53.67 6.19</td>
<td>2.59**</td>
</tr>
</tbody>
</table>

**significant at 0.01 level

Hence hypothesis 18 framed as “Adolescents studying in government schools and private schools do not differ significantly in their level of parental involvement” is rejected.

Therefore it is interpreted that adolescents studying in private schools are having significantly higher parental involvement as compared to adolescents studying in government schools.
4.3.4 Conclusions

On the basis of above results of differential analysis following conclusions can be made:

- Boys and girls in their adolescence age do not differ significantly in their level of self-esteem.
- Boys and girls in their adolescence age do not differ significantly in their level of emotional maturity.
- Adolescent girls are found to be having significantly more social intelligence than boys.
- Adolescent boys and girls do not differ significantly in the level of their parental involvement.
- Rural adolescents are having high self-esteem than urban adolescents.
- Rural and urban adolescents do not differ significantly in the level of their emotional maturity.
- Rural and urban adolescents do not differ significantly in the level of their social intelligence.
- Urban parents are significantly more involved than rural parents.
- Adolescents studying in government and private schools do not differ significantly in the level of their self-esteem.
- Adolescents studying in private schools are having significantly higher emotional maturity than adolescents studying in government schools.
- Adolescents studying in private schools are having significantly more social intelligence than that studying in government schools.
• Parental involvement of private school students is found to be significantly higher than government school students.

4.3.5 Discussion of Results

Hypothesis 7, viz. “No significant difference exists in self esteem of male and female adolescents” was accepted. It demonstrates that male and female adolescents do not indicate significant difference in their self-esteem. So we can interpret from these results that adolescents of both genders are having nearly similar level of self-esteem. So gender makes no difference in the level of self-esteem of adolescents. But the results obtained in the present study are not in line with studies conducted by Jaquish & Williams (1981) who reported that males are having significantly higher self-esteem than females. Whereas present results obtained are supported by the study made by Watkins and Qi (1994) who found negligible evidence of gender differences in the level of overall self-esteem among under graduates of China. Results obtained in the present study are also supported by Lecroy (1988) and Mitchell & Fandt (1995). There is inconsistency found in the results of the previous studies. Research conducted in eighties show that male are having more self-esteem. But with the passage of time trend show change and therefore in latest studies and also in present study negligible differences are seen in the level of self-esteem on the basis of gender. Above discussion of the results reveal that there is no difference in self-esteem on the basis of gender. This can be explained on this basis that girls presume themselves no more 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.

Hypothesis 8, viz. “No significant difference exists in emotional maturity of male and female adolescents” was accepted. It means male and female adolescents are having nearly same level of emotional maturity. So in other words we can say male adolescents have nearly equal ability to express their feelings and convictions. But these results obtained are not in accordance with the previous study made by Kaur
(2001), who reported boys to be more mature as compared to girls. But results of the present study show that gender makes no difference on the level of emotional maturity of the adolescents. This might be due to the fact 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.

Hypothesis 9, viz. “No significant difference exists in social intelligence of male and female adolescents” was rejected. Result shows that female adolescents are found to be socially more intelligent as compared to males. That means 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.

Study conducted by Diwan (1998) revealed negligible gender differences on scores of social maturity but from results of present study we interpret that girls are socially more intelligent as compared to boys. This can be explained on this basis that our society is still male dominated where girls have to prove their existence by showing better social skills and competence. That’s why they are found to be more confident, more patient, more cooperative, more confident and hence socially more intelligent as compared to boys.

Hypothesis 10, viz. “No significant difference exists in parental involvement of male and female adolescents” is accepted. Therefore we can conclude from the results obtained that gender of the child makes no difference for the parents in the involvement associated with the development of the children. But study conducted by Hickman et al. (1995) reported that females have more involved parents. However present results are supported by the study conducted by Kaur (1992). This inconsistency may be due to cultural differences prevailing in India and foreign countries. Hence from the present findings we can say 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. Results of the present study conclude that parents show equal concern in the overall development of their children irrespective of the gender of their child.

Hypothesis 11, viz. “No significant difference exists in self-esteem of rural and urban adolescents” was rejected. We can interpret from the results obtained that 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. This difference may be due to the reason 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.

Hypothesis 12, viz. “No significant difference exists in emotional maturity of rural and urban adolescents” was accepted. So results depict that urban and rural adolescents do not differ significantly in their level of emotional maturity. Whereas Kaur (2001) & Singh (1984) reported rural youth having more maturity and adjustment as compared to urban. But present findings show that rural adolescents are having more emotional maturity than urbans but not upto significant extent. This might be due to the reason 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. Above discussion of results reveal that rural and urban do not vary in their level of emotional maturity.
Hypothesis 13, viz. “No significant difference exists in social intelligence of rural and urban adolescents” was accepted. It means that urban and rural adolescents have nearly same level of social intelligence. Whereas Singh (1984) found rural adolescents are socially more adjusted as compared to urbans. But result of the present study is supported by Diwan (1998) who reported no difference among rural and urban students on the basis of social intelligence. In present context also 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 significantly in their social intelligence level on the basis of their locale.

Hypothesis 14, viz. “No significant difference exists in parental involvement of rural and urban adolescents” was rejected. We interpret from the results obtained that in case of urban adolescents, involvement of parents is higher as compared to rural parents. This might be due to the reason that urban parents are more educated, aware and alert as compared to rural parents. Personal involvement and cognitive stimulation is specifically more among urban parents. As 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.

Hypothesis 15, viz. “Adolescents studying in government schools and private schools do not differ significantly in their self-esteem” was accepted. 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. This might be due to the reason 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.

Hypothesis 16, viz. “Adolescents studying in government schools and private schools do not differ significantly in their emotional maturity” was rejected. Because adolescents studying in private schools found to have significantly more emotional
maturity as compared to adolescents studying in government schools. This might be due to the reason that in private schools mostly the students belong to high socio-economic class and of educated families. 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.

Hypothesis 17, viz. “Adolescents studying in government schools and private schools do not differ significantly in their social intelligence” was rejected. Because adolescents studying in private schools found to have significantly higher social intelligence as compared to adolescents studying in government schools. This might be due to the reason that adolescent students studying in private schools belong to comparatively high socio-economic class. They live in the environment which is more mannered and sophisticated. Their parents are also comparatively educated and so they 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.

Hypothesis 18, viz. “Adolescents studying in government schools and private schools do not differ significantly in their level of parental involvement” was rejected. Because results show that 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. This might be due to the reason that in Indian conditions 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, aware 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.