

**A STUDY ON EMOTIONAL MATURITY AND PROBLEMS OF
ADOLESCENTS AMONG HIGHER SECONDARY STUDENTS**

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LIST OF ABBREVIATIONS

ANOVA – Analysis of One Variance

df – Degrees of Freedom

SD – Standard Deviation

CHAPTER I

THE PROBLEM AND CONCEPTUAL FRAMEWORK

Chapter I

The Problem and Conceptual Framework

“Education is the power to think clearly, the power to act well in the world’s work, and the power to appreciate life.”

– Brigham Young

1.0 INTRODUCTION

Education is a journey that takes humans from ignorance to enlightenment. Through education, one acquires knowledge, analyses facts, develops perspectives, acts with integrity, and attains self-actualization. Education can be broadly classified into two types based on its mode of transmission of knowledge namely, (i) Formal Education (ii) Non-Formal Education and (iii) Informal Education

Formal education refers to the structured and organized learning process within an established educational institution, such as schools, colleges, and universities. Non – formal education encompasses organized educational activities outside the established formal system, serving specific learning goals and clientele. Informal education refers to the informal lessons gleaned from life experiences, interactions, and self-directed learning.

Education prepares humans for their adult life. Through education, individuals develop a framework for understanding the world and acquiring the tools to navigate its complexities. It nurtures character and instils values such as discipline, resilience, and empathy. The learning journey extends beyond the classroom, shaping well-rounded individuals capable of contributing meaningfully to society.

The role of teachers in formal education is inevitable. The teacher must create a conducive learning environment for the students, transact knowledge, facilitate learning, serve as a role model, guide the students towards achieving their goals, listen to the problems of students, and act as a mentor. The quality of the teacher decides the quality of education that lays the foundation for national development.

1.0.1 CONCEPT OF EDUCATION

Etymologically, the term "education" finds its roots in Latin, stemming from two distinct words: 'educare', meaning 'to raise' and 'to bring up', and 'educere', signifying 'to lead forth' or 'to come out'. These origins imply that education is aimed at nurturing positive qualities and extracting the best from individuals, seeking to cultivate their inherent potential. Another interpretation suggests that 'education' derives from the Latin word 'Educatum', denoting the act of teaching or training. These etymological nuances imply that education strives to create a nourishing environment conducive to unveiling and developing individual potentialities.

According to the Dictionary of Education edited by C.V. Good (1973), education is defined as "the aggregate of all the processes by which a person develops abilities, attitudes, and other forms of behaviour of practical value in the society in which he or she lives; the social process by which people are subjected to the influence of selected and controlled environment (especially that of the school), so that they may obtain social competence and optimum individual development." This multifaceted concept of education reflects its varied interpretations across different contexts. Defining education precisely, akin to scientific or technical concepts, proves challenging due to the absence of a universally accepted definition. Exploring diverse meanings and perspectives on education aids in analysing prevalent educational practices and assessing their justification.

Narrowly construed, education often refers solely to formal instruction imparted within schools and higher education institutions, focusing on achieving specific knowledge, skills, attitudes, and habits. Here, education is equated with the deliberate transmission of predetermined knowledge and the cultivation of professionals such as engineers, doctors, teachers, or businessmen. In this view, education is a purposeful endeavour meticulously planned to optimize individual development, guided by predetermined educational objectives.

However, a broader understanding of education transcends the confines of formal schooling, encompassing a lifelong process characterized by diverse experiences, knowledge acquisition, and wisdom accumulation through various channels—formal, informal, and incidental. This expansive view perceives education as a formative journey shaping an individual's personality, fostering social change, and

contributing to national development. Education, in this broader sense, integrates all life experiences, emphasizing not only individual growth but also societal and national advancement. It underscores the adaptive process through which individuals navigate their physical, social, and spiritual environments, continuously broadening their horizons, deepening insights, and refining responses—a testament to the enduring truth that life itself serves as the greatest educator.

1.0.2 DEFINITIONS OF EDUCATION

Definitions given by Indian educationists and philosophers include:

- Rabindranath Tagore stated that “The highest education is that which does not merely give us information, but makes our life in harmony with all existence.”
- Swami Vivekananda expressed that “The only true education is that which assists us in bringing out what is already inside us.”
- Aurobindo Ghosh asserted that education is “the progressive discovery of our own ignorance.”
- Mahatma Gandhi described education as “the drawing out of the best in child and man.”

Definitions given by western educationists and philosophers include:

- According to John Dewey, education is “a process of living and not a preparation for future living.”
- Jean Piaget defined education as “the process of equilibration.”
- Paulo Freire emphasized that education is “the practice of freedom.”
- Lev Vygotsky stated that education is “the formation of higher mental functions.”

1.0.3 PURPOSE OF EDUCATION

Education serves as the cornerstone of individual and societal advancement, offering far-reaching benefits that extend beyond mere academic achievement. At its core, education is a catalyst for holistic development, nurturing not only cognitive abilities but also emotional, social, and physical growth. Through the educational journey, individuals acquire essential life skills such as critical thinking, problem-solving, effective communication, and resilience. These skills are not only vital for personal success but also for navigating the complexities of modern society. Moreover,

education fosters a lifelong love of learning, instilling in individuals a sense of curiosity and a thirst for knowledge that transcends formal schooling. One of the most significant roles of education is its contribution to socialization. By engaging with diverse perspectives and experiences within educational settings, individuals learn to navigate social relationships, develop empathy and understanding, and cultivate meaningful relationships. Education serves as a platform for promoting values such as tolerance, respect, and civic responsibility, essential for fostering cohesive and inclusive communities. Furthermore, education plays a pivotal role in preserving cultural heritage and promoting intercultural dialogue. By imparting knowledge of history, literature, art, and traditions, education helps individuals appreciate the richness and diversity of human cultures. This cultural awareness fosters mutual respect and understanding, contributing to a more harmonious and interconnected global society. In addition to its societal benefits, education also has a profound impact on economic prosperity. By increasing employability, income potential, and socioeconomic mobility, education serves as a powerful tool for reducing poverty and inequality. Moreover, an educated workforce is essential for driving innovation, stimulating economic growth, and ensuring the competitiveness of nations in the global marketplace. Furthermore, education has the power to effect social change by challenging existing norms and advocating for justice and equality. By empowering individuals to critically examine social structures, inequalities, and injustices, education inspires active citizenship and collective action towards a more just and equitable world. In essence, education is not merely about acquiring knowledge but about empowering individuals to realize their full potential, contribute meaningfully to society, and shape a better future for themselves and generations to come. It is a fundamental human right and a cornerstone of sustainable development, with profound implications for individual well-being, social cohesion, and global progress.

1.1 EMOTIONS

Emotions are complex and fundamental aspects of human experience, encompassing a wide range of feelings and sensations that arise in response to various internal and external stimuli. At their core, emotions represent our brain's way of interpreting and responding to the world around us, influencing our thoughts, behaviours, and physiological responses. Whether it's the rush of excitement when meeting a friend, the warmth of love when cuddling a pet, or the pang of sadness when

saying goodbye, emotions colour our everyday experiences and shape our perceptions of reality. Scholars and researchers from diverse disciplines, including psychology, neuroscience, and philosophy, have long been intrigued by the nature and significance of emotions. They seek to understand how emotions are generated, expressed, and regulated, as well as their roles in decision-making, social interactions, and overall well-being. By unravelling the intricacies of emotional processes, we gain valuable insights into what it means to be human, enhancing our ability to navigate through life's challenges and forge deeper connections with ourselves and others.

1.1.1 EMOTIONAL MATURITY

Emotional maturity is a vital aspect of human development, encompassing the capacity to comprehend, regulate, and express emotions in ways that foster personal growth and constructive social interactions. Rooted in psychological resilience, self-awareness, and interpersonal competence, emotional maturity equips individuals with the tools to navigate life's challenges with grace and resilience, forging meaningful relationships and pursuing fulfilment. Theoretical frameworks such as Erikson's psychosocial stages and Goleman's emotional intelligence theory illuminate the intricate interplay between cognitive, emotional, and social competencies that underpin mature emotional functioning. By cultivating a nuanced understanding of one's own emotions, empathizing with others, and effectively managing interpersonal dynamics, individuals can foster emotional maturity, enhancing their well-being and enriching their lives.

1.1.2 DEFINITIONS OF EMOTIONAL MATURITY

According to Daniel Goleman, emotional maturity, or emotional intelligence, refers to the ability to recognize, understand, regulate, and express emotions effectively in oneself and others. It involves skills such as self-awareness, self-regulation, empathy, and social competence.

Erik Erikson conceptualized emotional maturity within the framework of his psychosocial stages of development. He described emotional maturity as the successful resolution of developmental crises, leading to the achievement of key developmental tasks such as identity formation, intimacy, and generativity.

Salovey and Mayer defined emotional maturity as emotional intelligence, which involves the ability to perceive, use, understand, and manage emotions effectively. They proposed that emotional intelligence encompasses both interpersonal and intrapersonal skills related to emotions.

George E. Vaillant viewed emotional maturity as the capacity to balance emotional expression and regulation in a way that promotes psychological well-being and interpersonal harmony. He emphasized the role of emotional maturity in fostering resilience and adaptive coping strategies in the face of life's challenges.

1.1.3 THEORIES ON EMOTIONAL MATURITY

Emotional maturity is a complex construct that encompasses various aspects of emotional regulation, interpersonal skills, and psychological resilience. Theories on emotional maturity provide frameworks for understanding how individuals develop and express mature emotional functioning across different stages of life. Each theory offers unique insights into the factors that contribute to emotional maturity and its implications for personal growth, well-being, and social functioning.

1.1.3.1 ERIKSON'S PSYCHOSOCIAL STAGES OF DEVELOPMENT

Erik Erikson proposed a theory of psychosocial development, outlining eight stages of life from infancy to old age. Each stage is characterized by a specific psychosocial crisis or developmental task that individuals must resolve to achieve emotional maturity. For example, during adolescence, individuals confront the identity versus role confusion conflict, striving to form a coherent sense of self and establish meaningful relationships with others.

1.1.3.2 GOLEMAN'S THEORY OF EMOTIONAL INTELLIGENCE

Daniel Goleman's theory of emotional intelligence emphasizes the importance of recognizing, understanding, regulating, and expressing emotions effectively. Emotional intelligence comprises four main domains: self-awareness, self-regulation, social awareness, and relationship management. Individuals with high emotional intelligence are better equipped to navigate social interactions, cope with stress, and foster strong interpersonal relationships, all of which are central to emotional maturity.

1.1.3.3 ATTACHMENT THEORY

Attachment theory, proposed by John Bowlby and further developed by Mary Ainsworth, explores the impact of early relationships on emotional development. According to attachment theory, the quality of early attachments between infants and caregiver's shapes individual's emotional regulation, social competence, and mental health outcomes throughout life. Secure attachment fosters emotional resilience and facilitates the formation of secure relationships, while insecure attachment patterns may hinder emotional maturity and intimacy.

1.1.3.4 HUMANISTIC APPROACHES

Humanistic theories, such as Carl Rogers' person-centred approach, emphasize self-actualization and personal growth as central to emotional maturity. Rogers posited that emotional maturity involves the integration of one's self-concept with their actual experiences and values, leading to authenticity and self-acceptance. Individuals who engage in genuine self-exploration and pursue their inherent potential are more likely to exhibit mature emotional functioning and fulfilment in life.

1.1.4 CHARACTERISTICS OF AN EMOTIONALLY MATURE PERSON

- **Emotional Awareness:** Recognizes and understands their own emotions, motivations, and behaviours.
- **Self-Regulation:** Effectively manages their emotions, remaining composed and avoiding impulsive reactions.
- **Empathy:** Demonstrates understanding and sensitivity towards the emotions and experiences of others.
- **Resilience:** Bounces back from setbacks and challenges, viewing them as opportunities for growth.
- **Authenticity:** Presents themselves genuinely and transparently, aligning actions with values and beliefs.
- **Effective Communication:** Expresses thoughts and feelings clearly, while listening attentively to others.
- **Healthy Boundaries:** Establishes and respects personal boundaries, while honouring those of others.
- **Reflection:** Engages in self-reflection and introspection for personal growth and development.

- **Adaptability:** Flexibly adjusts to change and uncertainty, embracing new perspectives and behaviours.
- **Gratitude:** Maintains a positive outlook, focusing on the positives and expressing gratitude for experiences and relationships.

1.1.5 IMPORTANCE OF EMOTIONAL MATURITY

Emotional maturity is a cornerstone of personal development and well-being, essential for navigating life's challenges and fostering healthy relationships. It encompasses the ability to understand, manage, and express emotions effectively, reflecting a deeper level of self-awareness, resilience, and empathy. In personal relationships, emotional maturity promotes open communication, empathy, and conflict resolution, fostering deeper connections and trust. It also cultivates resilience, enabling individuals to cope with stress, adversity, and uncertainty in a constructive manner. Moreover, emotional maturity plays a crucial role in societal harmony, promoting tolerance, understanding, and compassion across diverse cultures and communities. Ultimately, nurturing emotional maturity is essential for individuals to lead meaningful, purposeful lives and contribute positively to their communities and the world at large.

1.1.6 AREAS OF EMOTIONAL MATURITY

Emotional maturity encompasses various dimensions that collectively contribute to individuals' ability to navigate life's challenges effectively and maintain healthy relationships. The areas of emotional maturity are interconnected and essential for individuals to lead fulfilling lives and maintain healthy relationships with others. Developing emotional maturity involves ongoing self-reflection, growth, and the acquisition of skills to navigate the complexities of the human experience.

1.1.6.1 EMOTIONAL STABILITY

Emotional stability refers to the ability to maintain a consistent and balanced emotional state, regardless of external circumstances or internal fluctuations. It involves being able to regulate and manage one's emotions effectively, avoiding extremes of mood swings or erratic behaviour. Emotionally stable individuals typically demonstrate resilience in the face of adversity, remaining calm and composed even during stressful situations. They exhibit a sense of inner strength and self-assurance, enabling them to cope with challenges without becoming overwhelmed or overly reactive. Emotional stability is essential for promoting mental well-being, fostering healthy relationships,

and achieving personal growth and success. It allows individuals to navigate life's ups and downs with grace and equanimity, contributing to overall happiness and fulfilment.

1.1.6.2 EMOTIONAL PROGRESSION

Emotional progression represents the ongoing journey individuals undertake towards deeper comprehension, regulation, and expression of emotions as they mature. It signifies the gradual enhancement of emotional intelligence and resilience over time, characterized by heightened awareness and acknowledgment of both personal and others' emotions. Advancing emotionally involves gaining insights into the triggers and origins of emotions, enabling individuals to respond more effectively to challenging circumstances. This evolution encompasses the acquisition and refinement of strategies for managing emotions, fostering increased adaptability and fortitude in confronting adversity. Furthermore, emotional progression entails nurturing empathy and comprehension of others' emotional experiences, thereby fostering stronger interpersonal bonds and social connections. Emotional progression serves as a fluid process empowering individuals to navigate life's complexities with greater ease and confidence, fostering enhanced well-being and personal fulfilment.

1.1.6.3 SOCIAL ADJUSTMENT

Social adjustment refers to the ability of individuals to effectively navigate and adapt to the social environments in which they interact. It encompasses the development of social skills, the ability to conform to social norms, and the capacity to cope with interpersonal challenges. Socially adjusted individuals possess a repertoire of communication and relationship-building skills, understand and adhere to societal expectations, and can manage stressors and conflicts constructively. They are capable of fulfilling various social roles and maintain supportive social networks. Cultural competence is also integral to social adjustment, involving respect for diversity and understanding of different cultural norms and practices. Social adjustment is an ever evolving process influenced by individual characteristics, socialization experiences, and broader cultural contexts, facilitating effective engagement and participation within society.

1.1.6.4 PERSONALITY INTEGRATION

Personality integration is a psychological concept that pertains to the coherence and harmony among various components of an individual's personality. It encompasses the integration of thoughts, emotions, behaviours, and self-perceptions into a unified and consistent whole. Achieving personality integration involves the resolution of internal conflicts, contradictions, and inconsistencies within oneself. This process often entails coming to terms with past experiences, acknowledging and accepting different aspects of one's identity, and aligning behaviours with personal values and beliefs. Personality integration fosters a sense of authenticity, self-awareness, and psychological well-being, as individuals develop a cohesive sense of self and navigate life with greater purpose and resilience. It is a constantly changing process that continues throughout the lifespan, influenced by ongoing experiences, relationships, and personal growth endeavours.

1.1.6.5 INDEPENDENCE

Independence is a multifaceted concept encompassing various dimensions of autonomy, self-reliance, and freedom from external control or influence. At its core, independence reflects an individual's ability to make decisions, pursue goals, and take actions based on one's own judgment, preferences, and values. It involves a sense of self-determination and the capacity to think and act independently of others' opinions or directives. Independence can manifest in different domains of life, including personal, social, and economic realms. Personal independence involves the ability to manage one's own affairs, emotions, and responsibilities without undue reliance on others. Social independence pertains to the capacity to form and maintain relationships based on mutual respect and interdependence rather than dependency. Economic independence refers to the ability to support oneself financially and make decisions about one's livelihood and resources. Achieving independence often requires developing self-confidence, problem-solving skills, and resilience to overcome obstacles and challenges. It is a flexible process influenced by individual characteristics, social contexts, and cultural norms, and it evolves throughout the lifespan as individuals strive for greater autonomy and self-sufficiency.

1.2 ADOLESCENCE

Adolescence refers to the transitional period between childhood and adulthood, typically characterized by significant physical, cognitive, social, and emotional development. It is commonly defined as the period spanning from around ages 10 to 19, although exact age ranges may vary depending on cultural and contextual factors. During adolescence, individuals undergo rapid physical changes, including puberty, which marks the onset of sexual maturity. This period is also marked by cognitive development, with improvements in reasoning, problem-solving, and abstract thinking abilities. Socially, adolescents begin to establish their identities, develop peer relationships, and explore their roles within society. Emotionally, they may experience heightened self-awareness, identity formation, and fluctuations in mood and self-esteem. The concept of adolescence has been extensively studied across various disciplines, including psychology, sociology, and education, highlighting the unique challenges and opportunities associated with this developmental stage. Key developmental tasks during adolescence include achieving autonomy from parents, forming meaningful peer relationships, clarifying personal values and goals, and preparing for the transition to adulthood.

1.2.1 DEFINITION OF ADOLESCENCE

Arnett defined adolescence as "the period of life from roughly age 10 to 22 during which individuals experience significant physical, cognitive, and psychosocial development." He emphasizes the cultural aspects of adolescence, highlighting how it varies across different societies and historical contexts.

Steinberg described adolescence as "the period of life that begins with the onset of puberty and ends when individuals attain a stable, independent role in society, typically through employment, marriage, or parenthood." He focuses on the transition to adulthood and the developmental tasks associated with this period.

Sawyer and Patton viewed that adolescence as "a time of opportunity and risk," emphasizing the dual nature of this developmental stage. They highlight the unique challenges and opportunities that adolescents face in terms of health, education, and social relationships.

Dahl and Spear defined adolescence as "a period of rapid brain development and maturation, characterized by significant changes in cognitive, emotional, and behavioural functioning." They focus on the neurobiological aspects of adolescence and how brain development influences behaviour and decision-making during this period.

1.2.2 THE AGE OF ADOLESCENTS

The age range for adolescence can vary slightly depending on the source and the specific context being discussed. Individual development can vary widely, and factors such as cultural, social, and biological differences can influence the timing and progression of adolescence for each individual. Mentioned below are some common age ranges for adolescence as defined by different sources:

- World Health Organization (WHO): The WHO defined adolescence as the period between 10 and 19 years of age.
- United Nations (UN): The UN also defined adolescence as the period from 10 to 19 years of age.
- American Academy of Paediatrics (AAP): The AAP defined adolescence as the period from 11 to 21 years of age.
- American Psychological Association (APA): The APA typically defined adolescence as the period from 12 to 18 years of age.
- Centres for Disease Control and Prevention (CDC): The CDC defined adolescence as the period from 11 to 21 years of age.

1.2.3 YOUTH Vs ADOLESCENTS

The terms "youth" and "adolescents" are often used interchangeably but carry slightly different connotations. "Youth" typically refers to individuals in the early stages of adulthood, encompassing a broader age range that extends beyond adolescence into young adulthood. It signifies a period of transition from childhood to adulthood and may include individuals up to age 30 or beyond, depending on the context. On the other hand, "adolescents" specifically denote individuals within the age range of 10 to 19 years old, experiencing significant physical, cognitive, social, and emotional development. Adolescence is a distinct developmental stage characterized by the transition from childhood to adulthood, marked by unique challenges and milestones. While both terms refer to young individuals, "youth" conveys a broader age spectrum, while "adolescents" specifically delineate individuals within the teenage years.

1.2.4 PROBLEMS OF ADOLESCENTS

The adolescent stage of development is a pivotal period marked by a myriad of challenges that significantly shape the experiences and trajectories of young individuals. Adolescents find themselves navigating a complex interplay of factors across various domains of life, each presenting its own set of hurdles to overcome. Within the familial realm, adolescents may grapple with shifting evolving interactions as they strive for independence while still seeking support and guidance from parents or caregivers. This delicate balance can often lead to conflicts and tensions as adolescents assert their autonomy amidst parental expectations and boundaries. Moreover, the educational landscape presents its own pressures, with academic demands, standardized testing, and college preparation looming large for many adolescents. Peer relationships also take centre stage during adolescence, with the desire for acceptance and belonging sometimes leading to conformity, peer pressure, or even bullying. Adolescents often wrestle with personal challenges such as identity exploration, emotional regulation, and coping with hormonal changes. These multifaceted problems intersect and intertwine, creating a complex web of experiences that profoundly impact adolescents' mental health, self-esteem, and overall well-being. Understanding and addressing these challenges is essential for providing adolescents with the support and resources they need to navigate this transformative period successfully.

1.2.4.1 FAMILY PROBLEMS

Family problems can significantly impact the well-being and development of adolescents, as they navigate the complexities of this crucial stage of life. Conflict within the family unit, whether stemming from parental expectations, communication breakdowns, or intergenerational differences, can create significant stress and turmoil for adolescents. Issues such as divorce, parental substance abuse, domestic violence, or financial instability can further exacerbate family problems, leading to feelings of insecurity, emotional distress, and a sense of instability in adolescents. Overprotective or authoritarian parenting styles may impede adolescents' autonomy and independence, hindering their ability to develop crucial life skills and self-confidence. Conversely, lack of parental involvement or support can leave adolescents feeling neglected or abandoned, with inadequate guidance and resources to navigate the challenges they

face. These family problems can have long-lasting effects on adolescents' mental health, social relationships, and holistic well-being, highlighting the importance of addressing family interactions and providing support for both adolescents and their families during this critical period of development.

1.2.4.2 SCHOOL PROBLEMS

Adolescents often encounter a multitude of challenges within the school environment that can significantly impact their well-being and academic success. Academic pressure, including high-stakes testing, rigorous coursework, and competitive college admissions processes, can contribute to stress, anxiety, and burnout among adolescents. Problems such as bullying, peer conflict, and social exclusion can create hostile or unwelcoming school climates, further exacerbating adolescents' emotional distress and hindering their ability to engage effectively in the learning process. Moreover, adolescents may struggle with issues related to motivation, time management, and organizational skills, which can impede their academic performance and lead to feelings of frustration and inadequacy. Lack of support from teachers or inadequate resources and accommodations for learning differences can also exacerbate school-related challenges for adolescents, making it difficult for them to thrive academically and develop a positive sense of self-esteem and competence. Addressing these school-related problems requires a comprehensive approach that encompasses support for both academic and socio-emotional needs.

1.2.4.3 SOCIAL PROBLEMS

Adolescence is a time of significant social development, yet it is also marked by various social problems that can impact the well-being of young individuals. Peer pressure, for instance, often exerts a powerful influence on adolescents, pushing them towards risky behaviours such as substance abuse, delinquency, or unsafe sexual practices. Bullying and cyberbullying are pervasive issues in many adolescent social environments, causing emotional distress and psychological harm to those targeted. Moreover, social media use can exacerbate feelings of inadequacy, comparison, and isolation among adolescents, leading to negative self-image and mental health issues. The problems related to identity, belonging, and acceptance can arise as adolescents navigate questions of sexual orientation, gender identity, or cultural identity, particularly in environments that lack support or acceptance for diversity. These social

problems underscore the importance of fostering inclusive, supportive environments for adolescents, where they feel valued, accepted, and empowered to navigate the complexities of their social world with resilience and confidence.

1.2.4.4 PERSONAL AND OVER SENSITIVITY PROBLEMS

Adolescence is a period marked by significant emotional and psychological development, during which adolescents may grapple with personal and over-sensitivity problems that impact their well-being. Personal problems among adolescents can manifest in various forms, including heightened self-consciousness, identity confusion, and existential angst as they navigate the complexities of their changing identities and roles. Adolescents may experience over-sensitivity issues, characterized by heightened emotional reactivity, mood swings, and difficulty regulating emotions in response to both internal and external stimuli. These challenges can lead to heightened stress levels, interpersonal conflicts, and difficulties in social relationships, as adolescents struggle to manage their emotions effectively. Over-sensitivity problems may exacerbate mental health issues such as anxiety and depression, further impacting adolescents' overall functioning and quality of life. Addressing personal and over-sensitivity problems among adolescents requires providing them with the necessary support, resources, and coping strategies to navigate these challenges effectively and promote their emotional well-being.

1.3 PROBLEMS OF ADOLESCENTS AND EMOTIONAL MATURITY

Emotional maturity plays a crucial role in reducing the problems experienced by adolescents. Adolescents who possess higher levels of emotional maturity are better equipped to navigate the challenges they encounter during this developmental stage. Firstly, emotionally mature adolescents tend to have better self-awareness and understanding of their emotions, allowing them to effectively regulate their feelings and behaviours. This ability to manage emotions can help them cope with stressors such as academic pressure, peer conflicts, and family issues, reducing the likelihood of developing mental health problems like anxiety and depression.

Emotionally mature adolescents often exhibit improved interpersonal skills, including empathy, perspective-taking, and conflict resolution abilities. These skills enable them to form healthier and more supportive relationships with peers, teachers, and family members, reducing the likelihood of experiencing social isolation, bullying,

or conflict. Emotionally mature adolescents are better equipped to resist negative peer influences and peer pressure, making healthier choices regarding substance use, risky behaviours, and social media use.

Emotional maturity fosters resilience, allowing adolescents to bounce back from setbacks and adversity more effectively. Instead of succumbing to despair or hopelessness in the face of challenges, emotionally mature adolescents are more likely to seek help, problem-solve, and persevere in achieving their goals. By promoting emotional maturity through supportive environments, positive role models, and skill-building interventions, we can empower adolescents to overcome obstacles, thrive in their social and academic environments, and cultivate greater well-being as they transition into adulthood.

1.4 OBJECTIVES OF THE STUDY

- To find out if there is any significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in personal and school related variables such as gender, birth order, school management, type of school, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation, family monthly income.
- To find out if there is any significant difference in the dimensions of emotional maturity of higher secondary students of Chennai district owing to the difference in personal and school related variables such as gender, birth order, school management, type of school, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation, family monthly income.
- To find out if there is any significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in personal and school related variables such as gender, birth order, school management, type of school, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation, family monthly income.
- To find out if there is any significant difference in the dimensions of problems of adolescents of higher secondary students of Chennai district owing to the difference in personal and school related variables such as gender, birth order, school management, type of school, father's educational qualification, mother's

educational qualification, father's occupation, mother's occupation, family monthly income.

- To find out if there is any significant relationship between dimensions of Emotional Maturity and dimensions of Problems of Adolescents among higher secondary students of Chennai district.
- To find out if there is any significant relationship between Emotional Maturity and Problems of Adolescents among higher secondary students of Chennai district.
- To check if Emotional Maturity is a significant predictor of Problems of Adolescents of Higher Secondary Students of Chennai District.

1.5 NEED AND SIGNIFICANCE OF THE STUDY

Exploring the correlation between emotional maturity and the challenges faced by adolescents is of significant research importance for various reasons. Investigating how emotional maturity impacts adolescent development provides valuable insights into the factors influencing positive psychological adjustment and overall well-being during this pivotal life stage. By examining how emotional maturity can either alleviate or exacerbate adolescent issues such as mental health struggles, behavioural difficulties, and social conflicts, researchers can identify potential areas for intervention and strategies to bolster resilience and favourable outcomes among adolescents.

Understanding the connection between emotional maturity and adolescent problems informs the design of evidence-based interventions and preventative measures aimed at bolstering emotional competence and coping mechanisms in adolescents. By pinpointing specific facets of emotional maturity most closely linked to adaptive functioning and psychological wellness, researchers can tailor interventions to effectively target these areas, thus curbing the prevalence and severity of adolescent issues and fostering positive growth.

Research focusing on emotional maturity and adolescent challenges can refine theoretical frameworks and models in developmental psychology and related disciplines. By empirically testing hypotheses and theoretical assertions concerning the mechanisms driving the relationship between emotional maturity and adolescent outcomes, researchers can advance our understanding of human development and contribute to theoretical discourse within the field.

Studying emotional maturity and adolescent issues from a research standpoint is vital for advancing knowledge, informing practice, and enhancing the well-being of young individuals. Through rigorous empirical inquiry into the intricate interplay between emotional growth, societal influences, and adolescent adjustment, researchers can pave the way for the development of more efficacious interventions, policies, and approaches aimed at nurturing the healthy development of adolescents.

1.6 CONCLUSION

This Chapter dealt with the theoretical explanations of Emotional Maturity and Problems of Adolescents in higher secondary students of Chennai district. It highlighted the objectives of the study, need and significance of the study. The detailed discussion of the literature related to the problem taken in this study has been discussed in the succeeding chapter.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II

Review of Related Literature

2.0 INTRODUCTION

“The role of literature review in a thesis is not just to summarize what is known but to set the stage for what needs to be explored.”

- Prof. R. Johnson

Embarking on a thesis journey necessitates delving into the vast expanse of existing knowledge, and the literature review serves as the compass that navigates through this scholarly terrain. It is within this comprehensive review of related literature that researchers uncover the historical trajectories, theoretical frameworks, and empirical findings that underpin their research endeavour. Through a meticulous synthesis of diverse perspectives, researchers identify gaps, controversies, and contradictions, thus charting a course for original inquiry and scholarly innovation. Moreover, the literature review serves as a testament to the cumulative nature of knowledge, highlighting the interconnectedness of ideas and the iterative process of intellectual inquiry. As researchers traverse the landscape of literature, they not only glean insights from established scholars but also engage in critical dialogue with their predecessors, challenging assumptions, refining theories, and pushing the boundaries of knowledge. Ultimately, the literature review not only lays bare the foundations of existing knowledge but also propels the scholarly discourse forward by offering novel insights and avenues for exploration. It is through this rigorous engagement with the literature that researchers position themselves within the broader scholarly conversation, contributing to the ongoing dialogue that shapes their field of study.

2.1 STUDIES RELATED TO EMOTIONAL MATURITY

Kusum et. al., (2023) aimed to investigate the relationship between age, family income, and emotional maturity among adolescents. They conducted their research on a sample of 100 adolescents, equally divided between boys and girls, hailing from Bikaner, Rajasthan. Employing a purposeful sampling technique, data were collected using the Emotional Maturity Scale, with age and monthly income as independent variables and emotional maturity as the dependent variable. The findings revealed no significant

differences in emotional maturity components based on age or income, although adolescents from higher-income families demonstrated slightly better emotional maturity overall. Notably, a significant difference was observed in the social maladjustment component. Additionally, the study highlighted that emotional maturity tended to be higher among late adolescents aged 20-21 years old.

Aniket Sutradhar and Dr. Subir Sen (2022) conducted a study on the effect of different dimensions of emotional maturity on the academic achievement of B.Ed. trainees. The objectives included exploring the relationship between emotional maturity and academic achievement, as well as examining the effect of emotional maturity dimensions on academic performance. The research was conducted among B.Ed. trainees in teacher training colleges in Birbhum district, West Bengal, with a sample size of 100. Descriptive survey methods were employed for data collection, and non-parametric tests such as Spearman's correlation and Mann-Whitney U tests were utilized for data analysis due to the sample's potential deviation from normal distribution. The Emotional Maturity Scale (EMS-SB) by Y. Singh and M. Bhargava (2012) was used to assess emotional maturity, while academic achievement was measured using the B.Ed. 1st Semester examination results' Semester Grade Point Average (SGPA). The findings revealed a significant relationship between emotional maturity and academic achievement, with differences observed in emotional maturity dimensions between high-achieving and low-achieving B.Ed. trainees. Specifically, significant differences were found in emotional progression and independence dimensions, suggesting their impact on academic success.

Shanet Ann Jose and Inchara Chamaiah Swamy (2022) undertook a study on emotional maturity among adolescents, aiming to understand and compare its levels across different demographics. The objectives included comparing emotional maturity between male and female students, assessing differences based on urban and rural backgrounds, exploring emotional maturity among single-child versus siblings, and comparing students from nuclear and joint families. The sample comprised 120 adolescents aged 18-23, with equal representation of male and female students selected through random sampling. Data analysis involved descriptive statistics such as mean and standard deviation, as well as inferential techniques like t-tests and ANOVA using SPSS software. The Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava was utilized as the research tool. The findings indicated that emotional

maturity did not significantly differ between male and female students, with a majority of students exhibiting extreme emotional immaturity. However, males tended to display slightly higher emotional maturity than females. Furthermore, no significant relationships were observed between emotional maturity and domicile, or between emotional maturity and being a single child versus having siblings, or between emotional maturity and family type (nuclear or joint).

Altaf Hussain Ganie and Mariya Mahreen (2020) conducted a comparative study on emotional maturity and self-efficacy among male and female hostellers of Kashmir University. The objectives of the research were threefold: firstly, to compare emotional maturity between male and female hostellers; secondly, to compare self-efficacy between male and female hostellers; and thirdly, to explore the relationship between emotional maturity and self-efficacy among hostellers of Kashmir University. The sample comprised 200 hostellers purposively selected from various Boys and Girls hostels of the University of Kashmir. The Emotional Maturity Scale by Singh and Bhargava (1971) and the General Self-efficacy Scale by Jerusalem and Schwarzer (1979) were employed as the assessment tools. The major findings revealed a significant difference in emotional immaturity and self-efficacy between male and female hostellers of Kashmir University. Furthermore, a significant negative correlation was discovered between self-efficacy and emotional immaturity, suggesting that higher levels of self-efficacy are associated with lower levels of emotional immaturity among the hostellers.

Mridula C. Jobson (2020) initiated a study on the topic of emotional maturity among adolescents and its significance. The objectives of the research were multifaceted: firstly, to evaluate the level of emotional maturity among adolescents and compare various aspects of emotional maturity; secondly, to examine the relationship between family type, sibling relationships, age, gender, and emotional maturity among adolescents. The sample consisted of 100 adolescent students selected from different higher secondary schools and colleges in the southern district of Tamil Nadu, aged between 16-18 years, chosen through selective sampling methods with parental consent. Employing a Correlation with in-group research design, the study utilized self-report questionnaires for data collection, applying a quantitative approach to test hypotheses. Basic demographic details were gathered through a socio-demographic questionnaire, while emotional maturity data were collected using the Emotional

Maturity Scale developed by Singh and Bhargava, comprising 48 items categorized into five dimensions. The major findings revealed a complex interplay between developing adolescents and their social environments, suggesting that family type and sibling relationships alone cannot be considered the primary influences on adolescent emotional maturity. This underscores the importance of considering multiple ecological factors at various levels of analysis when understanding adolescent emotional development.

Aniket Sutradhar (2019) conducted a research study on the impact of emotional maturity on the self-esteem of adolescents. The objectives were twofold: first, to examine the emotional maturity of adolescents with lower and higher self-esteem, and second, to explore the different dimensions of emotional maturity among these groups. The population of the study comprised all students in high schools within Bilaspur District of Chhattisgarh, with data collected from four high schools using deliberate random sampling techniques. Employing a survey method, the researcher analysed the data using statistical measures such as mean, median, standard deviation, standard error deviation, and 't'-test. The Emotional Maturity Scale by Yashvir Singh (1977) and the Rosenberg Self-Esteem Scale (Rosenberg, 1965) were the tools utilized for data collection. The major findings revealed significant mean differences in the Emotional Instability, Social Maladjustment, Personality Disintegration, and Lack of Independence dimensions of emotional maturity between adolescents with lower and higher self-esteem. However, no significant mean difference was found in the Emotional Regression dimension. Overall, the study highlighted the significant impact of emotional maturity on self-esteem among adolescents, emphasizing the importance of addressing emotional development for enhancing self-esteem.

Nikhat Yasmin Shafeeq and Afeefa Thaqib (2019) conducted a comparative study focusing on the emotional maturity of secondary school students in relation to their academic achievement. The study aimed to achieve several objectives: firstly, to examine the emotional maturity levels of secondary school students; secondly, to investigate the relationship between emotional maturity and academic achievement among them; thirdly, to explore any disparities between government and private secondary school students in terms of emotional maturity; and fourthly, to analyse any variations between male and female secondary school students regarding emotional maturity. The sample comprised 400 class IX students from eight different schools in

Aligarh, including four government and four private schools. The students were evenly divided, with 200 from government schools (100 male and 100 female) and 200 from private schools (100 male and 100 female), selected using disproportionate stratified random sampling. Statistical methods such as mean, standard deviation, Pearson product moment correlation, and t-test were employed for data analysis. The study utilized the Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1990) to assess emotional maturity, while academic achievement scores were obtained from the students' VIII standard examination results. Key findings revealed that a significant proportion of secondary school students exhibited notably unstable emotional maturity levels. Additionally, a strong positive correlation was identified between emotional maturity and academic achievement among secondary school students. Interestingly, government secondary school students demonstrated higher levels of emotional maturity compared to their counterparts in private schools. However, no significant differences were found between male and female students concerning emotional maturity levels.

Dr. Molly Joy and Ms. Asha Mathew (2018) undertook a study focusing on the emotional maturity and general well-being of adolescents. The objectives were to assess emotional maturity and general well-being among adolescents, compare different areas of emotional maturity, and explore the relationship between emotional maturity and general well-being. The sample comprised students from CBSE higher secondary schools in the southern district of Kerala, aged between 15-18 years, with 300 participants selected using a selective sampling method. Only students with parental consent participated in the study. Employing a correlation within-group research design, self-report questionnaires were administered to collect data, and a quantitative approach was utilized to test the proposed hypotheses. The Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava, consisting of 48 items categorized into five dimensions of emotional maturity, was used as the data collection tool. The major finding of the study indicated a significant relationship between emotional maturity and the general well-being of adolescents, with the results suggesting that increasing levels of emotional instability corresponded to decreased general well-being among adolescents.

Krishna Duhan et. al., (2017) initiated a study examining the emotional maturity of adolescents concerning their gender. The research focused on 60 adolescents aged 14-

19 years, equally divided between boys and girls, studying in 9th to 12th standard in selected schools. Utilizing descriptive statistics such as percentage, frequency, means, standard deviation, coefficient of correlation, and 't' test, the study aimed to draw meaningful inferences. The emotional maturity of the adolescents was assessed using a standardized scale comprising 48 questions covering emotional instability, emotional regression, social maladjustment, personality disintegration, and lack of independence. The findings revealed that males exhibited a moderate level of emotional maturity compared to females, with higher levels of emotional regression and personality disintegration. Additionally, the study identified a positive correlation between adolescents' emotional maturity, their fathers' occupation, and educational level, suggesting that higher levels of education and occupational status of fathers corresponded to increased emotional maturity in adolescents. The study's implications extend to school authorities, administrators, and parents, advocating for the implementation of key moments charts to be integrated into adolescents' daily routines to support their emotional development.

Dona Rai (2017) embarked a study focused on assessing the emotional intelligence and emotional maturity of undergraduate students, with objectives aimed at understanding the emotional intelligence and maturity levels, exploring the relationship between these two constructs, and drawing out implications and suggestions. The study population consisted of undergraduate students in their 6th semester pursuing Bachelor of Arts, with the sample randomly drawn from this population. Data analysis was performed using Statistical Package for Social Science (SPSS) 16.0, employing descriptive statistics and calculating the coefficient of correlation. The Emotional Intelligence Test (REIT) by Roquiya Zainuddin and Anjum Ahmed (2008) and the Emotional Maturity Scale (EMS) by Yashvir Singh and Mahesh Bhargava (2006) were utilized as assessment tools. The findings revealed that a majority of undergraduate students exhibited a normal level of emotional intelligence, with a small percentage showing high or low levels. However, the majority were found to be extremely unstable in emotional maturity, with only a few demonstrating stabilities. Notably, a significant positive correlation was observed between emotional intelligence and emotional maturity, indicating that an increase in one construct corresponded with an increase in the other. These findings underscore the importance of addressing emotional

development in undergraduate education and highlight the potential benefits of enhancing emotional intelligence for fostering emotional maturity among students.

Mukhtar Ahmad Wani and Prof. Aejaaz Masih (2015) undertook a study examining emotional maturity across gender and levels of education, with objectives aimed at understanding the emotional maturity levels among university students, discerning differences in emotional maturity across gender, and identifying variations in emotional maturity between postgraduate students and research scholars. The sample comprised 100 participants randomly selected from various departments of Jamia Millia Islamia, consisting of an equal distribution of 50 male and 50 female participants, including both postgraduates and research scholars. Employing a descriptive research method, the study utilized a descriptive survey and various data collection methods to gather information at a particular point in time and describe existing conditions. The Emotional Maturity Scale developed by Prof. Yashvir Singh & Prof. Mahesh Bhargave (1990) was employed to assess emotional maturity. The findings revealed a concerning trend, with a majority of university students demonstrating emotional instability, suggesting potential challenges in their transition to adult roles in society. Furthermore, significant differences were observed in emotional maturity between genders and educational levels, particularly in the dimension of personality disintegration, with males and postgraduate students exhibiting greater emotional immaturity compared to females and research scholars, respectively. These findings underscore the need for further exploration into the emotional development of university students and the factors contributing to emotional instability in this demographic.

Sunil Kumar (2014) conducted a study focusing on the emotional maturity of adolescent students in relation to their family relationships. The study aimed to achieve several objectives: firstly, to examine the emotional maturity and family relationships of adolescent students; secondly, to investigate the correlation between emotional maturity and family relationships among them; thirdly, to determine any differences between male and female adolescent students in terms of their emotional maturity and family relationships. The sample consisted of 60 students from Public and Government Senior Secondary Schools in Karnal district, Haryana State, selected through stratified sampling. Four schools were chosen, comprising two Public, two Government Senior Secondary, and two Private Schools. Fifteen students were randomly selected from each school, representing the study's population. Data analysis involved statistical

techniques such as mean, standard deviation, t-ratio, and Pearson's product moment correlation. The study utilized two main research tools: the Family Relationship Inventory developed by Dr. G.P. Sherry and Dr. J.C. Sinha, and the Emotional Maturity Scale developed by Dr. Yashvir Sinha and Mahesh Bhargava. Key findings indicated a significant association between parental attitudes—marked by acceptance, concentration, and avoidance parenting—and the emotional maturity development of adolescents. These findings suggest the potential for using parental attitudes as a framework for fostering positive parent-child relationships conducive to adolescent emotional development.

2.2 STUDIES RELATED TO PROBLEMS OF ADOLESCENTS

Dr. Daljit Singh and Dr. Ajay Tayal (2023) conducted a comparative study to examine youth problems among male and female adolescents, focusing on family, school, social, and personal issues. Their research, conducted in the Sirsa district, involved a sample of 90 adolescents selected from various Senior Secondary Schools using stratified random sampling. Of the participants, 45 were male and 45 were female. Employing a survey method, data were collected using the Youth Problem Inventory developed by Dr. M. Verma. The findings indicated that gender did not significantly influence youth problems among adolescents. Both male and female students reported similar levels of school-related issues. While female students exhibited slightly higher scores on social problems compared to males, this disparity was not statistically significant. However, female adolescents reported experiencing a greater number of personal problems compared to their male counterparts. Interestingly, family problems were found to affect both genders equally, with no significant differences observed. Overall, the study concluded that there were no significant gender disparities in the levels of youth problems among senior secondary school students in the Sirsa district.

Dr. Kanika Das (2022) conducted a study aiming to investigate the relationship between problems among youth and their self-concept, with a focus on gender differences. The research objectives included comparing the mean scores of problems and self-concept among male and female youths and studying the correlation between these two variables. The sample consisted of 120 college students (60 males and 60 females) aged 18 to 20 years from five-degree colleges in Tura town, Meghalaya, selected through random sampling. Descriptive type design was employed, and data

analysis involved descriptive statistical techniques such as mean, standard deviation, t-test, and Pearson's product-moment correlation. The Youth Problem Inventory developed by Mithlesh Verma (1998) and the Self-concept Questionnaire by Dr. Raj Kumar Saraswat (2011) were used as assessment tools. The findings revealed that both male and female youths exhibited similar levels of problems in family issues and personal sensitivity, scoring above average. However, males had above-average problems in school/college-related issues, while females showed above-average problems in social issues. Overall, both genders displayed above-average problems in all areas. Statistical analysis indicated non-significant differences between male and female youths in terms of family problems, school/college problems, social problems, personal sensitivity, and total raw score. Furthermore, no significant correlation was found between youth problems and self-concept, suggesting that the two variables were weakly negatively correlated but not statistically significant. Thus, the study concluded that there was no significant relationship between youth problems and self-concept among the participants.

Ravina J. Vekariya and Dr. Jigar Parikh (2019) conducted a study aiming to understand youth problems and aggression among adolescents in India. The research objectives focused on comparing and examining aggression and youth problems concerning gender and habitat. The sample comprised 480 adolescents from various districts of Gujarat, classified into male and female groups, each consisting of 240 participants, selected through random sampling. Survey method was utilized for data collection, and statistical analyses such as one-way ANOVA, mean, and standard deviation were employed to find significant differences among different groups of adolescents. The Youth Problem Inventory developed by Dr. M. Verma and the Aggression Scale constructed by G.P Mathur and Raj Kumari Bhatnagar were used as assessment tools. The findings revealed that males exhibited significantly higher levels of aggression compared to females, while no significant difference in aggression was observed between urban and rural adolescents. Moreover, gender did not significantly impact youth problems, with both males and females reporting similar levels. However, rural adolescents reported significantly higher levels of youth problems compared to their urban counterparts, suggesting the influence of habitat on youth problem levels.

Mrs. Neelu Tiwari and Dr. Parvati Yadav (2018) conducted a study to assess the need for guidance among higher secondary school students in rural areas and its correlation

with youth problems. The population of the study comprised all government and private higher secondary schools in the rural area of Bilaspur district, Chhattisgarh. Purposive sampling was employed to select 10 schools, consisting of 5 government and 5 private institutions. A total of 400 students (200 boys and 200 girls) were randomly chosen as subjects for the investigation. Survey method was utilized for data collection, and statistical techniques such as mean and product moment method were employed to analyse the data and test the hypotheses. The study utilized the Guidance Need Inventory developed by Dr. J. S. Grewal and the Youth Problem Inventory developed by Dr. M. Verma as tools for assessment. The findings indicated a significant positive correlation between guidance need and youth problems among higher secondary school students in rural areas, as well as separately for boys and girls, underscoring the importance of guidance programs tailored to address the specific needs of rural youth.

Manju Bala et. al., (2018) conducted a study to explore the relationship between family environment and psycho-social problems among adolescents. The sample was purposively selected from Hisar district in Haryana state, encompassing both rural and urban areas. Two co-educational government schools from rural and urban settings were randomly selected, with 60 adolescents (30 boys and 30 girls) chosen from each school, totalling 240 participants, evenly distributed across sexes and locations. Employing a survey method, the study utilized various tools for data collection, including a self-prepared interview schedule to gather personal and socioeconomic information, the Family Environment Scale (FES) by Bhatia and Chadha (1993) to assess family environment, and the Youth Problem Inventory (YPI) developed by Verma (2004) to evaluate psycho-social problems among adolescents. The findings revealed negative correlations between family environment aspects such as cohesion and expressiveness and psycho-social problems, while a positive correlation was found with family conflict. Adolescents reporting poorer family environments exhibited higher psycho-social problems across family, school, social, and personal dimensions. Regression analysis highlighted the significant predictive role of overall family environment and personal growth dimension on psycho-social problems, with family conflict identified as a contributing factor.

Dr. Ramesh D. Waghmare (2017) undertook a study to investigate gender differences in youth problems among college-going students. The research sample comprised 400 participants selected from Jalna District in Maharashtra, with 200 boys (100 urban and

100 rural) and 200 girls. Employing a non-probability purposive sampling method, the study utilized a simple research design. Mean and standard deviation, along with graphical representation, were employed to analyse the data regarding the area of residence (urban and rural) in relation to youth problems. The Youth Problem Inventory (2004) was utilized as the primary research tool. The study's significant findings revealed that girls exhibited significantly higher levels of family and school problems compared to boys. However, no significant differences were found between boys and girls in the dimensions of social and personal problems. Notably, girls were observed to experience significantly higher overall youth problems than boys, indicating distinct gender variations in facing challenges during adolescence and young adulthood.

Ramiro Jesus Do Carmo Luis (2017) focussed on understanding the orientations concerning family and self among working youth and college students. A sample of 144 participants, equally divided between college students aged 18-20 and working youth aged 21-23, was drawn from North Goa and South Goa with an equal gender distribution. Employing a survey method, the study utilized the Youth Problem Inventory by Dr. (Mrs.) M. Verma to assess various aspects. The major findings indicated that both groups faced similar family concerns during youth, with slight differences that were statistically insignificant. However, working youth tended to face more self-concerns, possibly due to the changes associated with transitioning into young adulthood. Moreover, gender differences were observed in both family and self-concerns: females reported experiencing more family concerns, attributed partly to differences in coping styles and stress perception, while males tended to have more self-concerns, indicating variability in gender perceptions of self-issues. These findings provide valuable insights into the challenges faced by youth concerning family dynamics and self-perception, underscoring the importance of understanding and addressing these concerns in both educational and occupational settings.

Ritu et. al., (2015) investigated the interplay between rigidity, adjustment, and youth problems among adolescents. A sample of 150 adolescents aged 16 to 18 years, studying in 11th and 12th grades in government schools of Rohtak district, was selected for the study. After establishing rapport and ensuring comfort, the researchers administered the Rigidity Scale, Bell Adjustment Inventory (Revised Student form), and Youth Problem Inventory to the participants, followed by manual scoring. Data analysis was conducted using Pearson Product Moment Correlation to examine the

relationships between rigidity, adjustment, and youth problems. The findings revealed several significant correlations: between rigidity and adjustment, with higher rigidity associated with poorer adjustment across various dimensions; between overall rigidity and adjustment, indicating that higher rigidity was linked to poorer overall adjustment; between rigidity and youth problems, particularly intellectual and dispositional rigidity showing positive correlations with youth problems; and between adjustment and youth problems, with health and emotional adjustment significantly correlated with youth problems. These results shed light on the intricate relationships between rigidity, adjustment, and youth problems, providing valuable insights for understanding and addressing adolescent challenges.

Srishti Singh (2016) investigated gender differences in the problems faced by college students during adolescence. Utilizing a survey method, the study sampled 56 undergraduate individuals, evenly split between males and females, aged 19-25 years. The participants, representing various academic disciplines, were selected randomly. The research employed the Youth Problem Inventory (YPI) to assess the challenges encountered by the youth. Surprisingly, the study revealed that no significant gender differences were observed across various domains of problems faced by college students. Specifically, there were no disparities in family problems, college-related issues, social challenges, or personal concerns between male and female college students. These findings suggest that the experiences and difficulties encountered by young adults during their college years may not significantly vary based on gender, highlighting the universality of certain youth-related problems irrespective of gender.

Astha Kakkad et. al., (2014) conducted a comprehensive examination of psychosocial, emotional, behavioural problems, sexual orientation, and drug abuse prevalence among adolescents aged less than 18 years, juxtaposed with college students aged between 18 and 22 years. Employing a survey method, the researchers collected data from a substantial sample comprising 610 school students and 700 college students. The study yielded several noteworthy findings across various domains. Domestic violence was prevalent in 18% of families with school-going children, similar to the rate among college-age groups (15%). Anxiety, stress, and depression were significant concerns, with varying prevalence rates between school and college students. Peer pressure and aggressive behaviours were observed among a considerable portion of adolescents, with higher crime rates among college-age groups. Substance abuse, including alcohol

consumption and smoking, was prevalent among both school and college students. Premarital sexual activity was reported by a portion of students in both groups, with variations in age of onset and contraceptive usage. Obesity, physical inactivity, and abnormal eating habits were significant contributors to health issues, particularly among school children. Menstrual health concerns, including irregularities and lack of awareness, were observed among both school and college girls. Additionally, termination of pregnancy was reported by a few individuals, highlighting the need for comprehensive sexual health education and support services for adolescents. These findings underscore the complex challenges faced by youth and emphasize the importance of targeted interventions to address their diverse needs and promote holistic well-being.

Hafiz Mudasir and Shazia Majeed (2014) aimed to delve into the myriad issues faced by pre-service B.Ed teacher trainees at the Government College of Education. The objectives encompassed understanding family, college, social, and personal problems, as well as examining differences between male and female trainees. The sample comprised 60 individuals, evenly split between genders, randomly selected from various districts. Employing a survey method, data were collected using Dr. (Mrs.) M. Verma's Youth Problem Inventory. The major findings unveiled distinct challenges encountered by male and female trainees. While boys grappled more with personal problems and oversensitivity, girls encountered a higher prevalence of social issues. Moreover, disparities emerged concerning academic and college-related challenges between the two genders. These findings shed light on the multifaceted nature of the problems faced by pre-service B.Ed trainees and emphasize the need for targeted support and intervention strategies.

2.3 STUDIES RELATED TO EMOTIONAL MATURITY AND PROBLEMS OF ADOLESCENTS

Dr. Daljit Singh, Mrs. Aruna Kad, and Simran Singh (2023) conducted a correlation study to examine the relationship between emotional maturity and youth problems among female college students. The sample comprised 70 adolescent females from Sirsa, selected using a random sampling technique, with a mean age of 19 years. Standardized scales were employed, including the Emotional Maturity Scale by Yashvir Singh and Mahesh Bhargava (1994) and the Youth Problem Inventory (YPI) developed

by Dr. (Mrs.) M. Verma (2010). The survey method was utilized for data collection. The major findings revealed several significant correlations: positive associations were observed between Family Problem (FP), School/College Problem (SCP), Social Problem (SP), Personal Problem (PP), Emotional Stability (ES), and Emotional Progression (EP). Notably, FP and SCP demonstrated the highest positive correlation, followed by SCP and SP. FP, SP, PP, ES, and EP exhibited positive correlations at the 0.01 significance level. Conversely, Social Adjustment (SA), Personal Integration (PI), and Independence (ID) did not exhibit significant correlations with other variables. However, PP showed moderate positive correlations with Emotional Stability, Emotional Progression, and Personal Integration, indicating interconnectedness between personal problems and emotional attributes. Furthermore, Emotional Stability displayed substantial positive associations with Emotional Progression, Personal Integration, and Independence, underscoring the importance of emotional stability for overall maturity. Additionally, Emotional Progression positively correlated with Personal Integration and Independence, suggesting a progressive development of emotional maturity alongside personal growth. Moreover, positive correlations were observed between Social Adjustment and Personal Integration, as well as between Personal Integration and Independence, highlighting the interplay between social adjustment, personal integration, and independence in the context of emotional maturity and youth problems among female college students.

VEERPANA. MARY SUHASINI (2022) conducted a comprehensive study focusing on the problems faced by youth in conjunction with their personal values and emotional maturity. The research aimed to investigate various aspects including family problems, school/college problems, social problems, personal problems, personal values, and emotional maturity among college students from professional and non-professional institutions. The sample, consisting of 500 students from different professional and non-professional institutions, was selected using a stratified random sampling technique. Survey method was employed for data collection, utilizing standardized questionnaires on youth problems, personal values, and emotional maturity.

The findings related to youth problems indicated that a significant portion of the sample faced high levels of youth problems. Specifically, the problems of youth in different areas, both in professional and non-professional colleges, were found to be below average. However, the total percentage of mean in all professional college

students was below average, suggesting that even in professional institutions, students encounter challenges. Additionally, problems faced by non-professional students were significantly higher compared to professional students, indicating a difference in the nature and extent of problems across different types of institutions. Gender differences were also evident, with male students facing significantly more problems than female students. Moreover, significant differences were observed based on urban-rural divide, type of college (private vs. government), and medium of instruction (English vs. Telugu).

Regarding emotional maturity, the findings revealed that both professional and non-professional youth exhibited below-average emotional maturity. The emotional maturity of students in different areas, professions, and institutions was consistently below average. Notably, there were significant differences in emotional maturity based on gender, location, type of college, and medium of instruction. Male students exhibited lower emotional maturity compared to female students, and rural students displayed lower emotional maturity than urban students. Moreover, significant differences were observed between private and government college students, as well as between English and Telugu medium students.

However, despite the prevalence of youth problems and below-average emotional maturity, the study did not find a significant relationship between the scores of youth problems and emotional maturity. This suggests that while youth encounter various challenges, their level of emotional maturity may not necessarily correlate with the extent of problems they face. Overall, the findings highlight the complex dynamics of youth problems, personal values, and emotional maturity, underscoring the need for targeted interventions to support the holistic development of youth in educational settings.

2.4 CONCLUSION

In this Chapter, a detailed survey of research studies related to Emotional Maturity and Problems of Adolescents were recorded. The investigations, similar to present study, carried out in India have been summarized and presented in the form of abstracts. Based on these reviews, the researcher identified the research gap and ensured the uniqueness and relevance of the present study. The following chapter describes the present study which deals with the method of investigation.

CHAPTER III

DESIGN OF THE STUDY AND METHODS OF INVESTIGATION

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3.0 INTRODUCTION

Choosing a design for the study involves selecting the most appropriate methods or techniques to solve the particular problem under investigation. Research design is the plan, structure, and strategy for investigation conceived so as to obtain answers to the research questions. Research designs are intended to enable the researcher to answer the research questions validity, objectively, accurately, and economically as possible. This chapter explains the design of the study in detail. A careful and detailed description of the proposed research procedures including the statement of the problem, design of the study, Variables of the study, operational definition of key terms, hypotheses, the psychological tools utilized for the study, the sample chosen, the collection of data, the scoring procedures, and the statistical treatment employed for the data analysis are present in this chapter.

3.1 STATEMENT OF THE PROBLEM

The Present Study has been specifically intended to study, Emotional Maturity and Problems of Adolescents of Higher Secondary Students of Chennai District. The relative contribution of:

- Personal Variables
- School related variables
- Research variables are investigated in this study.

The problem is stated as **“A Study on Emotional Maturity and Problems of Adolescents among Higher Secondary Students”**.

3.2 DESIGN OF THE STUDY

The present study entitled “A Study on Problems of Adolescents and Emotional Maturity among higher secondary students of Chennai district” has been designed as a descriptive study.

According to Best (1983) “Descriptive research sometimes known as non – experimental research deals with the relationship between variables, the testing of

hypothesis and development of generalizations, principles or theories that have universal validity. It is concerned with functional relationship between existing variables”. Hence the present study falls under descriptive research.

3.3 VARIABLES OF THE STUDY

The variables selected for the study constitute three major categories related to Personal variables and School related variables and Research variables. These are given below in detail.

3.3.1 PERSONAL VARIABLES

- **Gender**

Gender refers to sex of the students

- a) Boys
- b) Girls

- **Birth Order**

Birth order is the status of a child as the first, second, third or subsequent child of their parent.

- a) First
- b) Second
- c) Above

- **Father’s Educational Qualification**

Father’s Educational Qualification refers to the educational status of the father.

- a) Below / Up to SSLC
- b) HSC
- c) Under Graduation
- d) Post Graduation

- **Mother’s Educational Qualification**

Mother’s Educational Qualification refers to the educational status of the mother.

- a) Below / Up to SSLC
- b) HSC
- c) Under Graduation
- d) Post Graduation

- **Father's Occupation**

Father's Occupation refers to the employment status of the father.

- a) Unemployed
- b) Daily Wages
- c) Permanent
- d) Business

- **Mother's Occupation**

Mother's Occupation refers to the employment status of the mother.

- a) Unemployed
- b) Daily Wages
- c) Permanent
- d) Business

- **Monthly Family Income**

Monthly Family Income refers to the total monthly earnings of the student's family such as

- a) Below / Up to Rs.20,000
- b) Rs. 20,001 – Rs.50,000
- c) Rs.50,001 – Rs.80,000
- d) Above Rs.80,000

3.3.2 SCHOOL RELATED VARIABLES

- **School Management**

School Management refers to type of management that controls the school such as

- a) Government
- b) Government Aided
- c) Private

- **Type of School**

Type of School refers to the nature of school in which the student studies such as

- a) Boys School
- b) Girls School
- c) Co – education

3.3.3 RESEARCH VARIABLES

- **Independent Variable**

Emotional Maturity is taken as the independent variable for the present study.

- **Dependent Variable**

Problems of Adolescents is taken as the dependent variable for the present study.

3.4 OPERATIONAL DEFINITION OF KEY TERMS

3.4.1 EMOTIONAL MATURITY

In this study, Emotional maturity refers to the ability to understand, manage, and express one's emotions in a healthy and constructive manner. It involves having a balanced perspective on life, being able to regulate emotions effectively.

3.4.2 ADOLESCENTS

Adolescence is a transitional stage between childhood and adulthood, typically occurring from ages 10 to 19, although the exact age range can vary depending on cultural and individual factors. In this study, adolescents of age 15 to 18 was chosen as the sample.

3.4.3 PROBLEMS OF ADOLESCENTS

In this study, the term "problems of adolescents" refers to the various challenges and issues that adolescents commonly face during their transition from childhood to adulthood. These problems can encompass a wide range of family problems, school problems, social problems, personality and integration problems that impact adolescent development and well-being.

3.5 HYPOTHESES

Keeping in mind the objectives and the Review of literature proposed in chapter I and II of the present study, the hypothesis is formulated.

- There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in
 - a) Gender
 - b) Birth Order
 - c) School Management

- d) Type of School
- e) Father's Educational Qualification
- f) Mother's Educational Qualification
- g) Father's Occupation
- h) Mother's Occupation
- i) Family Monthly Income
- There is no significant difference in the dimensions of emotional maturity of higher secondary students of Chennai district owing to the difference in
 - a) Gender
 - b) Birth Order
 - c) School Management
 - d) Type of School
 - e) Father's Educational Qualification
 - f) Mother's Educational Qualification
 - g) Father's Occupation
 - h) Mother's Occupation
 - i) Family Monthly Income
- There is no significant difference in Problems of Adolescents of higher secondary students of Chennai district owing to the difference in
 - a) Gender
 - b) Birth Order
 - c) School Management
 - d) Type of School
 - e) Father's Educational Qualification
 - f) Mother's Educational Qualification
 - g) Father's Occupation
 - h) Mother's Occupation
 - i) Family Monthly Income
- There is no significant difference in the dimensions of Problems of Adolescents of higher secondary students of Chennai district owing to the difference in
 - a) Gender
 - b) Birth Order
 - c) School Management

- d) Type of School
- e) Father's Educational Qualification
- f) Mother's Educational Qualification
- g) Father's Occupation
- h) Mother's Occupation
- i) Family Monthly Income
- There is no significant relationship between dimensions of Emotional Maturity and dimensions of Problems of Adolescents among higher secondary students of Chennai district.
- There is no significant relationship between Emotional Maturity and Problems of Adolescents among higher secondary students of Chennai district.
- Emotional Maturity is not a significant predictor of Problems of Adolescents of Higher Secondary Students of Chennai District.

3.6 TOOLS USED FOR THE STUDY

In the present study the investigator selected standardized tools to measure Emotional maturity and Problems of Adolescents among higher secondary students of Chennai district.

- Emotional Maturity Scale (EMS - SB) English Version by Dr. Yashvir Singh and Dr. Mahesh Bhargava (2012)
- Youth Problem Inventory (YPI – v) English Version by Dr. (Mrs.) Mithlesh Verma (2010)

3.7 EMOTIONAL MATURITY TEST

In order to measure emotional maturity, the investigator used a standardized tool Emotional Maturity Scale (EMS - SB) by Dr. Yashvir Singh and Dr. Mahesh Bhargava (2012). This is a five-point scale consisting of 48 items pertaining to five dimensions of emotional maturity namely,

- i. Emotional Stability
- ii. Emotional Progression
- iii. Social Adjustment
- iv. Personality Integration
- v. Independence

3.7.1 PILOT STUDY

The pilot study is meant to find out the difficulty of the respondents in understanding the test items. It helps us to find out the vague and irrelevant statements if any. The investigator conducted a pilot study with a sample of 50 higher secondary students. The collected data was checked for its reliability and validity. Based on the results, 12 items of low reliability and validity were deleted. The final questionnaire consisted of 36 items.

The serial number of items pertaining to each dimension is given in table 3.1

Table 3.1

Table showing the Number of items pertaining to each dimension of the Emotional Maturity Scale

S.No	Dimension	Serial Number in the Scale	Total No. of. items
1.	Emotional Stability	1, 2, 3, 4, 5, 6, 7, 8, 9	9
2.	Emotional Progression	10, 11, 12, 13, 14, 15, 16, 17, 18	9
3.	Social Adjustment	19, 20, 21, 22, 23	5
4.	Personality Integration	24, 25, 26, 27, 28, 29, 30, 31	8
5.	Independence	32, 33, 34, 35, 36	5

3.7.2 RELIABILITY

The reliability of the emotional maturity scale has been established by calculating the Cronbach's Alpha test (0.915) after the pilot study. Thus, from the value it may be inferred that this tool is highly reliable.

3.7.3 VALIDITY

The validity of the questionnaire was statistically tested by using Pearson's Correlation Co – efficient. The intrinsic validity was established by taking square root of reliability coefficient. The validity of the tool was calculated to be 0.957. Thus, it was inferred that this tool is valid.

3.7.4 SCORING PROCEDURE

The questionnaire has been designed for hand scoring. Emotional Maturity scale is a five-point scale of negative questions requiring the respondents to make a tick mark against the five alternative response modes such as 'Very Much', 'Much', 'Undecided', 'Probably' and 'Never'.

Table 3.2

Table showing the Scoring for Emotional Maturity Scale in a five - point scale

Very Much	Much	Undecided	Probably	Never
1	2	3	4	5

Therefore, the maximum total score for Emotional Maturity will be 180. Greater score is an indicative of high emotional maturity.

3.8 PROBLEMS OF ADOLESCENTS TEST

In order to measure problems of adolescents, the investigator used a standardized tool Youth Problems Inventory by Dr. (Mrs.) Mithlesh Verma (2010). This is a three-point scale which was modified into a five – point scale by the investigator. It consisted of 80 items pertaining to four dimensions of problems of youth namely,

- i. Family Problems
- ii. School Problems
- iii. Social Problems
- iv. Personal and Over Sensitivity Problems

3.8.1 PILOT STUDY

The investigator conducted a pilot study with a sample of 50 higher secondary students. The collected data was checked for its reliability and validity. Based on the results, 21 items of low reliability and validity were deleted. The final questionnaire consisted of 59 items.

The serial number of items pertaining to each dimension is given in table 3.3

Table 3.3

Table showing the Number of items pertaining to each dimension of the Problems of Adolescents

S.No	Dimension	Serial Number in the Scale	Total No. of items
1.	Family Problems	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22	22
2.	School Problems	23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38	16
3.	Social Problems	39, 40, 41, 42	4
4.	Personal and Over Sensitivity Problems	43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59	17

3.8.2 RELIABILITY

The reliability of youth problem inventory has been established by calculating the Cronbach's Alpha test (0.951) after the pilot study. Thus, from the value it may be inferred that this tool is highly reliable.

3.8.3 VALIDITY

The validity of the questionnaire was statistically tested by using Pearson's Correlation Co-efficient. The intrinsic validity was established by taking square root of reliability coefficient. The validity of the tool was calculated to be 0.975. Thus, it was inferred that this tool is valid.

3.8.4 SCORING PROCEDURE

The questionnaire has been designed for hand scoring. Youth Problem Inventory is a five-point scale of negative statements requiring the respondents to make a tick mark against the five alternative response modes such as 'Strongly Agree', 'Agree', 'Neutral', 'Disagree' and 'Strongly Disagree'.

Table 3.4

Table showing the Scoring for Problems of Adolescents Scale in a five - point scale

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Therefore, the maximum total score for Problems of Adolescents will be 295. Greater score is an indicative of high problems of adolescents.

3.9 PERSONAL DATA SHEET PREPARED BY THE INVESTIGATOR

To collect information on selected variables such as gender, birth order, school management, type of school, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation, monthly family

income, the personal data sheet was prepared by the researcher and distributed among the students. A copy of the personal data sheet is given in Appendix V.

3.10 COLLECTION OF DATA

To collect data for the present study, the investigator visited eight schools of Chennai district. After obtaining permission from the head of the institution and ensuring the cooperation of the teaching faculties, the investigator administered the tools to the higher secondary students. Clear instructions and directions as to how the questionnaires should be responded to were given.

3.11 SELECTION OF SAMPLE

The sample for the study was selected by following random sampling technique. The sample of the study constituted of 300 higher secondary students comprising 150 boys and 150 girls from Chennai district. The sample was drawn from the following schools. The list of the schools selected for the study is given in table 3.5

Table 3.5

Table showing the school wise Distribution of the Sample

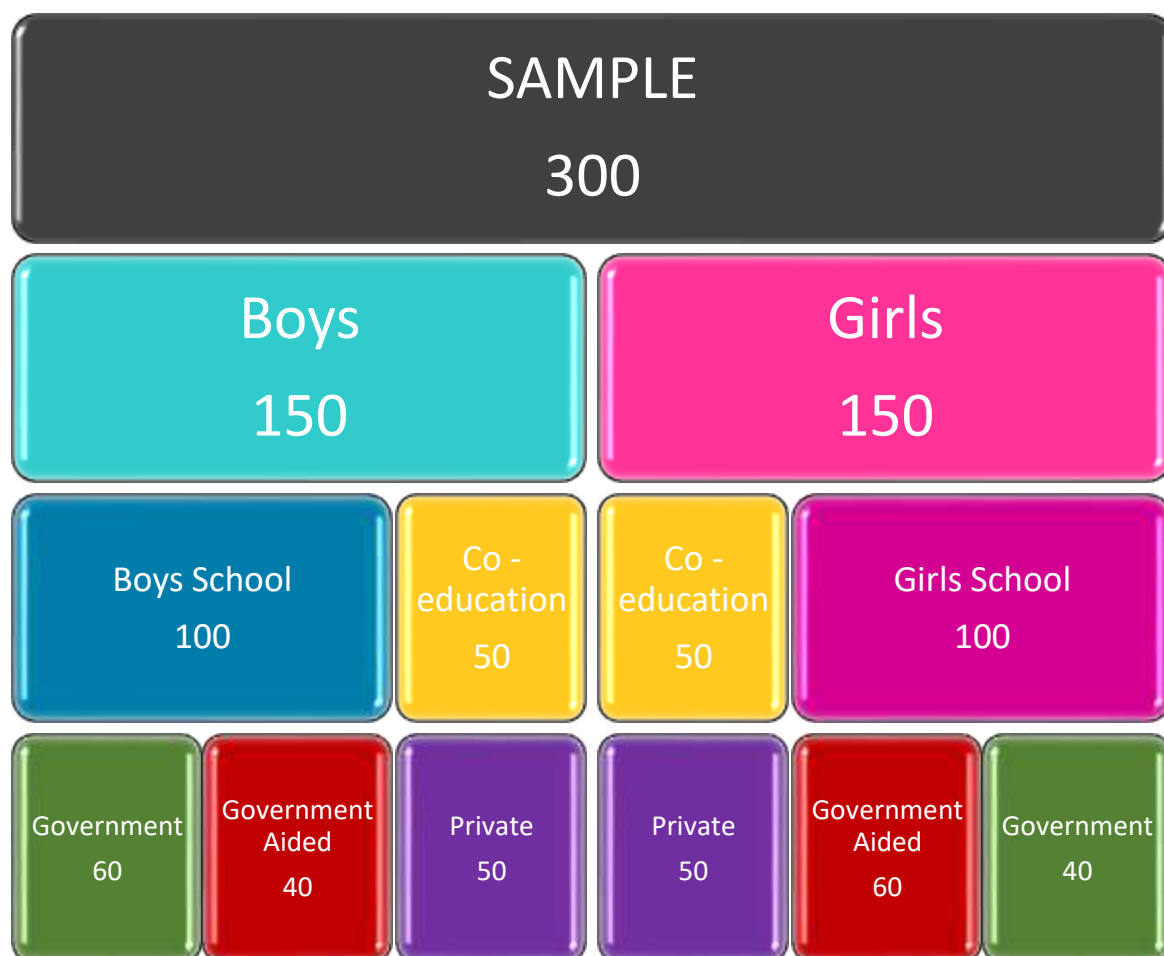
S.No	Name of the School	Management	Type of School	No. of Students
1.	Chennai Boys Higher Secondary School, Nungambakkam	Government	Boys	60
2.	Chennai Higher Secondary School, Puliur	Government	Girls	40
3.	Avichi Boys Higher Secondary School, Arcot Road	Government Aided	Boys	40
4.	Sri RKM Saradha Vidyalaya Model Higher Secondary School, Burkit Road	Government Aided	Girls	49
5.	St. Raphael's Girls Higher Secondary School, Santhome	Government Aided	Girls	11

6.	Sir M Venkatasubba Rao Matriculation Higher Secondary School, T.Nagar	Private	Co - education	41
7.	SRM Nightingale Matriculation Higher Secondary School, West Mambalam	Private	Co - education	34
8.	Monfort Academy Matriculation Higher Secondary School, Santhome	Private	Co - education	25

The classification of samples based on gender, type of school and school management is as shown in the flow chart [Fig 3.1]

Figure 3.1

Flowchart Showing Distribution of the Sample



3.12 CLASSIFICATION OF SAMPLE

The sample was selected in such a way that an adequate proportion of the sample was included in each category of the variables. Table 3.6 presents the distribution of the sample according to the selected variables.

Table 3.6

Table showing the Distribution of the Sample According to the Selected Variables

Variables	Subsample	Size	Percentage
Gender	Male	150	50%
	Female	150	50%
Birth Order	First	152	50.7%
	Second	122	40.7%
	Above	26	8.7%
School Management	Government	100	33.3%
	Government Aided	100	33.3%
	Private	100	33.3%
Type of School	Boys	100	33.3%
	Girls	100	33.3%
	Co-education	100	33.3%
Father's Educational Qualification	Below or Up to SSLC	183	61.0%
	HSC	72	24.0%
	Graduation	29	9.7%
	Post Graduation	16	5.3%
Mother's Educational Qualification	Below or Up to SSLC	181	60.3%
	HSC	67	22.3%
	Graduation	29	9.7%
	Post Graduation	23	7.7%
Father's Occupation	Unemployed	20	6.7%
	Daily Wages	119	39.7%
	Permanent	120	40.0%
	Business	41	13.7%
Mother's Occupation	Unemployed	125	41.7%
	Daily Wages	47	15.7%
	Permanent	120	40.0%
	Business	8	2.7%
Family Income	Below or Up to Rs.20,000	154	51.3%
	Rs.20,001 - Rs.50,000	104	34.7%
	Rs.50,001 – Rs.80,000	21	7.0%
	Above Rs.80,000	21	7.0%

Figure 3.2

Pie Chart showing the distribution of sample based on gender

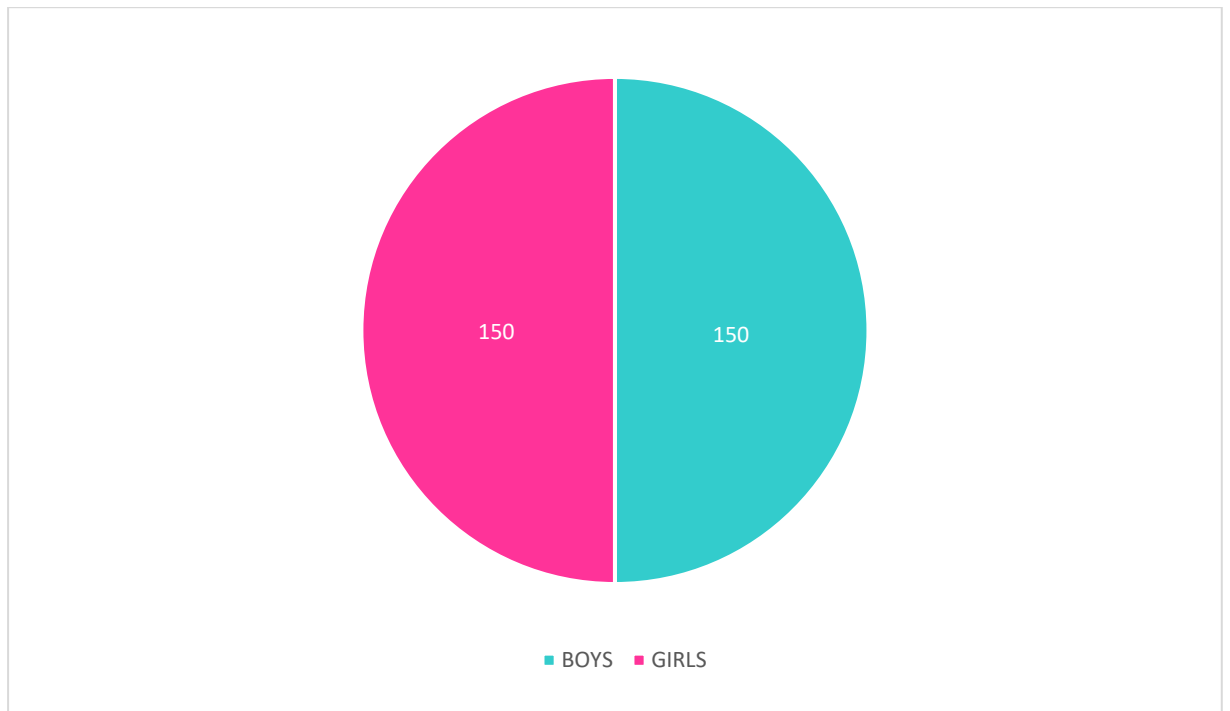


Figure 3.3

Pie Chart showing the distribution of sample based on birth order

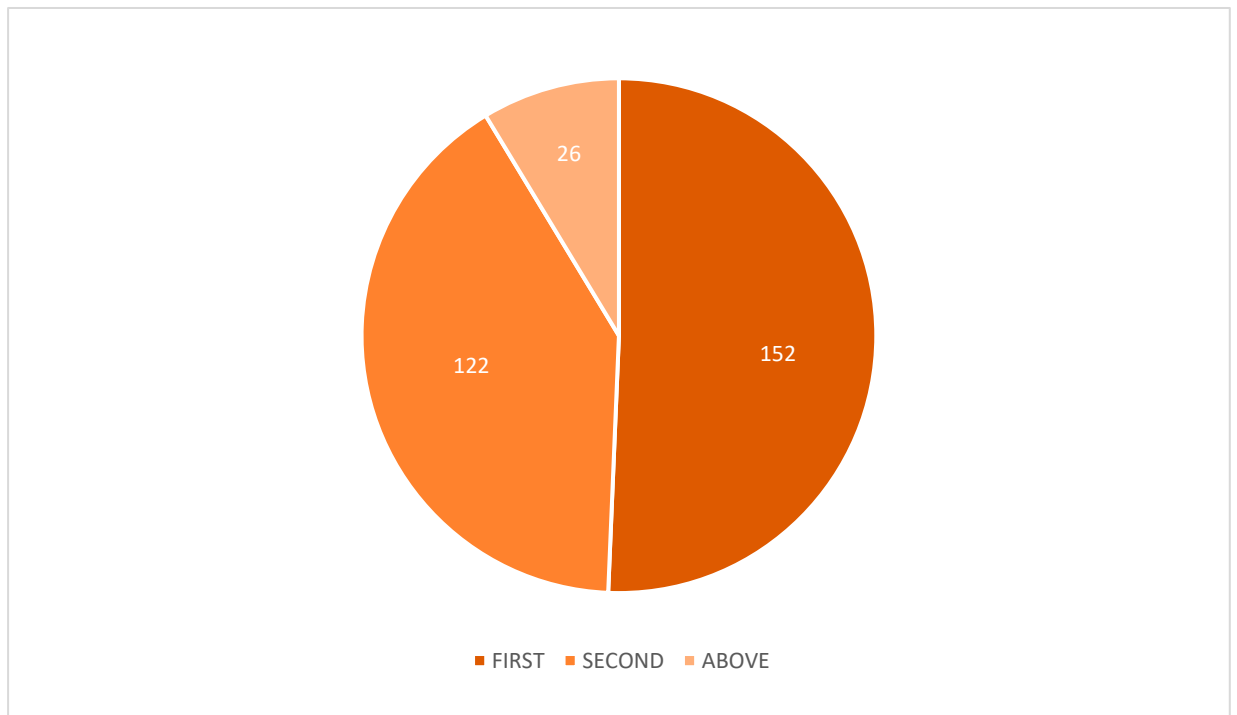


Figure 3.4

Pie Chart showing the distribution of sample based on school management

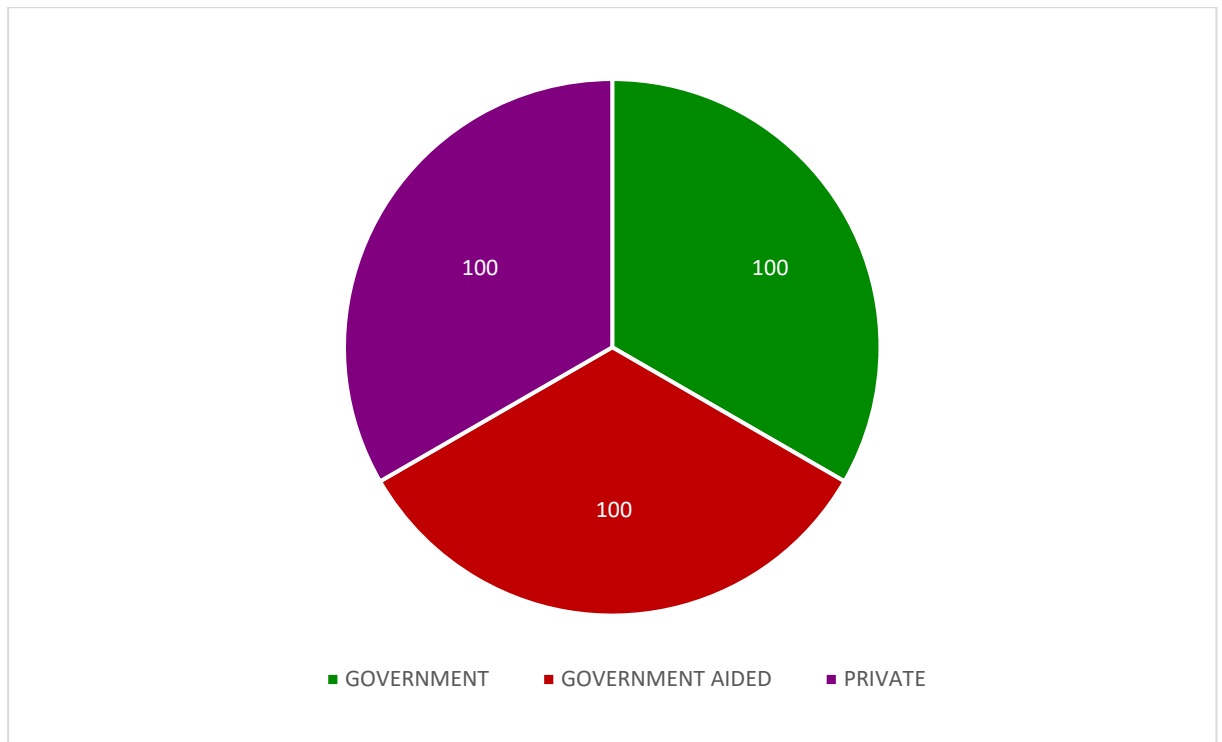


Figure 3.5

Pie Chart showing the distribution of sample based on type of school

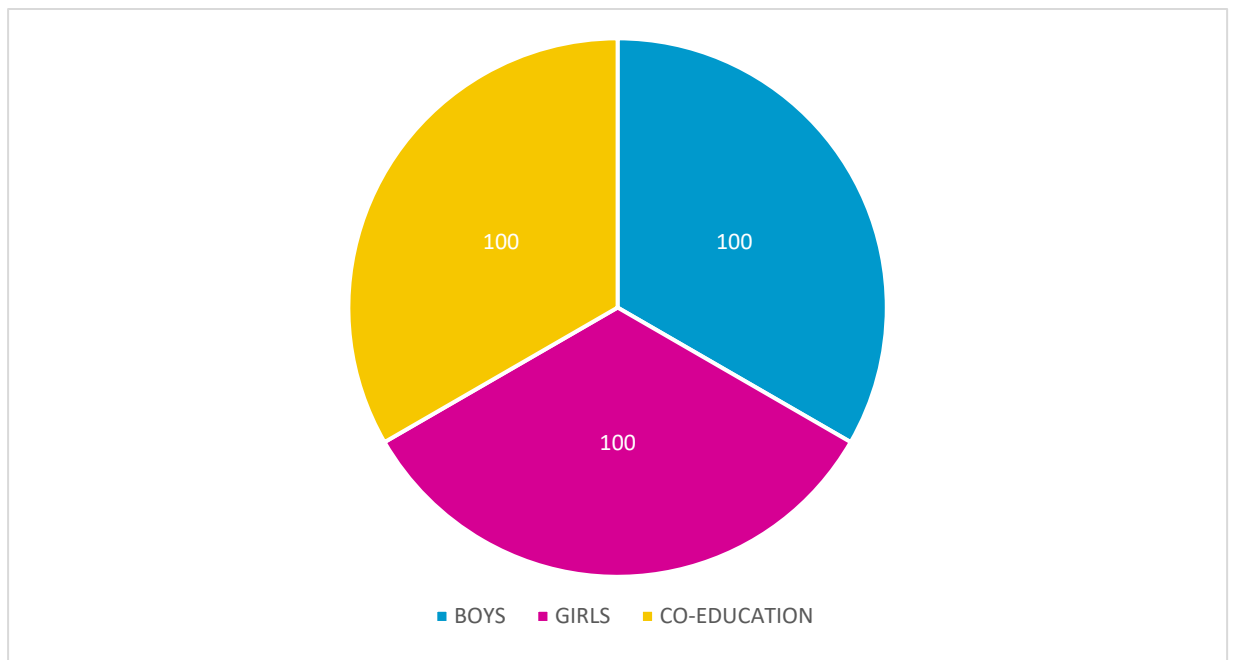


Figure 3.6

Pie Chart showing the distribution of sample based on father's educational qualification

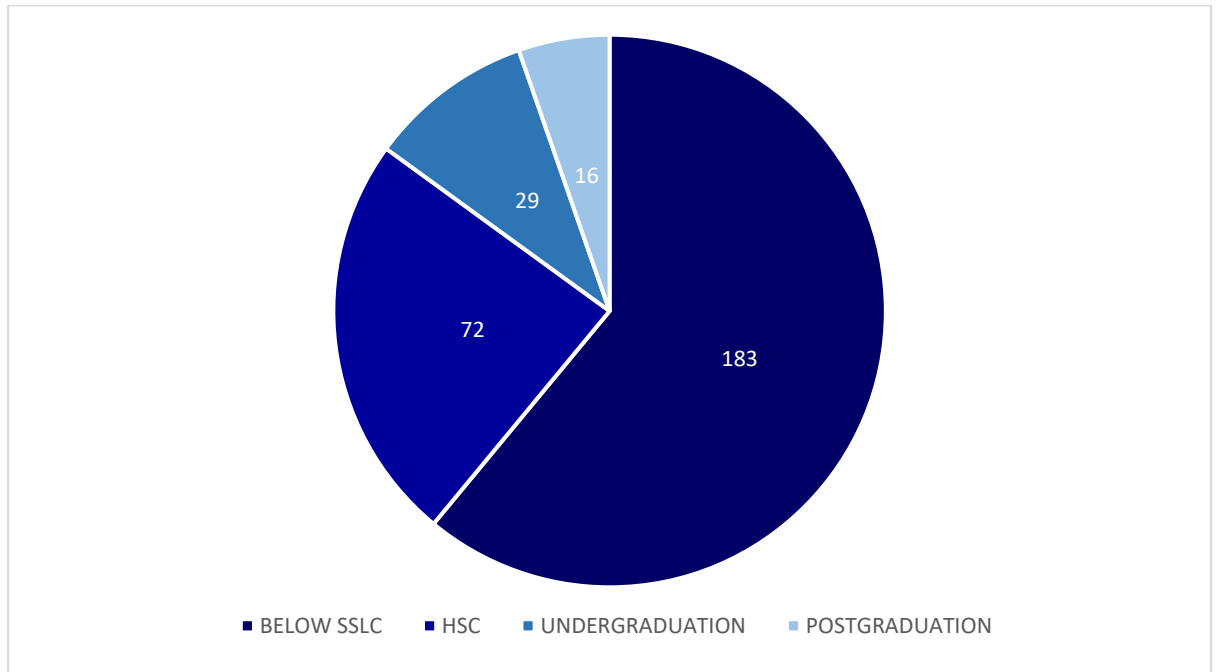


Figure 3.7

Pie Chart showing the distribution of sample based on mother's educational qualification

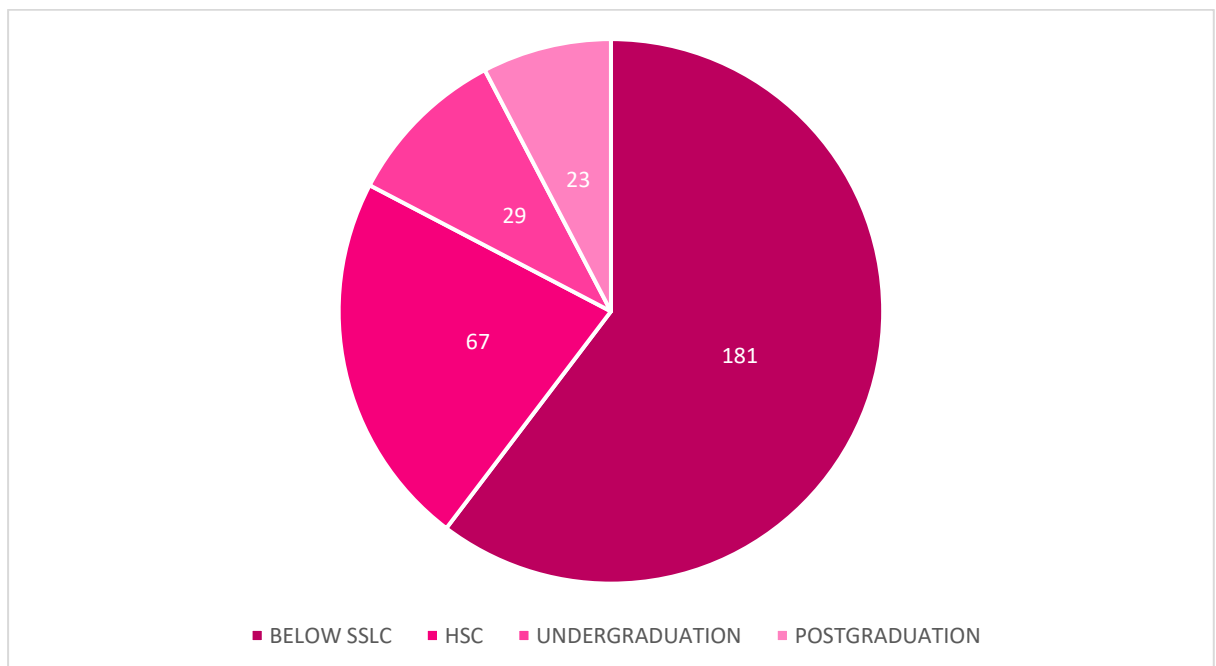


Figure 3.8

Pie Chart showing the distribution of sample based on father's occupation

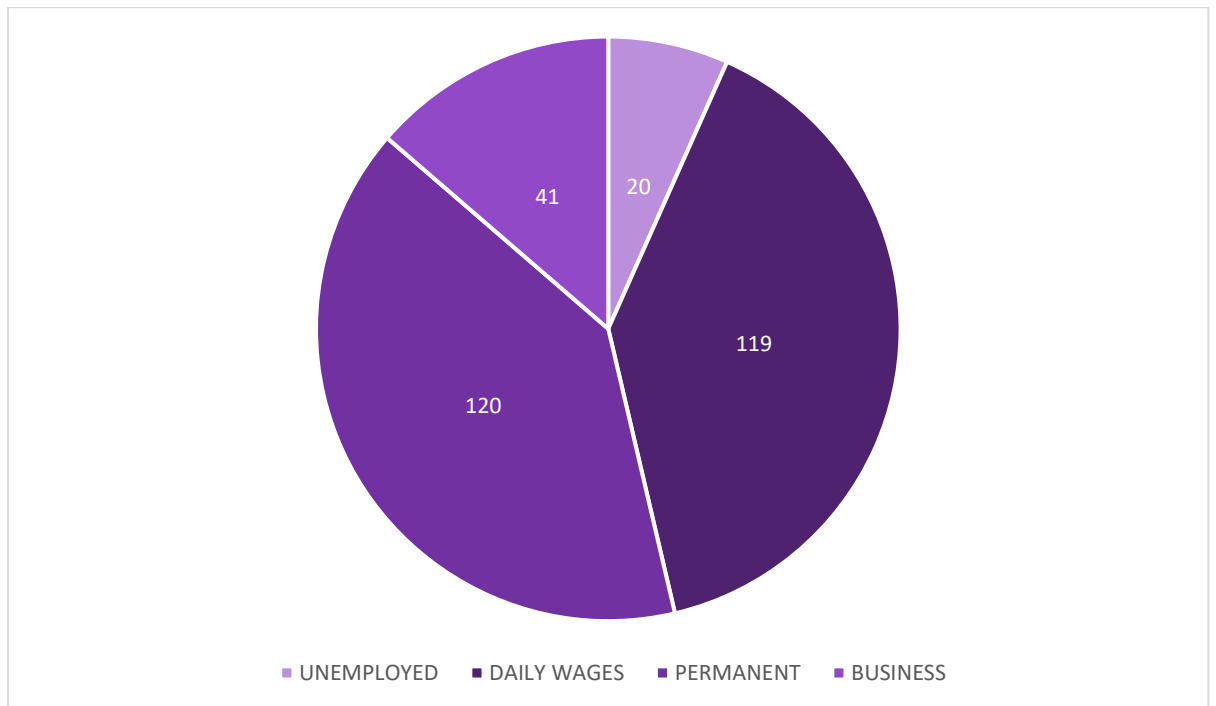


Figure 3.9

Pie Chart showing the distribution of sample based on mother's occupation

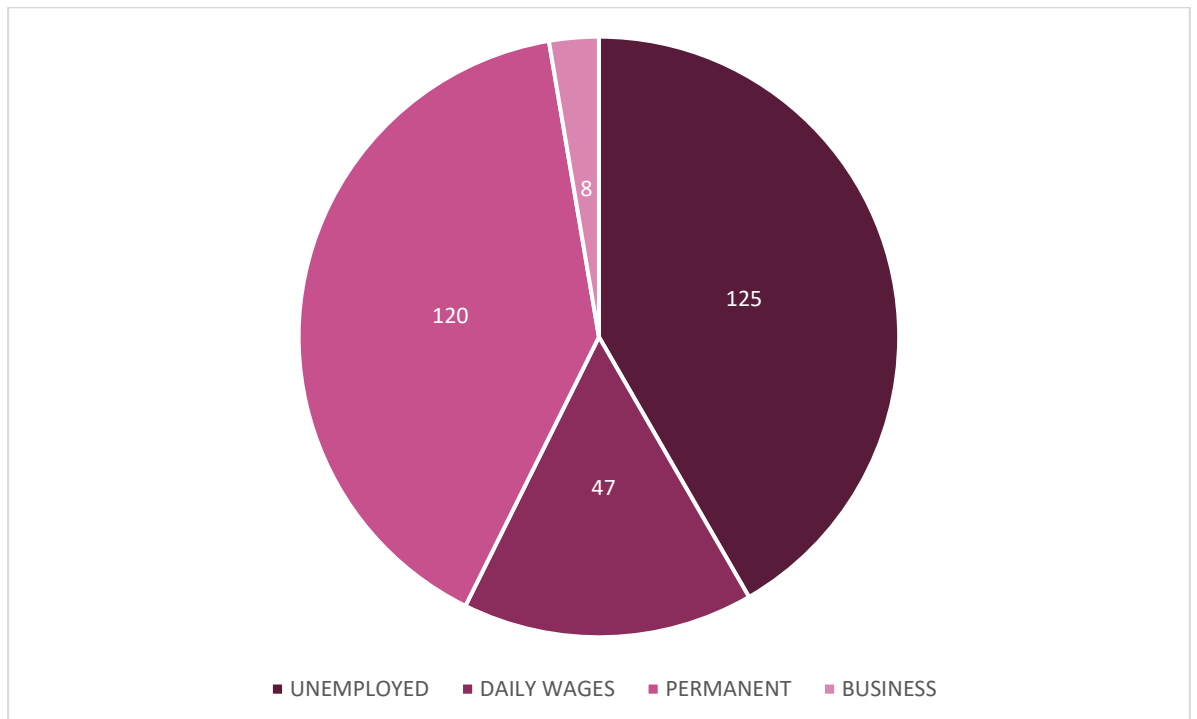
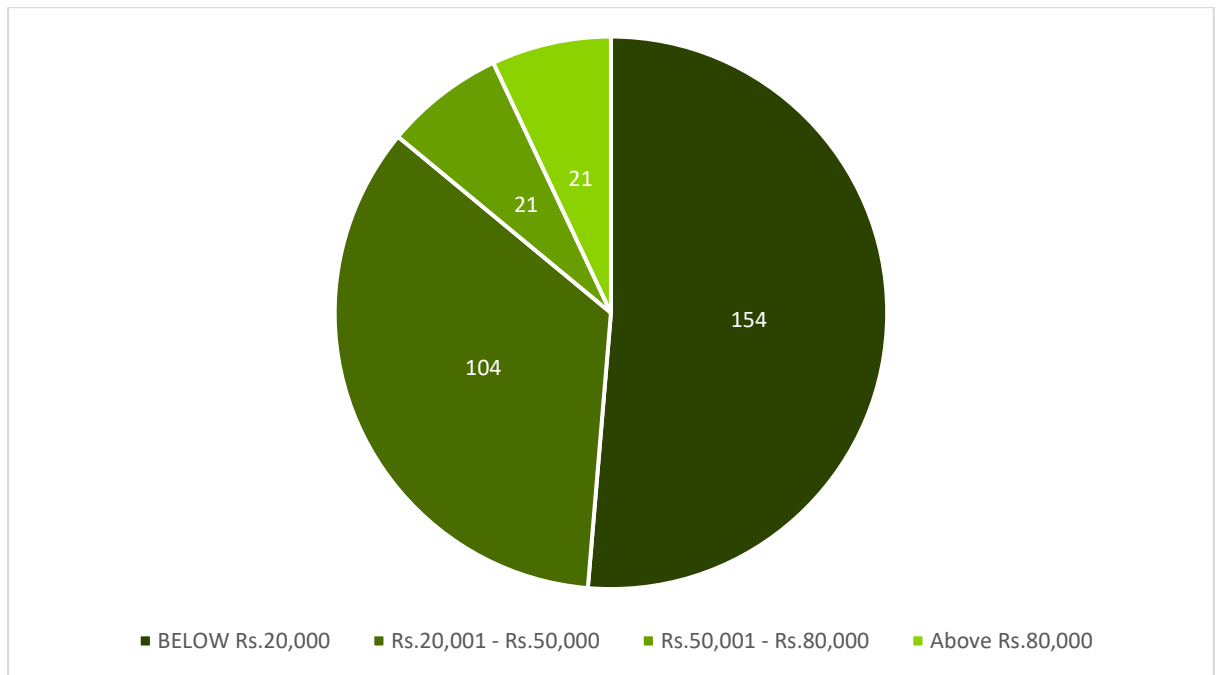


Figure 3.10

Pie Chart showing the distribution of sample based on monthly family income



3.13 STATISTICAL TREATMENT OF DATA

The major functional variables for analysis and interpretation of the data include Emotional Maturity, Problems of Adolescents, personal variables include gender, birth order, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation and the school related variables include school management, type of school.

The following statistical techniques were used for analyzing and interpreting the data.

3.13.1 ITEM ANALYSIS

Item analysis was done for data collected during pilot study. It involves the computation of:

- Reliability (Cronbach alpha)
- Validity (Pearson correlation co - efficient)

3.13.2 DESCRIPTIVE ANALYSIS

Descriptive analysis computed:

- Mean
- Standard deviation of the research variables partitioned by the personal and school related variable

3.13.3 CRITICAL RATIO

Critical ratios were computed to test the differences in

- Emotional Maturity
- Problems of Adolescents
- Dimensions of Emotional Maturity
- Dimensions of Problems of Adolescents

Owing to the difference in gender.

3.13.4 ONE WAY ANALYSIS OF VARIANCE

One way Analysis of Variance was computed to explore the difference in

- Emotional Maturity
- Problems of Adolescents
- Dimensions of Emotional Maturity
- Dimensions of Problems of Adolescents

With reference to

- Birth Order
- School Management
- Type of School
- Father's Educational Qualification
- Mother's Educational Qualification
- Father's Occupation
- Mother's Occupation
- Family Monthly Income

3.13.5 CORRELATIONAL ANALYSIS

Pearson's product moment method was used for finding the relationship between

- Dimensions of emotional maturity and dimensions of problems of adolescents for the whole sample.
- Emotional maturity and problems of adolescents for the whole sample.

3.13.6 REGRESSION ANALYSIS

- **Multiple Regression:** Multiple Regression analysis was done to check if dimensions of Emotional Maturity are significant predictors of Problems of Adolescents.

3.14 CONCLUSION

This chapter outlined the design of the present study, the procedure followed and nature of sample. It described the hypotheses to be tested, the tools used, method of administration of the tool and scoring and the statistical methods used for analysis of the data. The method of investigation designed and followed is found to be quite appropriate and effective for the study.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Chapter IV

ANALYSIS AND INTERPRETATION OF DATA

4.0 INTRODUCTION

"Data analysis is the systematic application of statistical and logical techniques to describe the data, identify patterns within the data, and use those patterns to make inferences about the underlying process or population being studied" says Alan Agresti and Christine Franklin (2007).

According to Robert N. Lussier and David C. Kimball (2014), "Data Interpretation is the process of making sense of data by analysing, synthesizing, and drawing conclusions from it. It involves understanding the context of the data, identifying patterns or relationships, and deriving meaningful insights or implications."

In the realm of data analysis and Interpretation, lies the essence of understanding the intricacies of information. Analysis serves as the initial step, where raw data is meticulously scrutinized, sorted, and processed to unveil hidden patterns, trends, and correlations. Once analysed, the data then undergoes Interpretation, where context is applied, and meaning is derived. This step transcends mere numbers, delving into the realm of inference and understanding. Together, analysis and Interpretation form the cornerstone of data-driven decision-making, empowering individuals and organizations to navigate the complexities of the modern world with clarity and confidence.

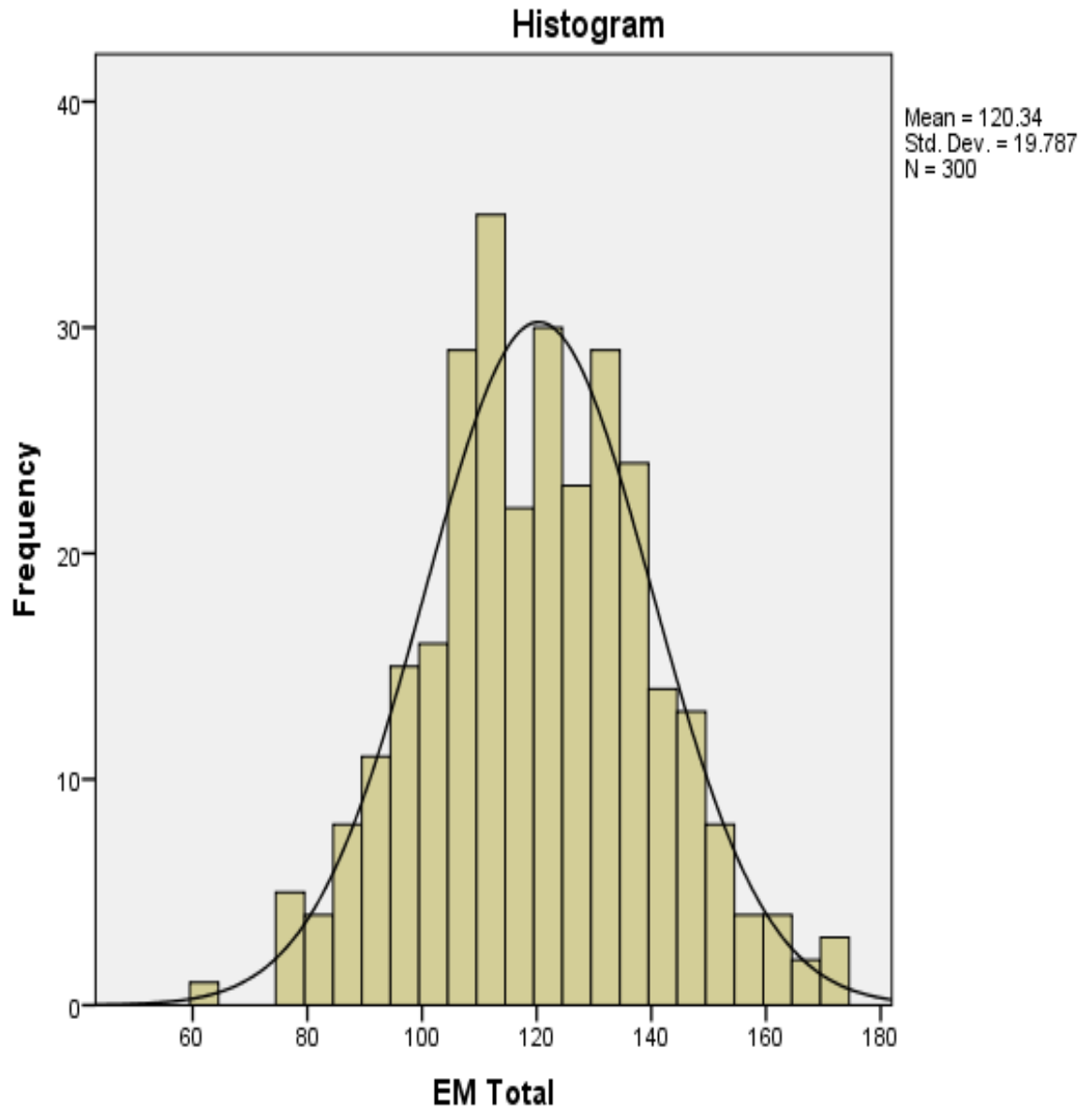
The data collected with regard to Emotional Maturity and Problems of Adolescents of Higher Secondary students of Chennai district along with the Personal and School related Factors analysed with reference to the objectives and hypotheses of this study. The relationship involved are carefully brought to light so that some meaningful inferences can be drawn.

This chapter deals with the statistical analysis of the data with reference to the hypothesis stated in chapter III. Based on the analysis, Interpretations are made to account for the results. The Interpretations are supported by visual representations of data such as normality curve, flow charts, pie charts, bar graphs and scatter plots. They provide for better understanding of the nature and spread of the data.

4.1 TEST FOR NORMALITY OF RESEARCH VARIABLES

Figure 4.1

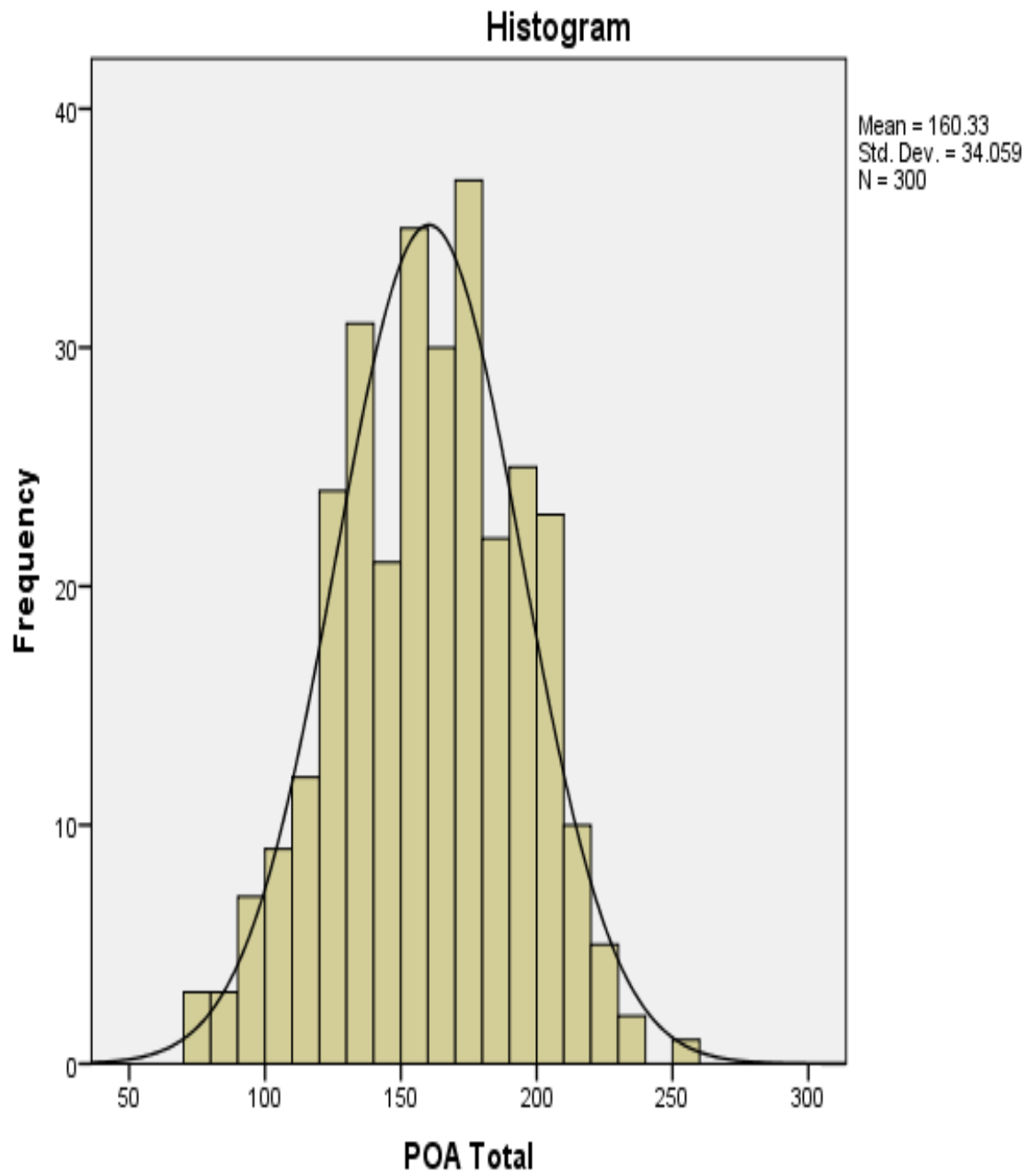
Test for Normality of Emotional Maturity



The Figure 4.1 depicts that the overall Emotional Maturity data perfectly fix into bilateral symmetry. It is inferred that the overall Emotional Maturity of Higher Secondary students' data lie under Normal Distribution. Hence, the researcher chose parametric test for the analysis.

Figure 4.2

Test for Normality of Problems of Adolescents



The Figure 4.2 depicts that the overall Problems of Adolescents data perfectly fit into bilateral symmetry. It is inferred that the overall Problems of Adolescents of Higher Secondary students' data lie under Normal Distribution. Hence, the researcher chose parametric test for the analysis.

4.2 STATISTICAL ANALYSIS OF THE DATA

According to Richard C. Sprinthall (2003), "Statistics is the mathematical science that deals with the collection, organization, analysis, Interpretation, and presentation of data."

"Statistical analysis of data refers to the process of using statistical techniques to analyse and interpret data. It involves summarizing the data, identifying patterns or relationships, testing hypotheses, and making inferences or predictions based on the data." Says Larry E. Toothaker (1993).

4.2.1 TYPES OF STATISTICAL ANALYSIS

Based on functions, statistical analysis can be broadly classified into four types namely:

- **Descriptive Statistics** - Descriptive statistics is a branch of statistics that deals with descriptions of obtained data. On the basis of these descriptions a particular group of population is defined for corresponding characteristics.
- **Inferential Statistics** - Inferential statistics is a branch of statistics that involves making predictions or inferences about a population based on a sample of data taken from that population. It is used to analyse the probabilities, assumptions, and outcomes of a hypothesis.
- **Correlational Statistics** - Correlational statistics refers to the branch of statistics concerned with measuring and describing the relationship or association between two or more variables within a dataset. Instead of focusing on causation, correlational statistics assess the degree and direction of the relationship between variables. It is a part of inferential statistics as it makes inferences about the population.
- **Regression Analysis:** Regression analysis is a statistical method used to model the relationship between a dependent variable and one or more independent variables. It aims to predict the value of the dependent variable based on the values of the independent variables. Regression analysis can be simple, involving only one independent variable (simple linear regression), or multiple, involving two or more independent variables (multiple linear regression).

The choice of statistical technique is largely determined by the research hypothesis to be tested.

4.3 DESCRIPTIVE ANALYSIS

The sample constitutes 300 higher secondary students of Chennai district. The variables used in the present investigation includes emotional maturity and problems of adolescents, personal variables like gender, birth order, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation and monthly family income and school related variables like school management, type of school, After the data was collected, it was classified according to the various categories and sub categories of the above-mentioned variables.

4.3.1 DESCRIPTIVE ANALYSIS OF EMOTIONAL MATURITY

Means and standard deviations of dimensions of Emotional Maturity are calculated and presented in Table 4.1.

Table 4.1

Table showing the Means and Standard Deviations of Dimensions of Emotional Maturity

S.No	Dimensions	Mean	Standard Deviation
1.	Emotional Stability	27.93	6.625
2.	Emotional Progression	29.65	6.128
3.	Social Adjustment	18.07	4.126
4.	Personality Integration	27.32	6.076
5.	Independence	17.38	3.802

The data represented in table 4.1 suggested the mean and standard deviation of dimensions of Emotional Maturity namely: Emotional Stability, Emotional

Progression, Social Adjustment, Personality Integration and Independence of higher secondary students of Chennai district. The sample has high emotional progression and low independence.

Means and standard deviations of emotional maturity for the sub samples classified on the basis of the selected personal variables are calculated and presented in Table 4.2

Table 4.2

Table showing the Means and standard deviations of Emotional Maturity for subsamples

S.No	Variables	Categories	Size	Mean	Standard Deviation
1.	Gender	Male	150	120.67	18.958
		Female	150	120.02	20.641
2.	Birth Order	First	152	119.06	19.289
		Second	122	121.43	20.226
		Above	26	122.77	20.818
3.	School Management	Government	100	116.56	16.456
		Government Aided	100	128.52	22.346
		Private	100	115.95	17.629
4.	Type of School	Boys	100	121.28	19.917
		Girls	100	123.80	21.036
		Co-education	100	115.95	17.629
5.	Father's Educational Qualification	Below or Up to SSLC	183	120.57	19.301
		HSC	72	121.10	19.719

		Graduation	29	116.66	21.597
		Post Graduation	16	121.06	23.297
6.	Mother's Educational Qualification	Below or Up to SSLC	181	121.20	19.306
		HSC	67	118.40	21.212
		Graduation	29	118.86	20.606
		Post Graduation	23	121.13	18.979
7.	Father's Occupation	Unemployed	20	112.50	14.827
		Daily Wages	119	120.46	18.409
		Permanent	120	120.61	21.607
		Business	41	123.05	19.872
8.	Mother's Occupation	Unemployed	125	121.10	19.465
		Daily Wages	47	120.81	18.387
		Permanent	120	119.18	20.610
		Business	8	123.13	22.912
9.	Monthly Family Income	Below or Up to Rs.20,000	154	119.96	18.372
		Rs.20,001 - Rs.50,000	104	120.15	20.631
		Rs.50,001 – Rs.80,000	21	126.43	24.373
		Above Rs.80,000	21	118.00	20.952

The data presented in table 4.2 suggested the mean and standard deviation of Emotional Maturity of higher secondary students of Chennai district owing to the selected personal variables such as gender, birth order, school management, type of school, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation, family monthly income.

Table 4.3

Table showing the Means of Dimensions of Emotional Maturity for subsamples

Variables	Categories	Mean				
		Emotional Stability	Emotional Progression	Social Adjustment	Personality Integration	Independence
Gender	Male	27.99	30.11	18.21	27.25	17.11
	Female	27.87	29.19	17.92	27.39	17.65
Birth Order	First	27.72	29.23	17.90	26.92	17.28
	Second	28.19	30.03	18.23	27.70	17.28
	Above	27.88	30.27	18.27	27.92	18.42
School Management	Government	26.70	28.89	18.66	25.03	17.28
	Government Aided	30.52	31.73	18.34	30.13	17.80
	Private	26.56	28.32	17.20	26.81	17.06
Type of School	Boys	28.06	30.32	18.55	27.13	17.22
	Girls	29.16	30.30	18.45	28.03	17.86
	Co-education	26.56	28.32	17.20	26.81	17.06
Father's Educational Qualification	Below or Up to SSLC	27.87	29.83	18.36	27.11	17.40
	HSC	28.03	29.78	17.83	27.96	17.50
	Graduation	27.59	28.41	17.21	26.62	16.83

	Post Graduation	28.75	29.25	17.38	28.13	17.56
Mother's Educational Qualification	Below or Up to SSLC	27.82	29.83	18.49	27.46	17.60
	HSC	28.16	29.10	17.45	26.93	16.76
	Graduation	27.00	29.52	17.03	27.41	17.90
	Post Graduation	29.26	29.91	17.87	27.26	16.83
Father's Occupation	Unemployed	24.10	27.60	19.40	24.70	16.70
	Daily Wages	27.81	29.90	18.25	27.10	17.40
	Permanent	28.37	29.69	17.64	27.43	17.48
	Business	28.85	29.78	18.12	28.93	17.37
Mother's Occupation	Unemployed	27.78	29.77	18.15	27.77	17.64
	Daily Wages	27.28	29.79	18.72	27.72	17.30
	Permanent	28.26	29.34	17.73	26.72	17.13
	Business	29.13	31.50	17.88	27.00	17.63
Monthly Family Income	Below or Up to Rs.20,000	27.08	29.66	18.82	27.06	17.34
	Rs.20,001 - Rs.50,000	28.51	29.84	17.26	27.40	17.14
	Rs.50,001 – Rs.80,000	31.19	29.57	17.38	29.76	18.52
	Above Rs.80,000	27.95	28.67	17.24	26.43	17.71

The data presented in table 4.3 suggested the mean of dimensions of Emotional Maturity of higher secondary students of Chennai district owing to the selected personal variables such as gender, birth order, school management, type of school, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation, family monthly income.

4.3.2 DESCRIPTIVE ANALYSIS OF PROBLEMS OF ADOLESCENTS

Means and standard deviations of dimensions of Problems of Adolescents are calculated and presented in Table 4.4.

Table 4.4

Table showing the Means and Standard Deviations of Dimensions of Problems of Adolescents

S.No	Dimensions	Mean	Standard Deviation
1.	Family Problems	55.10	16.615
2.	School Problems	45.34	11.193
3.	Social Problems	9.47	3.451
4.	Personal Problems and Oversensitivity	50.43	12.531

The data represented in table 4.4 suggested the mean and standard deviation of dimensions of Problems of Adolescents namely: Family Problems, School Problems, Social Problems, Personal Problems and Oversensitivity of higher secondary students of Chennai district.

Means and standard deviations of problems of adolescents for the sub samples classified on the basis of the selected personal variables are calculated and presented in Table 4.5

Table 4.5

Table showing the Means and standard deviations of Problems of Adolescents for subsamples

S.No	Variables	Categories	Size	Mean	Standard Deviation
1.	Gender	Male	150	160.21	33.725
		Female	150	160.45	34.502
2.	Birth Order	First	152	161.20	35.484
		Second	122	159.25	33.301
		Above	26	160.38	29.846
3.	School Management	Government	100	161.99	31.042
		Government Aided	100	156.87	34.132
		Private	100	162.14	36.833
4.	Type of School	Boys	100	161.71	32.612
		Girls	100	157.15	32.677
		Co-education	100	162.14	36.833
5.	Father's Educational Qualification	Below or Up to SSLC	183	161.63	33.676
		HSC	72	158.21	35.516
		Graduation	29	165.72	34.783
		Post Graduation	16	145.31	28.187

6.	Mother's Educational Qualification	Below or Up to SSLC	181	161.41	31.809
		HSC	67	158.55	37.056
		Graduation	29	158.00	41.466
		Post Graduation	23	159.96	33.950
7.	Father's Occupation	Unemployed	20	167.00	30.082
		Daily Wages	119	162.04	30.940
		Permanent	120	158.67	35.288
		Business	41	156.98	40.765
8.	Mother's Occupation	Unemployed	125	157.17	38.526
		Daily Wages	47	165.34	27.871
		Permanent	120	162.84	30.871
		Business	8	142.75	33.780
9.	Monthly Family Income	Below or Up to Rs.20,000	154	162.73	33.315
		Rs.20,001 - Rs.50,000	104	158.26	33.517
		Rs.50,001 – Rs.80,000	21	156.14	38.042
		Above Rs.80,000	21	157.24	39.034

The data presented in table 4.5 suggested the mean and standard deviation of Problems of Adolescents of higher secondary students of Chennai district owing to the selected personal variables such as gender, birth order, school management, type of school, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation, family monthly income.

Table 4.6

Table showing the Means of Dimensions of Problems of Adolescents for subsamples

Variables	Categories	Mean			
		Family Problems	School Problems	Social Problems	Personal and Over Sensitivity Problems
Gender	Male	53.48	46.83	9.90	50.00
	Female	56.71	43.85	9.03	50.85
Birth Order	First	55.22	45.33	9.60	51.05
	Second	55.11	45.51	9.31	49.31
	Above	54.27	44.65	9.42	52.04
School Management	Government	53.60	47.86	9.57	50.96
	Government Aided	54.54	43.36	9.35	49.62
	Private	57.15	44.81	9.48	50.70
Type of School	Boys	53.39	47.88	10.00	50.44
	Girls	54.75	43.34	8.92	50.14
	Co-education	57.15	44.81	9.48	50.70
Father's Educational Qualification	Below or Up to SSLC	54.95	45.67	9.66	51.35
	HSC	55.56	44.83	9.19	48.62
	Graduation	58.21	45.97	9.66	51.90
	Post Graduation	49.06	42.75	8.19	45.31
Mother's Educational Qualification	Below or Up to SSLC	55.46	45.50	9.67	50.78
	HSC	53.75	45.64	9.09	50.07
	Graduation	54.38	44.10	9.41	50.10
	Post Graduation	57.04	44.78	9.04	49.09

Father's Occupation	Unemployed	58.00	46.95	9.95	52.10
	Daily Wages	56.30	44.71	9.71	51.33
	Permanent	53.67	46.51	9.29	49.20
	Business	54.34	43.00	9.05	50.59
Mother's Occupation	Unemployed	54.21	44.17	8.99	49.80
	Daily Wages	58.83	45.74	9.81	50.96
	Permanent	54.83	46.68	9.95	51.38
	Business	51.00	41.25	7.62	42.88
Monthly Family Income	Below or Up to Rs.20,000	55.27	46.03	9.66	51.77
	Rs.20,001 - Rs.50,000	54.93	44.94	9.32	49.07
	Rs.50,001 – Rs.80,000	54.52	43.29	9.19	49.14
	Above Rs.80,000	55.19	44.38	9.10	48.57

The data presented in table 4.6 suggested the mean of dimensions of Problems of Adolescents of higher secondary students of Chennai district owing to the selected personal variables such as gender, birth order, school management, type of school, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation, family monthly income.

4.4 INFERENTIAL ANALYSIS

4.4.1 INFERENTIAL ANALYSIS OF EMOTIONAL MATURITY

Ho-1.1: There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in gender.

Table 4.7

Table Showing the Critical Ratio of Difference in Emotional Maturity of Boys and Girls

Gender	N	Mean	SD	t-test value	df	P value and significance level
Boys	150	120.67	18.958	0.283	298	0.778 P > 0.05 NS
Girls	150	120.02	20.641			

Interpretation:

The above table shows that the mean scores of boys 120.67 with standard deviation 18.958. Similarly, the mean scores of girls 120.02 with standard deviation 20.641. Here the significant value 0.778 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence there is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in gender.

Ho-2.1: There is no significant difference in the dimensions of emotional maturity of higher secondary students of Chennai district owing to the difference in gender.

Table 4.8

Table showing the critical ratio of difference in Dimensions of Emotional Maturity of Boys and Girls

Dimensions of Emotional Maturity	Category	N	Mean	S.D	t-test value	df	P value and significance level
Emotional Stability	Boys	150	27.99	6.476	0.157	298	0.876 P > 0.05 NS
	Girls	150	27.87	6.792			
Emotional Progression	Boys	150	30.11	5.986	1.302	298	0.194 P > 0.05 NS
	Girls	150	29.19	6.253			
Social Adjustment	Boys	150	18.21	3.921	0.615	298	0.539 P > 0.05 NS
	Girls	150	17.92	4.330			
Personality Integration	Boys	150	27.25	5.757	0.199	298	0.842 P > 0.05 NS
	Girls	150	27.39	6.397			
Independence	Boys	150	17.11	3.958	1.246	298	0.214 P > 0.05 NS
	Girls	150	17.65	3.632			

Interpretation:

- **Emotional Stability dimension of Emotional Maturity** – The above table shows that, on this dimension the obtained 't' value i.e. 0.157 is greater than the table value with degrees of freedom 298 at 5% level i.e. 0.876. It means male and female students do not differ significantly in their emotional stability dimension of emotional maturity.
- **Emotional Progression dimension of Emotional Maturity** – The above table shows that, on this dimension the obtained 't' value i.e. 1.302 is greater than the table value with degrees of freedom 298 at 5% level i.e. 0.194. It means male and female students do not differ significantly in their emotional progression dimension of emotional maturity.
- **Social Adjustment dimension of Emotional Maturity** – The above table shows that, on this dimension the obtained 't' value i.e. 0.615 is greater than the table value with degrees of freedom 298 at 5% level i.e. 0.539. It means male and female students do not differ significantly in their social adjustment dimension of emotional maturity.
- **Personality Integration dimension of Emotional Maturity** – The above table shows that, on this dimension the obtained 't' value i.e. 0.199 is greater than the table value with degrees of freedom 298 at 5% level i.e. 0.842. It means male and female students do not differ significantly in their personality integration dimension of emotional maturity.
- **Independence dimension of Emotional Maturity** – The above table shows that, on this dimension the obtained 't' value i.e. 1.246 is greater than the table value with degrees of freedom 298 at 5% level i.e. 0.214. It means male and female students do not differ significantly in their independence dimension of emotional maturity.

H₀-1.2: There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in birth order.

Table 4.9

One Way ANOVA Showing the Difference in Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in Birth Order

Variable	Birth Order	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Maturity	Between Groups	546.718	2	273.359	0.697	0.499 P > 0.05 NS
	Within Groups	116514.919	297	392.306		
	Total	117061.637	299			

Interpretation:

From the above table, the significant value 0.499 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Emotional Maturity of higher secondary students of Chennai district owing to the difference in birth order.

H₀-1.3: There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in school management.

Table 4.10

One Way ANOVA Showing the Difference in Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in School Management

Variable	School Management	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Maturity	Between Groups	10047.287	2	5023.643	13.942	0.000 P < 0.05 S
	Within Groups	107014.350	297	360.318		
	Total	117061.637	299			

Interpretation:

From the above table, the significant value 0.000 is less than 0.05 which is significant at 5% level. So, the null hypothesis is rejected. Hence, there is significant difference in Emotional Maturity of higher secondary students of Chennai district owing to the difference in school management.

Since 'F' is significant for school management, post hoc test was carried out to analyze the difference between the sub groups and the results are presented in the Table 4.11.

Table 4.11

The Table Showing Multiple Comparison of Emotional Maturity Between Different School Management

Sub Groups		Mean Difference	Standard Error	Level of Significance
School Management	Government Vs Private	0.610	2.684	0.972 $P > 0.05$ NS
	Government Aided Vs Government	11.960	2.684	0.000 $P < 0.05$ S
	Government Aided Vs Private	12.570	2.684	0.000 $P < 0.05$ S

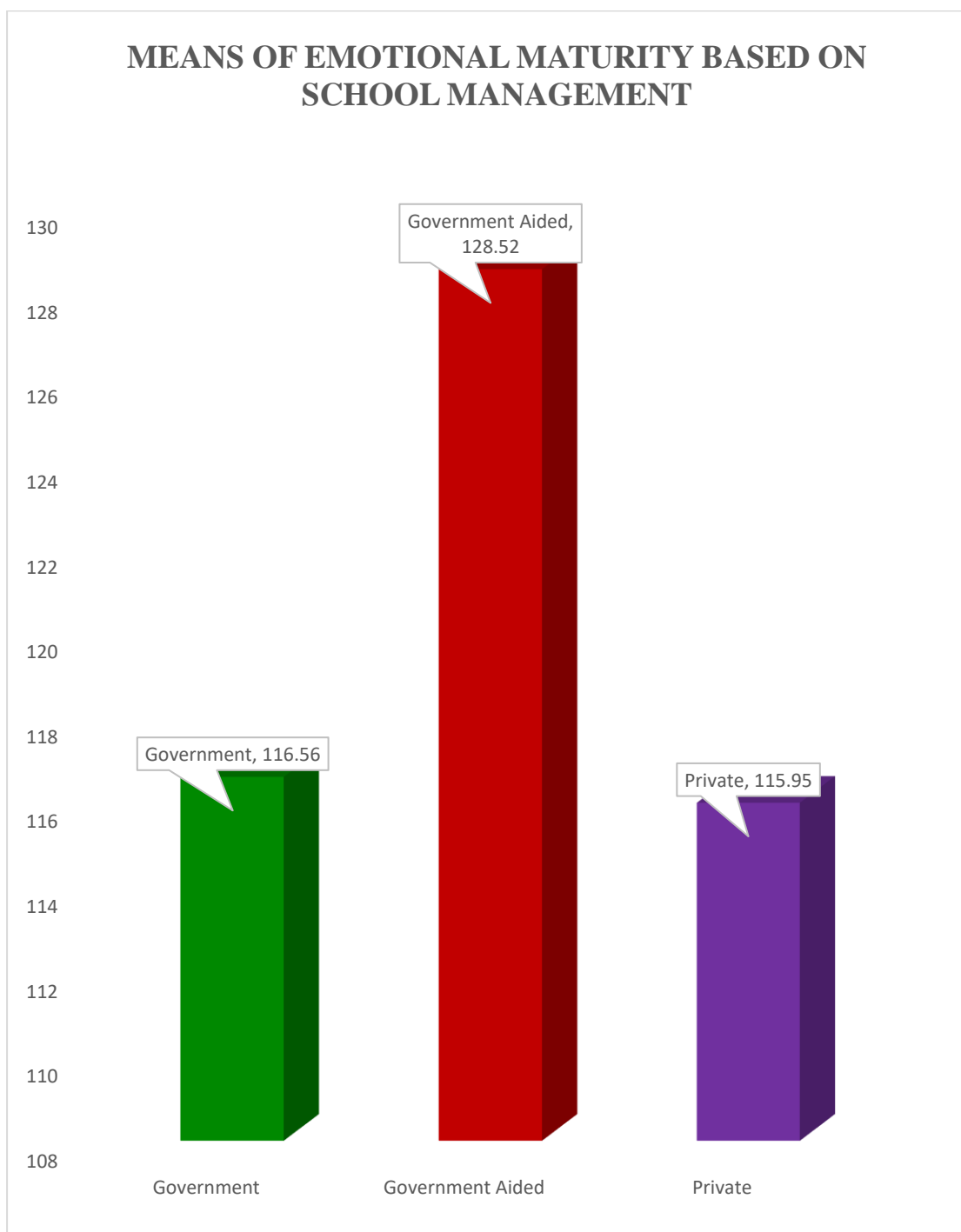
From the above Table 4.11 the computed mean difference between government Vs private schools shows no significance at 5% level.

The computed mean difference present in the table indicated significant difference in emotional maturity of students belonging to

- Government aided Vs government schools favoring those studying in government aided schools.
- Government aided Vs Private schools favoring those studying in government aided schools. Hence the results favoring to government aided schools.

Figure 4.3

Bar Diagram Showing the Means of Emotional Maturity owing to the Difference in School Management.



School Management	Government	Government Aided	Private
Means	116.56	128.52	115.95

H₀-1.4: There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in type of school.

Table 4.12

One Way ANOVA Showing the Difference in Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in Type of School

Variable	Type of School	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Maturity	Between Groups	3212.727	2	1606.363	4.191	0.016 P < 0.05 S
	Within Groups	113848.910	297	383.330		
	Total	117061.637	299			

Interpretation:

From the above table, the significant value 0.016 is less than 0.05 which is significant at 5% level. So, the null hypothesis is rejected. Hence, there is significant difference in Emotional Maturity of higher secondary students of Chennai district owing to the difference in type of school.

Since 'F' is significant for type of school, post hoc test was carried out to analyze the difference between the sub groups and the results are presented in the Table 4.13.

Table 4.13

The Table Showing Multiple Comparison of Emotional Maturity Between Different Type of School

Sub Groups		Mean Difference	Standard Error	Level of Significance
Type of School	Boys Vs Co – education	5.330	2.769	0.133 P > 0.05 NS
	Girls Vs Boys	2.520	2.769	0.634 P > 0.05 NS
	Girls Vs Co – education	7.850	2.769	0.014 P < 0.05 S

From the above table 4.13 the computed mean difference between

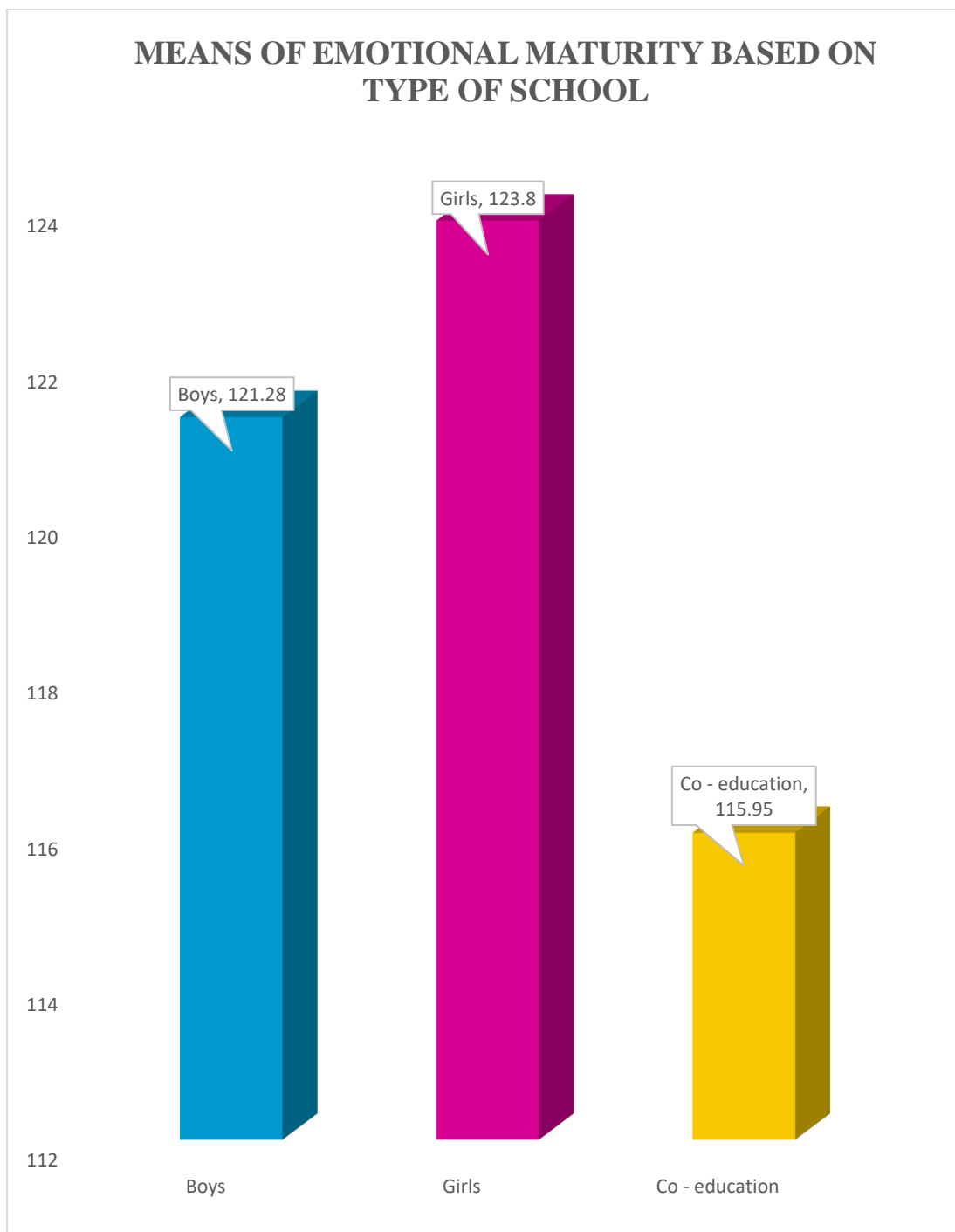
- girls Vs boys schools show no significance at 5% level.
- boys Vs co – education schools show no significance at 5% level.

The computed mean difference present in the table indicated significant difference in emotional maturity of students belonging to girls Vs co - education schools favoring those studying in girls school.

Hence the results favoring to girls school.

Figure 4.4

Bar Diagram Showing the Means of Emotional Maturity owing to the Difference in Type of School



Type of School	Boys	Girls	Co - education
Means	121.28	123.8	115.95

H₀-1.5: There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in father's educational qualification.

Table 4.14

One Way ANOVA Showing the Difference in Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in Father's Educational Qualification

Variable	Father's Educational Qualification	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Maturity	Between Groups	452.932	3	150.977	0.383	0.765 P > 0.05 NS
	Within Groups	116608.705	296	393.948		
	Total	117061.637	299			

Interpretation:

From the above table, the significant value 0.765 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted.

Hence, there is no significant difference in Emotional Maturity of higher secondary students of Chennai district owing to the difference in father's educational qualification.

H₀-1.6: There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

Table 4.15

One Way ANOVA Showing the Difference in Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in Mother's Educational Qualification

Variable	Mother's Educational Qualification	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Maturity	Between Groups	462.621	3	154.207	0.391	0.759 P > 0.05 NS
	Within Groups	116599.016	296	393.916		
	Total	117061.637	299			

Interpretation:

From the above table, the significant value 0.759 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted.

Hence, there is no significant difference in Emotional Maturity of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

H₀-1.7: There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in father's occupation.

Table 4.16

One Way ANOVA Showing the Difference in Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in Father's Occupation

Variable	Father's Occupation	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Maturity	Between Groups	1540.563	3	513.521	1.316	0.269 P > 0.05 NS
	Within Groups	115521.074	296	390.274		
	Total	117061.637	299			

Interpretation:

From the above table, the significant value 0.269 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted.

Hence, there is no significant difference in Emotional Maturity of higher secondary students of Chennai district owing to the difference in father's occupation.

H₀-1.8: There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in mother's occupation.

Table 4.17

One Way ANOVA Showing the Difference in Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in Mother's Occupation

Variable	Mother's Occupation	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Maturity	Between Groups	305.870	3	101.957	0.258	0.855 P > 0.05 NS
	Within Groups	116755.766	296	394.445		
	Total	117061.637	299			

Interpretation:

From the above table, the significant value 0.855 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted.

Hence, there is no significant difference in Emotional Maturity of higher secondary students of Chennai district owing to the difference in mother's occupation.

H₀-1.9: There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in monthly family income.

Table 4.18

One Way ANOVA Showing the Difference in Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in Monthly Family Income

Variable	Monthly Family Income	Sum of Squares	df	Mean Square	F – Value	Level of Significance
Emotional Maturity	Between Groups	919.189	3	306.396	0.781	0.505 P > 0.05 NS
	Within Groups	116142.448	296	392.373		
	Total	117061.637	299			

Interpretation:

From the above table, the significant value 0.505 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted.

Hence, there is no significant difference in Emotional Maturity of higher secondary students of Chennai district owing to the difference in monthly family income.

Ho-2.2: There is no significant difference in the dimensions of emotional maturity of higher secondary students of Chennai district owing to the difference in birth order.

Table 4.19

One Way ANOVA Showing the Difference in Dimensions of Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in Birth Order

Variable	Birth Order	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Stability	Between Groups	14.674	2	7.337	0.166	0.847 P > 0.05 NS
	Within Groups	13107.713	297	44.134		
	Total	13122.387	299			
Emotional Progression	Between Groups	54.622	2	27.311	0.726	0.485 P > 0.05 NS
	Within Groups	11173.925	297	37.623		
	Total	11228.547	299			
Social Adjustment	Between Groups	8.458	2	4.229	0.247	0.781 P > 0.05 NS
	Within Groups	5082.209	297	17.112		
	Total	5090.667	299			

Personality Integration	Between Groups	50.959	2	25.480	0.689	0.503 P > 0.05 NS
	Within Groups	10986.677	297	36.992		
	Total	11037.637	299			
Independence	Between Groups	30.974	2	15.487	1.072	0.344 P > 0.05 NS
	Within Groups	4291.706	297	14.450		
	Total	4322.680	299			

Interpretation:

- Emotional Stability**

From the above table, the significant value 0.847 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Emotional Stability of higher secondary students of Chennai district owing to the difference in birth order.

- Emotional Progression**

From the above table, the significant value 0.485 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Emotional Progression of higher secondary students of Chennai district owing to the difference in birth order.

- **Social Adjustment**

From the above table, the significant value 0.781 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Social Adjustment of higher secondary students of Chennai district owing to the difference in birth order.

- **Personality Integration**

From the above table, the significant value 0.503 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Personality Integration of higher secondary students of Chennai district owing to the difference in birth order.

- **Independence**

From the above table, the significant value 0.344 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Independence of higher secondary students of Chennai district owing to the difference in birth order.

Ho-2.3: There is no significant difference in the dimensions of emotional maturity of higher secondary students of Chennai district owing to the difference in school management.

Table 4.20

One Way ANOVA Showing the Difference in Dimensions of Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in School Management

Variable	School Management	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Stability	Between Groups	1009.787	2	504.893	12.380	0.000 P < 0.05 S
	Within Groups	12112.600	297	40.783		
	Total	13122.387	299			
Emotional Progression	Between Groups	667.287	2	333.643	9.383	0.000 P < 0.05 S
	Within Groups	10561.260	297	35.560		
	Total	11228.547	299			
Social Adjustment	Between Groups	117.787	2	58.893	3.517	0.031 P < 0.05 S
	Within Groups	4972.880	297	16.744		
	Total	5090.667	299			

Personality Integration	Between Groups	1340.027	2	670.013	20.520	0.000 P < 0.05 S
	Within Groups	9697.610	297	32.652		
	Total	11037.637	299			
Independence	Between Groups	28.880	2	14.440	0.999	0.370 P > 0.05 NS
	Within Groups	4293.800	297	14.457		
	Total	4322.680	299			

Interpretation:

- **Emotional Stability**

From the above table, the significant value 0.000 is less than 0.05 which is significant at 5% level. So, the null hypothesis is rejected. Hence, there is significant difference in Emotional Stability of higher secondary students of Chennai district owing to the difference in school management.

- **Emotional Progression**

From the above table, the significant value 0.000 is less than 0.05 which is significant at 5% level. So, the null hypothesis is rejected. Hence, there is significant difference in Emotional Progression of higher secondary students of Chennai district owing to the difference in school management.

- **Social Adjustment**

From the above table, the significant value 0.031 is less than 0.05 which is significant at 5% level. So, the null hypothesis is rejected. Hence, there is significant

difference in Social Adjustment of higher secondary students of Chennai district owing to the difference in school management.

- **Personality Integration**

From the above table, the significant value 0.000 is less than 0.05 which is significant at 5% level. So, the null hypothesis is rejected. Hence, there is significant difference in Personality Integration of higher secondary students of Chennai district owing to the difference in school management.

- **Independence**

From the above table, the significant value 0.370 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Independence of higher secondary students of Chennai district owing to the difference in school management.

Since 'F' is significant for school management, post hoc test was carried out to analyze the difference between the sub groups and the results are presented in the table 4.21, table 4.22, table 4.23 and table 4.24 for dimensions that showed significant difference in ANOVA test.

- **Emotional Stability**

Table 4.21

The Table Showing Multiple Comparison of Emotional Stability Between Different School Management

Sub Groups		Mean Difference	Standard Error	Level of Significance
School Management	Government Vs Private	0.140	0.903	0.987 $P > 0.05$ NS
	Government Aided Vs Government	3.820	0.903	0.000 $P < 0.05$ S
	Government Aided Vs Private	3.960	0.903	0.000 $P < 0.05$ S

From the above Table 4.21 the computed mean difference between government Vs private schools shows no significance at 5% level.

The computed mean difference present in the table indicated significant difference in emotional stability of students belonging to

- Government aided and government schools favoring those studying in government aided schools.
- Government aided and private schools favoring those studying in government aided schools.

Hence the results favoring to government aided schools.

- **Emotional Progression**

Table 4.22

The Table Showing Multiple Comparison of Emotional Progression Between Different School Management

Sub Groups		Mean Difference	Standard Error	Level of Significance
School Management	Government Vs Private	0.570	0.843	0.778 P > 0.05 NS
	Government Aided Vs Government	2.840	0.843	0.002 P < 0.05 S
	Government Aided Vs Private	3.410	0.843	0.000 P < 0.05 S

From the above Table 4.22 the computed mean difference between government Vs private schools shows no significance at 5% level.

The computed mean difference present in the table indicated significant difference in emotional progression of students belonging to

- Government aided and government schools favoring those studying in government aided schools.
- Government aided and private schools favoring those studying in government aided schools.

Hence the results favoring to government aided schools.

- **Social Adjustment**

Table 4.23

The Table Showing Multiple Comparison of Social Adjustment Between Different School Management

Sub Groups		Mean Difference	Standard Error	Level of Significance
School Management	Government Vs Government Aided	0.320	0.579	0.845 $P > 0.05$ NS
	Government Vs Private	1.460	0.579	0.032 $P < 0.05$ S
	Government Aided Vs Private	1.140	0.579	0.121 $P > 0.05$ NS

From the above Table 4.23 the computed mean difference between

- Government Vs government aided schools show no significance at 5% level.
- Government aided Vs private schools show no significance at 5% level.

The computed mean difference present in the table indicated significant difference in social adjustment of students belonging to government and private schools favoring those studying in government schools.

Hence the results favoring to government schools.

- **Personality Integration**

Table 4.24

The Table Showing Multiple Comparison of Personality Integration Between Different School Management

Sub Groups		Mean Difference	Standard Error	Level of Significance
School Management	Government Aided Vs Government	5.100	0.808	0.000 $P < 0.05$ S
	Government Aided Vs Private	3.320	0.808	0.000 $P < 0.05$ S
	Private Vs Government	1.780	0.808	0.072 $P > 0.05$ NS

From the above Table 4.24 the computed mean difference between private Vs government schools shows no significance at 5% level.

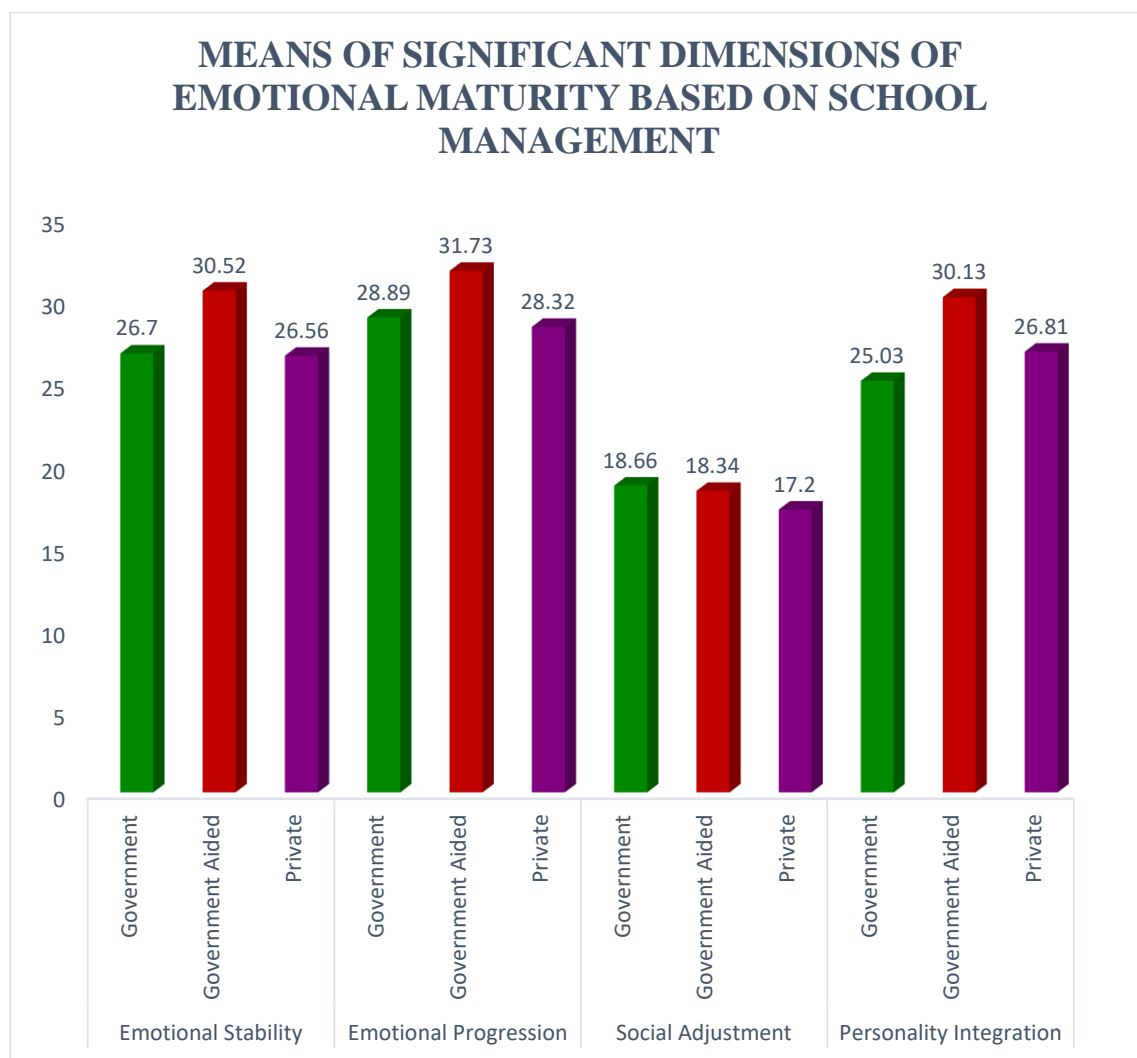
The computed mean difference present in the table indicated significant difference in personality integration of students belonging to

- Government aided and government schools favoring those studying in government aided schools.
- Government aided and private schools favoring those studying in government aided schools.

Hence the results favoring to government aided schools.

Figure 4.5

Bar Diagram Showing Means of Emotional Stability, Emotional Progression, Social Adjustment and Personality Integration based on School Management



Emotional Stability Mean Value	Government	26.7
	Government Aided	30.52
	Private	26.56
Emotional Progression Mean Value	Government	28.89
	Government Aided	31.73
	Private	28.32
Social Adjustment Mean Value	Government	18.66
	Government Aided	18.34
	Private	17.2
Personality Integration Mean Value	Government	25.03
	Government Aided	30.13
	Private	26.81

Ho-2.4: There is no significant difference in the dimensions of emotional maturity of higher secondary students of Chennai district owing to the difference in type of school.

Table 4.25

One Way ANOVA Showing the Difference in Dimensions of Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in Type of School

Variable	Type of School	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Stability	Between Groups	340.667	2	170.333	3.958	0.020 P < 0.05 S
	Within Groups	12781.720	297	43.036		
	Total	13122.387	299			
Emotional Progression	Between Groups	264.027	2	132.013	3.576	0.029 P < 0.05 S
	Within Groups	10964.520	297	36.918		
	Total	11228.547	299			

Social Adjustment	Between Groups	113.167	2	56.583	3.376	0.035 P < 0.05 S
	Within Groups	4977.500	297	16.759		
	Total	5090.667	299			
Personality Integration	Between Groups	80.027	2	40.013	1.085	0.339 P > 0.05 NS
	Within Groups	10957.610	297	36.894		
	Total	11037.637	299			
Independence	Between Groups	35.840	2	17.920	1.242	0.290 P > 0.05 NS
	Within Groups	4286.840	297	14.434		
	Total	4322.680	299			

Interpretation:

- Emotional Stability**

From the above table, the significant value 0.020 is less than 0.05 which is significant at 5% level. So, the null hypothesis is rejected. Hence, there is significant difference in Emotional Stability of higher secondary students of Chennai district owing to the difference in type of school.

- **Emotional Progression**

From the above table, the significant value 0.029 is less than 0.05 which is significant at 5% level. So, the null hypothesis is rejected. Hence, there is significant difference in Emotional Progression of higher secondary students of Chennai district owing to the difference in type of school.

- **Social Adjustment**

From the above table, the significant value 0.035 is less than 0.05 which is significant at 5% level. So, the null hypothesis is rejected. Hence, there is significant difference in Social Adjustment of higher secondary students of Chennai district owing to the difference in type of school.

- **Personality Integration**

From the above table, the significant value 0.339 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Personality Integration of higher secondary students of Chennai district owing to the difference in type of school.

- **Independence**

From the above table, the significant value 0.290 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Independence of higher secondary students of Chennai district owing to the difference in type of school.

Since 'F' is significant for type of school, post hoc test was carried out to analyze the difference between the sub groups and the results are presented in the table 4.26, table 4.27 and table 4.28 for dimensions that showed significant difference in ANOVA test.

- **Emotional Stability**

Table 4.26

The Table Showing Multiple Comparison of Emotional Stability Between Different Type of School

Sub Groups		Mean Difference	Standard Error	Level of Significance
Type of School	Boys Vs Co - education	1.500	0.928	0.240 P > 0.05 NS
	Girls Vs Boys	1.100	0.928	0.463 P > 0.05 NS
	Girls Vs Co - education	2.600	0.928	0.015 P < 0.05 S

From the above Table 4.26 the computed mean difference between

- Girls Vs boys school show no significance at 5% level.
- Boys Vs co - education schools show no significance at 5% level.

The computed mean difference present in the table indicated significant difference in emotional stability of students belonging to girls and co - education schools favoring those studying in girls school.

Hence the results favoring to girls school.

- **Emotional Progression**

Table 4.27

The Table Showing Multiple Comparison of Emotional Progression Between Different Type of School

Sub Groups		Mean Difference	Standard Error	Level of Significance
Type of School	Boys Vs Girls	0.020	0.859	1.000 P > 0.05 NS
	Boys Vs Co - education	2.000	0.859	0.054 P > 0.05 NS
	Girls Vs Co - education	1.980	0.859	0.057 P > 0.05 NS

From the above Table 4.27 the computed mean difference between

- Boys Vs girls school show no significance at 5% level.
- Boys Vs co – education school show no significance at 5% level.
- Girls Vs co – education school show no significance at 5% level.

Hence, there is no significant difference in Emotional Progression of higher secondary students of Chennai district owing to the difference in type of school.

- **Social Adjustment**

Table 4.28

The Table Showing Multiple Comparison of Social Adjustment Between Different Type of School

Sub Groups		Mean Difference	Standard Error	Level of Significance
Type of School	Boys Vs Girls	0.100	0.579	0.984 P > 0.05 NS
	Boys Vs Co - education	1.350	0.579	0.053 P > 0.05 NS
	Girls Vs Co - education	1.250	0.579	0.080 P > 0.05 NS

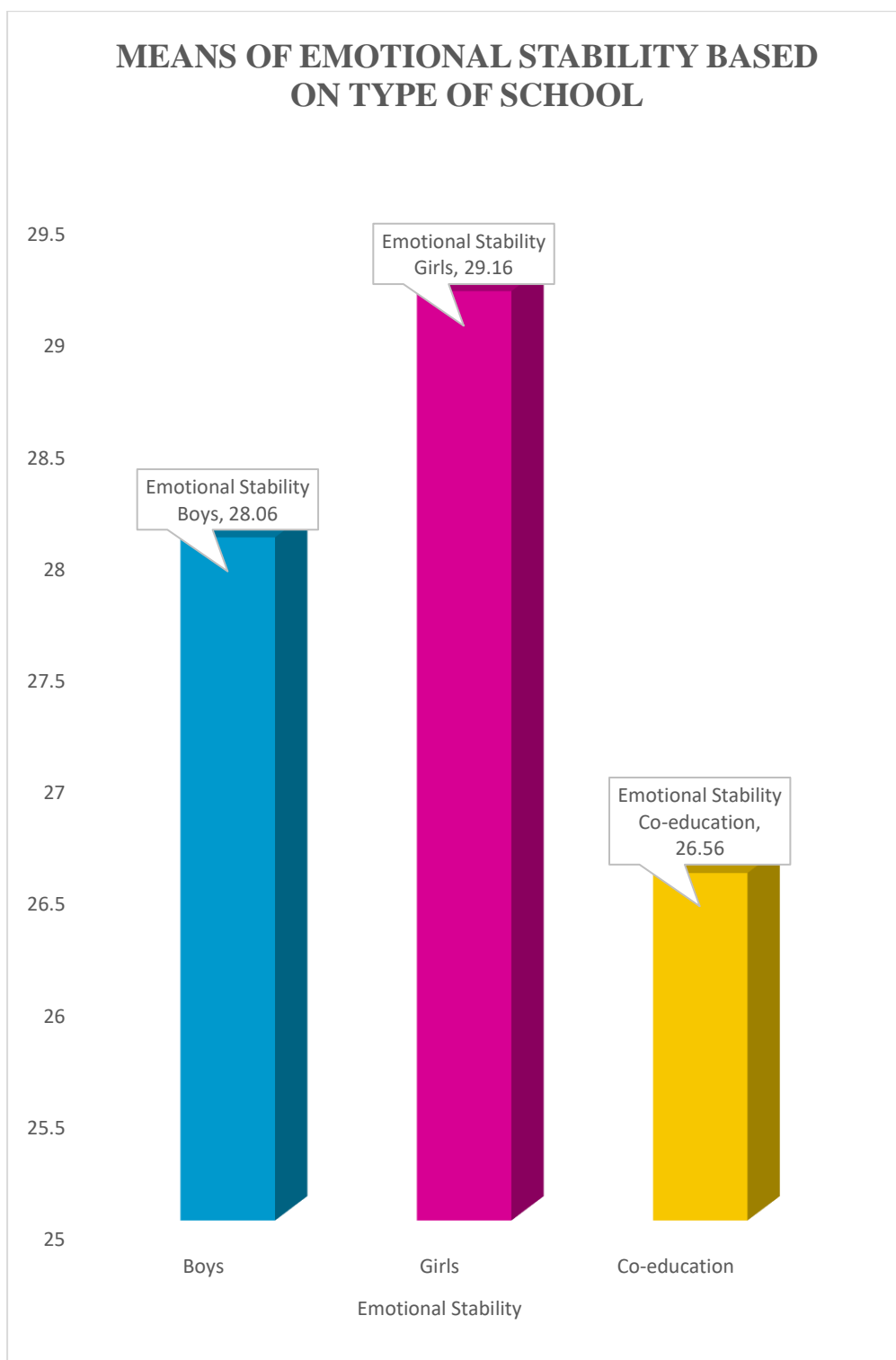
From the above Table 4.28 the computed mean difference between

- Boys Vs girls school show no significance at 5% level.
- Boys Vs co – education school show no significance at 5% level.
- Girls Vs co – education school show no significance at 5% level.

Hence, there is no significant difference in social adjustment of higher secondary students of Chennai district owing to the difference in type of school.

Figure 4.6

Bar Diagram Showing Means of Emotional Stability based on Type of School



Emotional Stability Mean Value	Boys	28.06
	Girls	29.16
	Co - education	26.56

Ho-2.5: There is no significant difference in the dimensions of emotional maturity of higher secondary students of Chennai district owing to the difference in father's educational qualification.

Table 4.29

One Way ANOVA Showing the Difference in Dimensions of Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in Father's Educational Qualification

Variable	Father's Educational Qualification	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Stability	Between Groups	15.555	3	5.185	0.117	0.950 P > 0.05 NS
	Within Groups	13106.831	296	44.280		
	Total	13122.387	299			
Emotional Progression	Between Groups	53.663	3	17.888	0.474	0.701 P > 0.05 NS
	Within Groups	11174.883	296	37.753		
	Total	11228.547	299			

Social Adjustment	Between Groups	48.245	3	16.082	0.944	0.420 P > 0.05 NS
	Within Groups	5042.421	296	17.035		
	Total	5090.667	299			
Personality Integration	Between Groups	61.594	3	20.531	0.554	0.646 P > 0.05 NS
	Within Groups	10976.043	296	37.081		
	Total	11037.637	299			
Independence	Between Groups	10.528	3	3.509	0.241	0.868 P > 0.05 NS
	Within Groups	4312.152	296	14.568		
	Total	4322.680	299			

Interpretation:

- Emotional Stability**

From the above table, the significant value 0.950 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Emotional Stability of higher secondary students of Chennai district owing to the difference in father's educational qualification.

- **Emotional Progression**

From the above table, the significant value 0.701 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Emotional Progression of higher secondary students of Chennai district owing to the difference in father's educational qualification.

- **Social Adjustment**

From the above table, the significant value 0.420 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Social Adjustment of higher secondary students of Chennai district owing to the difference in father's educational qualification.

- **Personality Integration**

From the above table, the significant value 0.646 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Personality Integration of higher secondary students of Chennai district owing to the difference in father's educational qualification.

- **Independence**

From the above table, the significant value 0.868 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Independence of higher secondary students of Chennai district owing to the difference in father's educational qualification.

Ho-2.6: There is no significant difference in the dimensions of emotional maturity of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

Table 4.30

One Way ANOVA Showing the Difference in Dimensions of Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in Mother's Educational Qualification

Variable	Mother's Educational Qualification	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Stability	Between Groups	71.774	3	23.925	0.543	0.653 P > 0.05 NS
	Within Groups	13050.612	296	44.090		
	Total	13122.387	299			
Emotional Progression	Between Groups	28.183	3	9.394	0.248	0.863 P > 0.05 NS
	Within Groups	11200.364	296	37.839		
	Total	11228.547	299			

Social Adjustment	Between Groups	89.310	3	29.770	1.762	0.155 P > 0.05 NS
	Within Groups	5001.357	296	16.896		
	Total	5090.667	299			
Personality Integration	Between Groups	14.524	3	4.841	0.130	0.942 P > 0.05 NS
	Within Groups	11023.113	296	37.240		
	Total	11037.637	299			
Independence	Between Groups	48.949	3	16.316	1.130	0.337 P > 0.05 NS
	Within Groups	4273.731	296	14.438		
	Total	4322.680	299			

Interpretation:

- Emotional Stability**

From the above table, the significant value 0.653 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Emotional Stability of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

- **Emotional Progression**

From the above table, the significant value 0.863 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Emotional Progression of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

- **Social Adjustment**

From the above table, the significant value 0.155 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Social Adjustment of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

- **Personality Integration**

From the above table, the significant value 0.942 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Personality Integration of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

- **Independence**

From the above table, the significant value 0.337 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Independence of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

Ho-2.7: There is no significant difference in the dimensions of emotional maturity of higher secondary students of Chennai district owing to the difference in father's occupation.

Table 4.31

One Way ANOVA Showing the Difference in Dimensions of Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in Father's Occupation

Variable	Father's Occupation	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Stability	Between Groups	353.043	3	117.681	2.728	0.044 P < 0.05 S
	Within Groups	12769.343	296	43.140		
	Total	13122.387	299			
Emotional Progression	Between Groups	92.341	3	30.780	0.818	0.485 P > 0.05 NS
	Within Groups	11136.206	296	37.622		
	Total	11228.547	299			

Social Adjustment	Between Groups	61.448	3	20.483	1.206	0.308 P > 0.05 NS
	Within Groups	5029.219	296	16.991		
	Total	5090.667	299			
Personality Integration	Between Groups	250.400	3	83.467	2.290	0.078 P > 0.05 NS
	Within Groups	10787.237	296	36.443		
	Total	11037.637	299			
Independence	Between Groups	10.404	3	3.468	0.238	0.870 P > 0.05 NS
	Within Groups	4312.276	296	14.568		
	Total	4322.680	299			

Interpretation:

- Emotional Stability**

From the above table, the significant value 0.044 is less than 0.05 which is significant at 5% level. So, the null hypothesis is rejected. Hence, there is significant difference in Emotional Stability of higher secondary students of Chennai district owing to the difference in father's occupation.

- **Emotional Progression**

From the above table, the significant value 0.485 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Emotional Progression of higher secondary students of Chennai district owing to the difference in father's occupation.

- **Social Adjustment**

From the above table, the significant value 0.308 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Social Adjustment of higher secondary students of Chennai district owing to the difference in father's occupation

- **Personality Integration**

From the above table, the significant value 0.078 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Personality Integration of higher secondary students of Chennai district owing to the difference in father's occupation.

- **Independence**

From the above table, the significant value 0.870 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Independence of higher secondary students of Chennai district owing to the difference in father's occupation.

Since 'F' is significant for father's occupation, post hoc test was carried out to analyze the difference between the sub groups and the results are presented in the table 4.32 for the dimension that showed significant difference in ANOVA test.

- **Emotional Stability**

Table 4.32

The Table Showing Multiple Comparison of Emotional Stability Between Different Occupation Type of Student's Father

Sub Groups		Mean Difference	Standard Error	Level of Significance
Father's Occupation	Daily Wages Vs Unemployed	3.707	1.587	0.092 P > 0.05 NS
	Permanent Vs Unemployed	4.267	1.586	0.038 P < 0.05 S
	Permanent Vs Daily Wages	0.560	0.850	0.912 P > 0.05 NS
	Business Vs Unemployed	4.754	1.791	0.042 P < 0.05 S
	Business Vs Daily Wages	1.047	1.189	0.815 P > 0.05 NS
	Business Vs Permanent	0.487	1.188	0.977 P > 0.05 NS

From the above Table 4.32 the computed mean difference between

- Daily wages Vs unemployed show no significance.
- Permanent Vs Daily wages show no significance.
- Business Vs Daily wages show no significance.
- Business Vs Permanent show no significance.

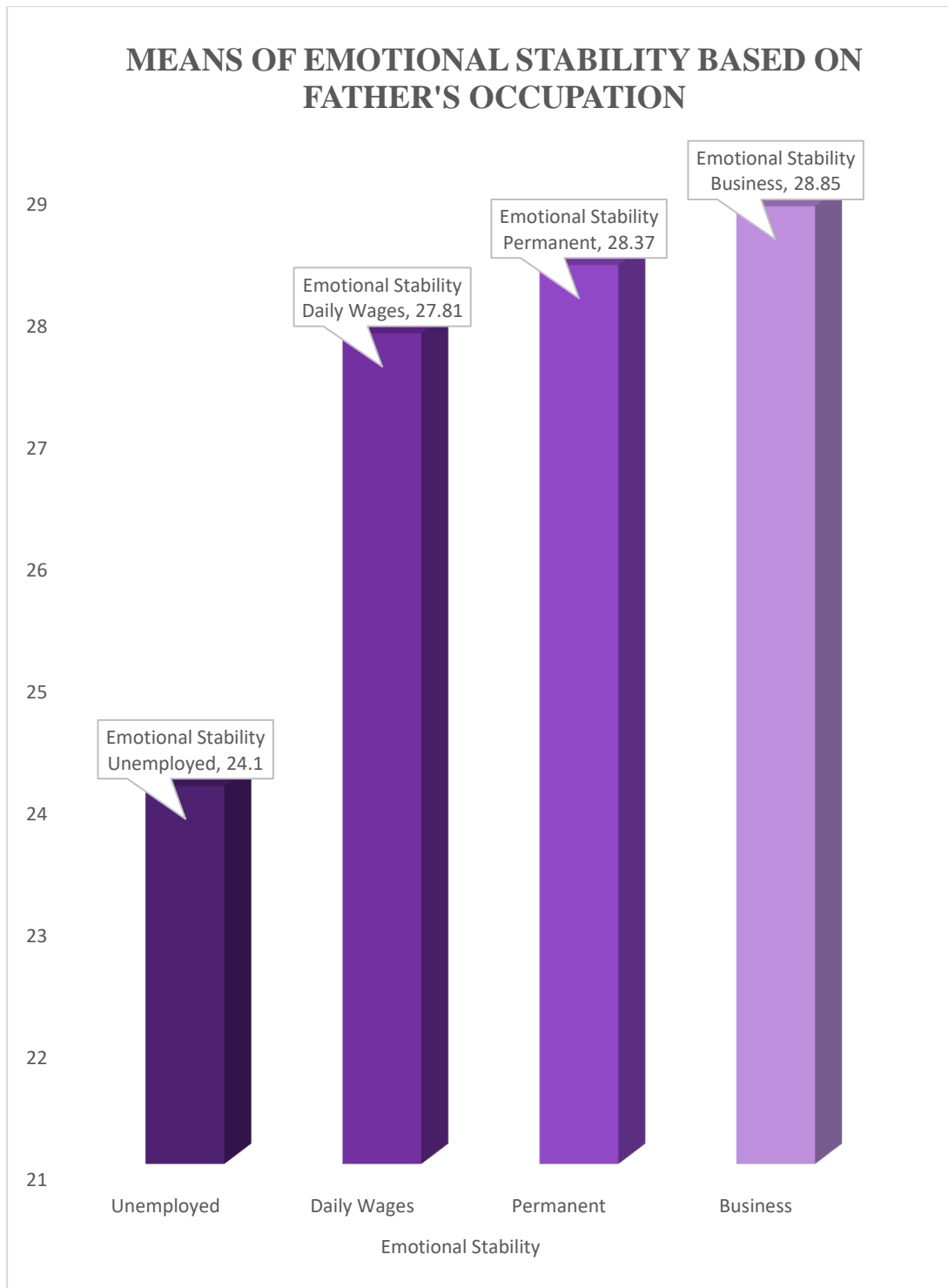
The computed mean difference present in the table indicated significant difference in emotional stability of

- students whose father's occupation type belongs to permanent and business favoring those students whose father's occupation type is permanent.
- students whose father's occupation type belongs to business and unemployed favoring those students whose father's occupation type is business.

Hence the results favoring to students whose father's occupation type is business

Figure 4.7

Bar Diagram Showing Means of Emotional Stability based on Father's Occupation



Emotional Stability Mean Value	Unemployed	24.1
	Daily Wages	27.81
	Permanent	28.37
	Business	28.85

Ho-2.8: There is no significant difference in the dimensions of emotional maturity of higher secondary students of Chennai district owing to the difference in mother's occupation.

Table 4.33

One Way ANOVA Showing the Difference in Dimensions of Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in Mother's Occupation

Variable	Mother's Occupation	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Stability	Between Groups	47.388	3	15.796	0.358	0.784 P > 0.05 NS
	Within Groups	13074.999	296	44.172		
	Total	13122.387	299			
Emotional Progression	Between Groups	41.411	3	13.804	0.365	0.778 P > 0.05 NS
	Within Groups	11187.136	296	37.794		
	Total	11228.547	299			

Social Adjustment	Between Groups	34.809	3	11.603	0.679	0.565 P > 0.05 NS
	Within Groups	5055.858	296	17.081		
	Total	5090.667	299			
Personality Integration	Between Groups	76.035	3	25.345	0.684	0.562 P > 0.05 NS
	Within Groups	10961.601	296	37.032		
	Total	11037.637	299			
Independence	Between Groups	17.050	3	5.683	0.391	0.760 P > 0.05 NS
	Within Groups	4305.630	296	14.546		
	Total	4322.680	299			

Interpretation:

- Emotional Stability**

From the above table, the significant value 0.784 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Emotional Stability of higher secondary students of Chennai district owing to the difference in mother's occupation.

- **Emotional Progression**

From the above table, the significant value 0.778 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Emotional Progression of higher secondary students of Chennai district owing to the difference in mother's occupation.

- **Social Adjustment**

From the above table, the significant value 0.565 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Social Adjustment of higher secondary students of Chennai district owing to the difference in mother's occupation.

- **Personality Integration**

From the above table, the significant value 0.562 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Personality Integration of higher secondary students of Chennai district owing to the difference in mother's occupation.

- **Independence**

From the above table, the significant value 0.760 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Independence of higher secondary students of Chennai district owing to the difference in mother's occupation.

Ho-2.9: There is no significant difference in the dimensions of emotional maturity of higher secondary students of Chennai district owing to the difference in monthly family income.

Table 4.34

One Way ANOVA Showing the Difference in Dimensions of Emotional Maturity of Higher Secondary Students of Chennai District owing to the Difference in Monthly Family Income

Variable	Monthly Family Income	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Emotional Stability	Between Groups	368.303	3	122.768	2.849	0.038 P < 0.05 S
	Within Groups	12754.083	296	43.088		
	Total	13122.387	299			
Emotional Progression	Between Groups	24.074	3	8.025	0.212	0.888 P > 0.05 NS
	Within Groups	11204.472	296	37.853		
	Total	11228.547	299			

Social Adjustment	Between Groups	179.005	3	59.668	3.596	0.014 P < 0.05 S
	Within Groups	4911.661	296	16.593		
	Total	5090.667	299			
Personality Integration	Between Groups	153.172	3	51.057	1.388	0.246 P > 0.05 NS
	Within Groups	10884.465	296	36.772		
	Total	11037.637	299			
Independence	Between Groups	35.878	3	11.959	0.826	0.481 P > 0.05 NS
	Within Groups	4286.802	296	14.482		
	Total	4322.680	299			

Interpretation:

- **Emotional Stability**

From the above table, the significant value 0.038 is less than 0.05 which is significant at 5% level. So, the null hypothesis is rejected. Hence, there is significant difference in Emotional Stability of higher secondary students of Chennai district owing to the difference in monthly family income.

- **Emotional Progression**

From the above table, the significant value 0.888 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Emotional Progression of higher secondary students of Chennai district owing to the difference in monthly family income.

- **Social Adjustment**

From the above table, the significant value 0.014 is less than 0.05 which is significant at 5% level. So, the null hypothesis is rejected. Hence, there is a significant difference in Social Adjustment of higher secondary students of Chennai district owing to the difference in monthly family income.

- **Personality Integration**

From the above table, the significant value 0.246 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Personality Integration of higher secondary students of Chennai district owing to the difference in monthly family income.

- **Independence**

From the above table, the significant value 0.481 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Independence of higher secondary students of Chennai district owing to the difference in monthly family income.

Since 'F' is significant for monthly family income, post hoc test was carried out to analyze the difference between the sub groups and the results are presented in the table 4.35 and table 4.36 for the dimensions that showed significant difference in ANOVA test.

- **Emotional Stability**

Table 4.35

The Table Showing Multiple Comparison of Emotional Stability Between Different Intervals of Student's Monthly Family Income

Sub Groups		Mean Difference	Standard Error	Level of Significance
Monthly Family Income	Rs. 20,001 – Rs. 50,000 Vs Below / Up to Rs.20,000	1.425	0.833	0.320 P > 0.05 NS
	Rs. 20,001 – Rs. 50,000 Vs Above Rs. 80,000	0.557	1.570	0.985 P > 0.05 NS
	Rs. 50,001 – Rs. 80,000 Vs Below / Up to Rs.20,000	4.106	1.527	0.038 P < 0.05 S
	Rs. 50,001 – Rs. 80,000 Vs Rs. 20,001 – Rs. 50,000	2.681	1.570	0.322 P > 0.05 NS
	Rs. 50,001 – Rs. 80,000 Vs Above Rs. 80,000	3.238	2.026	0.381 P > 0.05 NS
	Above Rs. 80,000 Vs Below / Up to Rs.20,000	0.868	1.527	0.941 P > 0.05 NS

From the above Table 4.35 the computed mean difference between

- Rs. 20,001 – Rs. 50,000 Vs Below / Up to Rs.20,000 show no significance.
- Rs. 20,001 – Rs. 50,000 Vs Above Rs. 80,000 show no significance.
- Rs. 50,001 – Rs. 80,000 Vs Rs. 20,001 – Rs. 50,000 show no significance.
- Rs. 50,001 – Rs. 80,000 Vs Above Rs. 80,000 show no significance.
- Above Rs. 80,000 Vs Below / Up to Rs.20,000 show no significance.

The computed mean difference present in the table indicated significant difference in emotional stability of students whose monthly family income belongs to Rs. 50,001 – Rs. 80,000 Vs Below / Up to Rs.20,000 favoring those students whose monthly family income belongs to the interval Rs. 50,001 – Rs. 80,000. Hence the results favoring to students whose monthly family income belongs to the interval Rs. 50,001 – Rs. 80,000.

• Social Adjustment

Table 4.36

The Table Showing Multiple Comparison of Social Adjustment Between Different Intervals of Student's Monthly Family Income

Sub Groups		Mean Difference	Standard Error	Level of Significance
Monthly Family Income	Below / Up to Rs.20,000 Vs Rs.20,001 – Rs. 50,000	1.559	0.517	0.015 P < 0.05 S
	Below / Up to Rs.20,000 Vs Rs.50,001 – Rs. 80,000	1.437	0.948	0.429 P > 0.05 NS
	Below / Up to Rs.20,000 Vs Above Rs.80,000	1.580	0.948	0.343 P > 0.05 NS

Monthly Family Income	Rs.20,001 – Rs. 50,000 Vs Above Rs.80,000	0.022	0.975	1.000 P > 0.05 NS
	Rs.50,001 – Rs. 80,000 Vs Rs.20,001 – Rs. 50,000	0.121	0.975	0.999 P > 0.05 NS
	Rs.50,001 – Rs. 80,000 Vs Above Rs.80,000	0.143	1.257	0.999 P > 0.05 NS

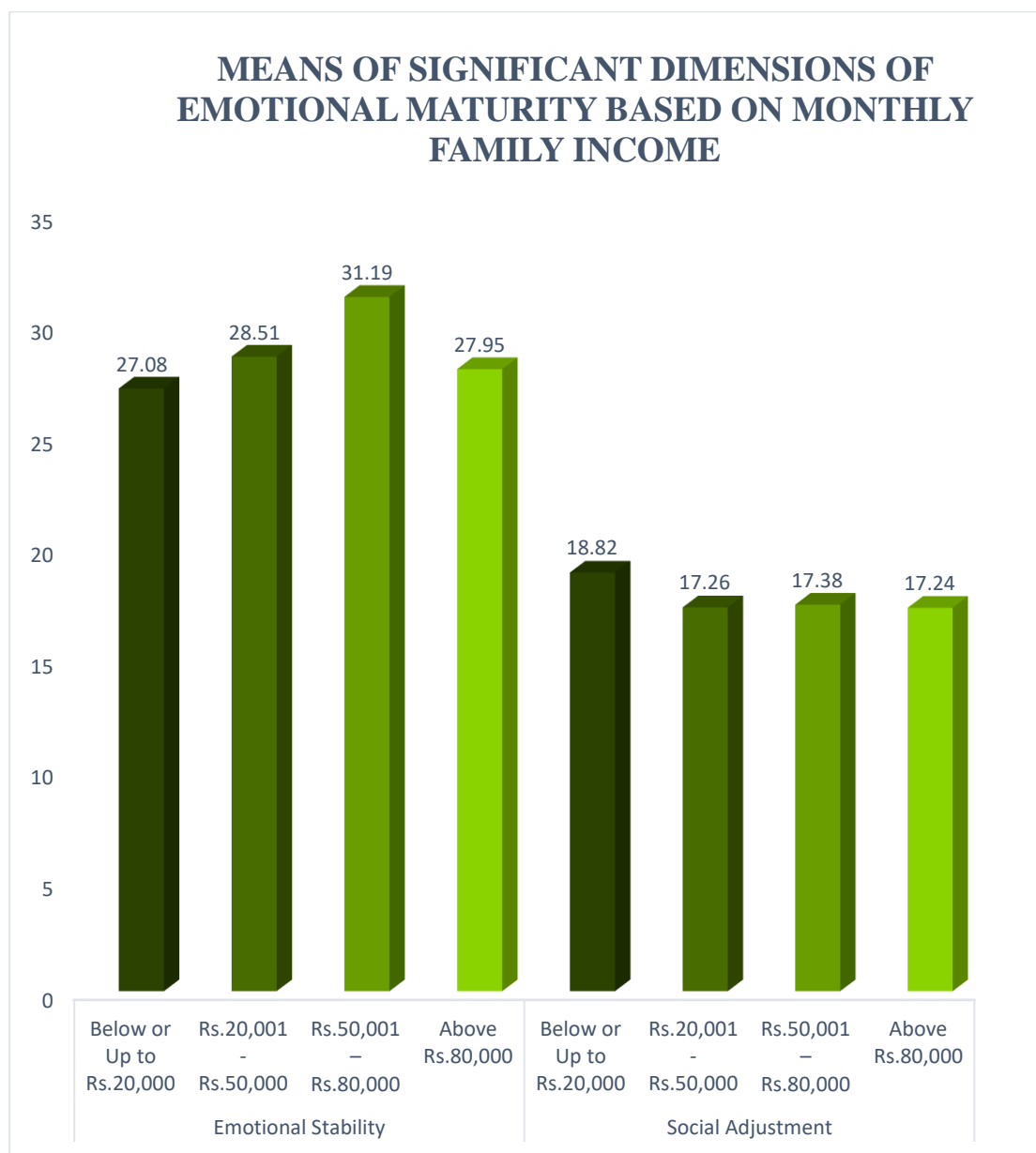
From the above Table 4.36 the computed mean difference between

- Below / Up to Rs.20,000 Vs Rs.50,001 – Rs. 80,000 show no significance.
- Below / Up to Rs.20,000 Vs Above Rs.80,000 show no significance.
- Rs.20,001 – Rs. 50,000 Vs Above Rs.80,000 show no significance.
- Rs.50,001 – Rs. 80,000 Vs Rs.20,001 – Rs. 50,000 show no significance.
- Rs.50,001 – Rs. 80,000 Vs Above Rs.80,000 show no significance.

The computed mean difference present in the table indicated significant difference in social adjustment of students whose monthly family income belongs to Below / Up to Rs.20,000 and Rs.20,001 – Rs. 50,000 favoring those students whose monthly family income belongs to Below / Up to Rs.20,000. Hence the results favoring to students whose monthly family income belongs to Below / Up to Rs.20,000.

Figure 4.8

Bar Diagram Showing Means of Emotional Stability and Social Adjustment based on Monthly Family Income



Emotional Stability Mean Value	Below or Up to Rs.20,000	27.08
	Rs.20,001 - Rs.50,000	28.51
	Rs.50,001 – Rs.80,000	31.19
	Above Rs.80,000	27.95
Social Adjustment Mean Value	Below or Up to Rs.20,000	18.82
	Rs.20,001 - Rs.50,000	17.26
	Rs.50,001 – Rs.80,000	17.38
	Above Rs.80,000	17.24

4.4.2 INFERENTIAL ANALYSIS OF PROBLEMS OF ADOLESCENTS

H₀-3.1: There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in gender

Table 4.37

Table Showing the Critical Ratio of Difference in Problems of Adolescents of Boys and Girls

Gender	N	Mean	SD	t-test value	df	P value and significance level
Boys	150	160.21	33.725	0.061	298	0.951
Girls	150	160.45	34.502			P > 0.05 NS

Interpretation:

The above table shows that the mean scores of boys 160.21 with standard deviation 33.725. Similarly, the mean scores of girls 160.45 with standard deviation 34.502. Here the significant value 0.951 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence there is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in gender.

Ho-4.1: There is no significant difference in the dimensions of problems of adolescents of higher secondary students of Chennai district owing to the difference in gender.

Table 4.38

Table Showing the Critical Ratio of Difference in Dimensions of Problems of Adolescents of Boys and Girls

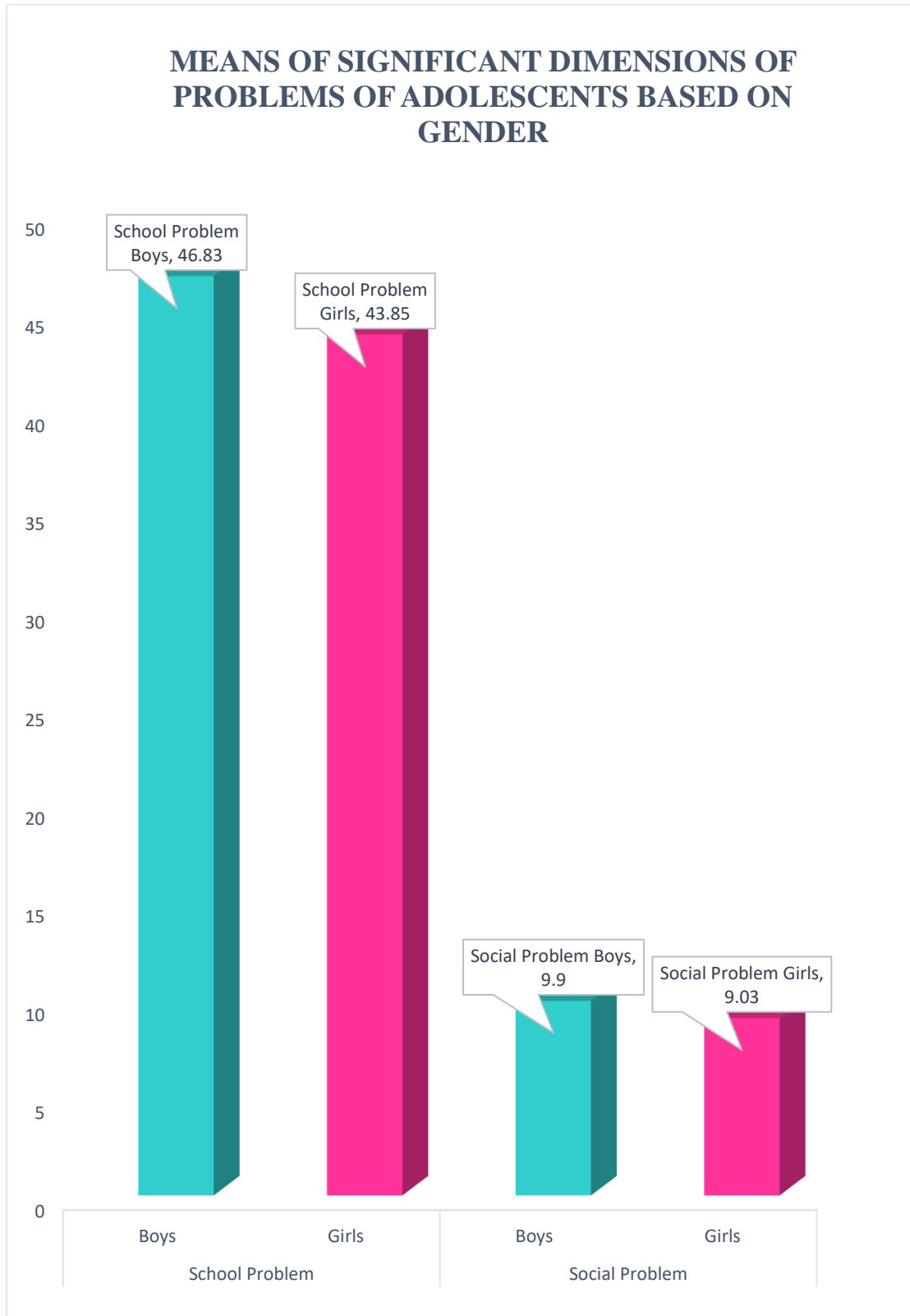
Dimensions of Problems of Adolescents	Category	N	Mean	S.D	t-test value	df	P value and significance level
Family Problems	Boys	150	53.48	15.006	1.691	298	0.092 P > 0.05 NS
	Girls	150	56.71	17.987			
School Problems	Boys	150	46.83	11.106	2.323	298	0.021 P < 0.05 S
	Girls	150	43.85	11.116			
Social Problems	Boys	150	9.90	3.584	2.189	298	0.029 P < 0.05 S
	Girls	150	9.03	3.268			
Personal Problems and Oversensitivity	Boys	150	50.00	12.815	0.589	298	0.556 P > 0.05 NS
	Girls	150	50.85	12.268			

Interpretation:

- **Family Problems dimension of Problems of Adolescents** – The above table shows that, on this dimension the obtained ‘t’ value i.e. -1.691 is greater than the table value with degrees of freedom 298 at 5% level i.e. 0.092. It means male and female students do not differ significantly in their family problems dimension of problems of adolescents.
- **School Problems dimension of Problems of Adolescents** – The above table shows that, on this dimension the obtained ‘t’ value i.e. 2.323 is less than the table value with degrees of freedom 298 at 5% level i.e. 0.021. It means male and female students differ significantly in their school problems dimension of problems of adolescents.
- **Social Problems dimension of Problems of Adolescents** – The above table shows that, on this dimension the obtained ‘t’ value i.e. 2.189 is less than the table value with degrees of freedom 298 at 5% level i.e. 0.029. It means male and female students differ significantly favouring male students in their social problems dimension of problems of adolescents.
- **Personal and Oversensitivity Problems dimension of Problems of Adolescents** – The above table shows that, on this dimension the obtained ‘t’ value i.e. -0.589 is greater than the table value with degrees of freedom 298 at 5% level i.e. 0.556. It means male and female students do not differ significantly in their personal and oversensitivity problems dimension of problems of adolescents.

Figure 4.9

Bar Diagram Showing Means of School Problems and Social Problem Owing to the Difference in Gender



H₀-3.2: There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in birth order.

Table 4.39

One Way ANOVA Showing the Difference in Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in Birth Order

Variable	Birth Order	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Problems of Adolescents	Between Groups	257.811	2	128.905	0.110	0.895 P > 0.05 NS
	Within Groups	346578.856	297	1166.932		
	Total	346836.667	299			

Interpretation:

From the above table, the significant value 0.895 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in birth order.

H₀-3.3: There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in school management.

Table 4.40

One Way ANOVA Showing the Difference in Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in School Management

Variable	School Management	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Problems of Adolescents	Between Groups	1800.327	2	900.163	0.775	0.462 P > 0.05 NS
	Within Groups	345036.340	297	1161.739		
	Total	346836.667	299			

Interpretation:

From the above table, the significant value 0.462 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in school management.

H₀-3.4: There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in type of school.

Table 4.41

One Way ANOVA Showing the Difference in Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in Type of School

Variable	Type of School	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Problems of Adolescents	Between Groups	1529.287	2	764.643	0.658	0.519 P > 0.05 NS
	Within Groups	345307.380	297	1162.651		
	Total	346836.667	299			

Interpretation:

From the above table, the significant value 0.519 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in type of school.

H₀-3.5: There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in father's educational qualification.

Table 4.42

One Way ANOVA Showing the Difference in Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in Father's Educational Qualification

Variable	Father's Educational Qualification	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Problems of Adolescents	Between Groups	5084.829	3	1694.943	1.468	0.223 P > 0.05 NS
	Within Groups	341751.838	296	1154.567		
	Total	346836.667	299			

Interpretation:

From the above table, the significant value 0.223 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted.

Hence, there is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in father's educational qualification.

H₀-3.6: There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

Table 4.43

One Way ANOVA Showing the Difference in Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in Mother's Educational Qualification

Variable	Mother's Educational Qualification	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Problems of Adolescents	Between Groups	585.220	3	195.073	0.167	0.919 P > 0.05 NS
	Within Groups	346251.446	296	1169.768		
	Total	346836.667	299			

Interpretation:

From the above table, the significant value 0.919 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted.

Hence, there is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

H₀-3.7: There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in father's occupation.

Table 4.44

One Way ANOVA Showing the Difference in Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in Father's Occupation

Variable	Father's Occupation	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Problems of Adolescents	Between Groups	2028.576	3	676.192	0.580	0.628 P > 0.05 NS
	Within Groups	344808.091	296	1164.892		
	Total	346836.667	299			

Interpretation:

From the above table, the significant value 0.628 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted.

Hence, there is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in father's occupation.

H₀-3.8: There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in mother's occupation.

Table 4.45

One Way ANOVA Showing the Difference in Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in Mother's Occupation

Variable	Mother's Occupation	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Problems of Adolescents	Between Groups	5659.150	3	1886.383	1.637	0.181 P > 0.05 NS
	Within Groups	341177.517	296	1152.627		
	Total	346836.667	299			

Interpretation:

From the above table, the significant value 0.181 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted.

Hence, there is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in mother's occupation.

H₀-3.9: There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in monthly family income.

Table 4.46

One Way ANOVA Showing the Difference in Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in Monthly Family Income

Variable	Monthly Family Income	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Problems of Adolescents	Between Groups	1899.750	3	633.250	0.543	0.653 P > 0.05 NS
	Within Groups	344936.917	296	1165.327		
	Total	346836.667	299			

Interpretation:

From the above table, the significant value 0.653 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted.

Hence, there is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in monthly family income.

Ho-4.2: There is no significant difference in the dimensions of problems of adolescents of higher secondary students of Chennai district owing to the difference in birth order.

Table 4.47

One Way ANOVA Showing the Difference in Dimensions of Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in Birth Order

Variable	Birth Order	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Family Problems	Between Groups	20.293	2	10.147	0.037	0.964 P > 0.05 NS
	Within Groups	82521.904	297	277.852		
	Total	82542.197	299			
School Problems	Between Groups	15.708	2	7.854	0.062	0.940 P > 0.05 NS
	Within Groups	37441.929	297	126.067		
	Total	37457.637	299			
Social Problems	Between Groups	5.637	2	2.818	0.235	0.790 P > 0.05 NS
	Within Groups	3555.030	297	11.970		
	Total	3560.667	299			
Personal and Over sensitivity Problems	Between Groups	277.584	2	138.792	0.883	0.415 P > 0.05 NS
	Within Groups	46669.803	297	157.137		
	Total	46947.387	299			

Interpretation:

- **Family Problems**

From the above table, the significant value 0.964 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in birth order.

- **School Problems**

From the above table, the significant value 0.940 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in school problems of higher secondary students of Chennai district owing to the difference in birth order.

- **Social Problems**

From the above table, the significant value 0.790 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in birth order.

- **Personal and Over – Sensitivity Problems**

From the above table, the significant value 0.415 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in personal and over – sensitivity problems of higher secondary students of Chennai district owing to the difference in birth order.

Ho-4.3: There is no significant difference in the dimensions of problems of adolescents of higher secondary students of Chennai district owing to the difference in school management.

Table 4.48

One Way ANOVA Showing the Difference in Dimensions of Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in School Management

Variable	School Management	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Family Problems	Between Groups	676.607	2	338.303	1.227	0.295 P > 0.05 NS
	Within Groups	81865.590	297	275.642		
	Total	82542.197	299			
School Problems	Between Groups	1055.167	2	527.583	4.304	0.014 P < 0.05 S
	Within Groups	36402.470	297	122.567		
	Total	37457.637	299			
Social Problems	Between Groups	2.447	2	1.223	0.102	0.903 P > 0.05 NS
	Within Groups	3558.220	297	11.981		
	Total	3560.667	299			
Personal and Over sensitivity Problems	Between Groups	100.987	2	50.493	0.320	0.726 P > 0.05 NS
	Within Groups	46846.400	297	157.732		
	Total	46947.387	299			

Interpretation:

- **Family Problems**

From the above table, the significant value 0.295 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in school management.

- **School Problems**

From the above table, the significant value 0.014 is less than 0.05 which is significant at 5% level. So, the null hypothesis is rejected. Hence, there is a significant difference in school problems of higher secondary students of Chennai district owing to the difference in school management.

- **Social Problems**

From the above table, the significant value 0.903 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in school management.

- **Personal and Over – Sensitivity Problems**

From the above table, the significant value 0.726 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in personal and over – sensitivity problems of higher secondary students of Chennai district owing to the difference in school management.

Since 'F' is significant for school management, post hoc test was carried out to analyze the difference between the sub groups and the results are presented in the Table 4.49 for dimension that showed significant difference in ANOVA test.

- **School Problem**

Table 4.49

The Table Showing Multiple Comparison of School Problem Between Different School Management

Sub Groups		Mean Difference	Standard Error	Level of Significance
School Management	Government Vs Government Aided	4.500	1.566	0.012 $P < 0.05$ S
	Government Vs Private	3.050	1.566	0.127 $P > 0.05$ NS
	Private Vs Government Aided	1.450	1.566	0.624 $P > 0.05$ NS

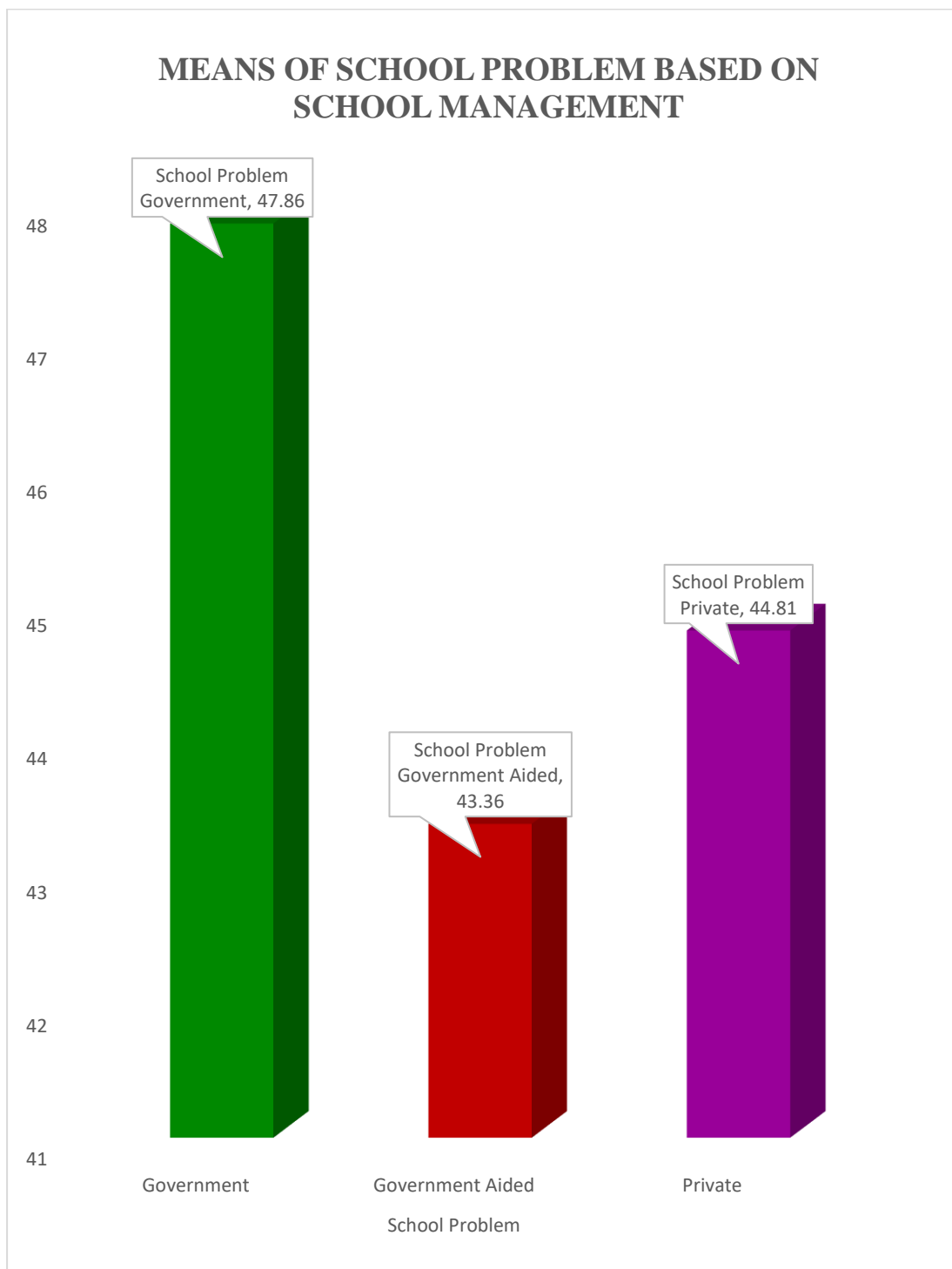
From the above Table 4.49 the computed mean difference between

- Government Vs private schools show no significance.
- Private Vs government aided schools show no significance.

The computed mean difference present in the table indicated significant difference in school problem of students belonging to government and government aided schools favoring those studying in government schools. Hence the results favoring to government schools.

Figure 4.10

Bar Diagram Showing the Means of School Problem owing to the difference in School Management



School Problem Mean Value	Government	47.86
	Government Aided	43.36
	Private	44.81

Ho-4.4: There is no significant difference in the dimensions of problems of adolescents of higher secondary students of Chennai district owing to the difference in type of school.

Table 4.50

One Way ANOVA Showing the Difference in Dimensions of Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in Type of School

Variable	Type of School	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Family Problems	Between Groups	724.907	2	362.453	1.316	0.270
	Within Groups	81817.290	297	275.479		P > 0.05
	Total	82542.197	299			NS
School Problems	Between Groups	1073.247	2	536.623	4.380	0.013
	Within Groups	36384.390	297	122.506		P < 0.05
	Total	37457.637	299			S
Social Problems	Between Groups	58.347	2	29.173	2.474	0.086
	Within Groups	3502.320	297	11.792		P > 0.05
	Total	3560.667	299			NS
Personal and Over sensitivity Problems	Between Groups	15.707	2	7.853	0.050	0.952
	Within Groups	46931.680	297	158.019		P > 0.05
	Total	46947.387	299			NS

Interpretation:

- **Family Problems**

From the above table, the significant value 0.270 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in type of school.

- **School Problems**

From the above table, the significant value 0.013 is less than 0.05 which is significant at 5% level. So, the null hypothesis is rejected. Hence, there is a significant difference in school problems of higher secondary students of Chennai district owing to the difference in type of school.

- **Social Problems**

From the above table, the significant value 0.086 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in social problems.

- **Personal and Over – Sensitivity Problems**

From the above table, the significant value 0.952 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in personal and over – sensitivity problems of higher secondary students of Chennai district owing to the difference in school type of school.

Since 'F' is significant for type of school, post hoc test was carried out to analyze the difference between the sub groups and the results are presented in the Table 4.51 for dimension that showed significant difference in ANOVA test.

- **School Problem**

Table 4.51

The Table Showing Multiple Comparison of School Problem Between Different Type of School

Sub Groups		Mean Difference	Standard Error	Level of Significance
Type of School	Boys Vs Girls	4.540	1.565	0.011 P < 0.05 S
	Boys Vs Co - education	3.070	1.565	0.124 P > 0.05 NS
	Co – education Vs Girls	1.470	1.565	0.616 P > 0.05 NS

From the above Table 4.51 the computed mean difference between

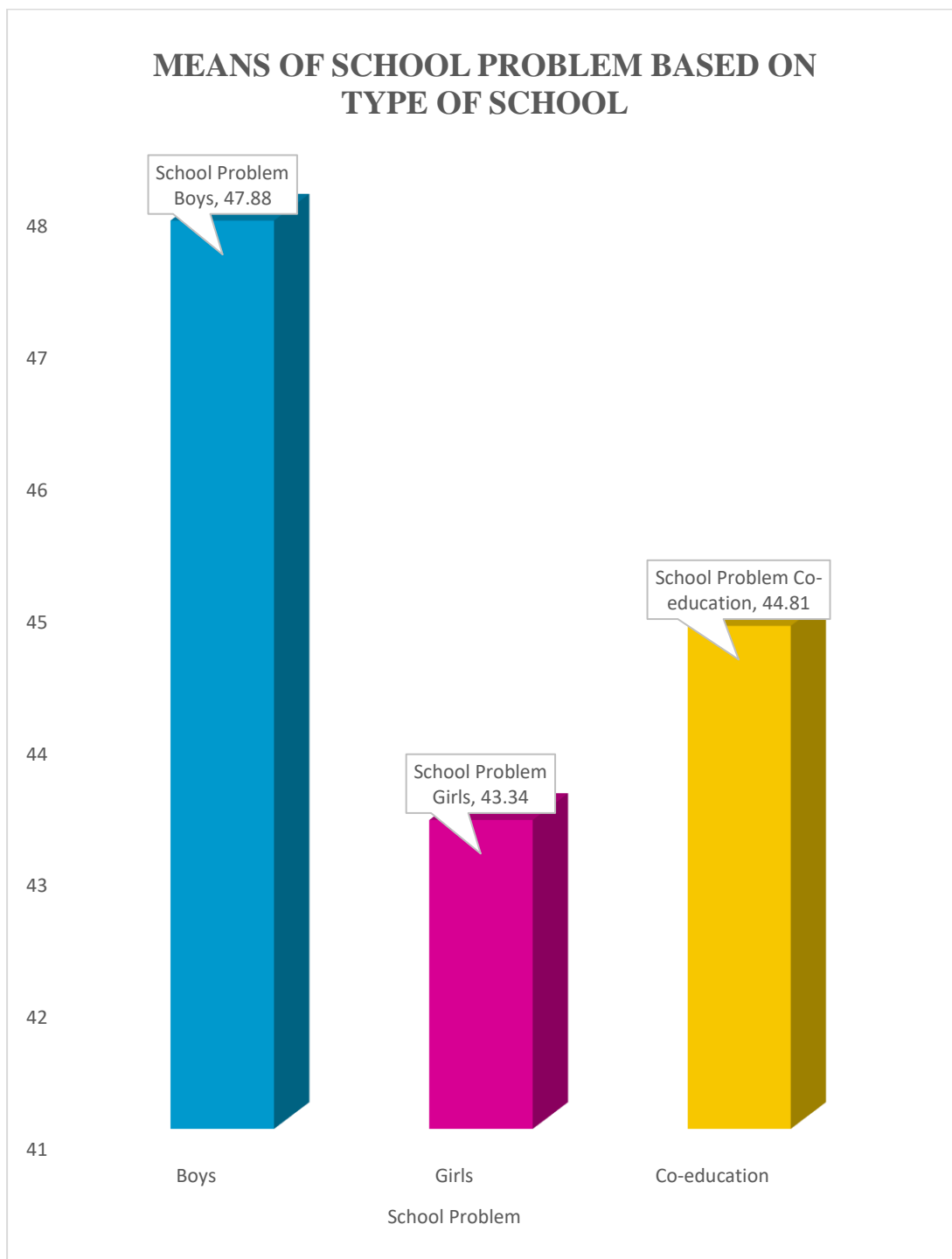
- Boys Vs co – education schools show no significance.
- Co – education Vs girls schools show no significance.

The computed mean difference present in the table indicated significant difference in school problem of students belonging to boys and girls school favoring those studying in boys school.

Hence the results favoring to boys school.

Figure 4.11

Bar Diagram Showing the Means of School Problem owing to the difference in Type of School



School Problem Mean Value	Boys	47.88
	Girls	43.34
	Co-education	44.81

Ho-4.5: There is no significant difference in the dimensions of problems of adolescents of higher secondary students of Chennai district owing to the difference in father's educational qualification.

Table 4.52

One Way ANOVA Showing the Difference in Dimensions of Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in Father's Educational Qualification

Variable	Father's Educational Qualification	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Family Problems	Between Groups	882.165	3	294.055	1.066	0.364 P > 0.05 NS
	Within Groups	81660.031	296	275.878		
	Total	82542.197	299			
School Problems	Between Groups	157.343	3	52.448	0.416	0.741 P > 0.05 NS
	Within Groups	37300.293	296	126.015		
	Total	37457.637	299			
Social Problems	Between Groups	39.088	3	13.029	1.095	0.351 P > 0.05 NS
	Within Groups	3521.578	296	11.897		
	Total	3560.667	299			
Personal and Over sensitivity Problems	Between Groups	870.767	3	290.256	1.865	0.136 P > 0.05 NS
	Within Groups	46076.620	296	155.664		
	Total	46947.387	299			

Interpretation:

- **Family Problems**

From the above table, the significant value 0.364 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in father's educational qualification.

- **School Problems**

From the above table, the significant value 0.741 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in school problems of higher secondary students of Chennai district owing to the difference in father's educational qualification.

- **Social Problems**

From the above table, the significant value 0.351 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in father's educational qualification.

- **Personal and Over – Sensitivity Problems**

From the above table, the significant value 0.136 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in personal and over – sensitivity problems of higher secondary students of Chennai district owing to the difference in father's educational qualification.

Ho-4.6: There is no significant difference in the dimensions of problems of adolescents of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

Table 4.53

One Way ANOVA Showing the Difference in Dimensions of Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in Mother's Educational Qualification

Variable	Mother's Educational Qualification	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Family Problems	Between Groups	248.709	3	82.903	0.298	0.827 P > 0.05 NS
	Within Groups	82293.487	296	278.019		
	Total	542.197	299			
School Problems	Between Groups	62.382	3	20.794	0.165	0.920 P > 0.05 NS
	Within Groups	37395.254	296	126.335		
	Total	37457.637	299			
Social Problems	Between Groups	21.102	3	7.034	0.588	0.623 P > 0.05 NS
	Within Groups	3539.564	296	11.958		
	Total	3560.667	299			

Personal and Over sensitivity Problems	Between Groups	75.084	3	25.028	0.158	0.924 P > 0.05 NS
	Within Groups	46872.303	296	158.352		
	Total	46947.387	299			

Interpretation:

- **Family Problems**

From the above table, the significant value 0.827 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

- **School Problems**

From the above table, the significant value 0.920 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in school problems of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

- **Social Problems**

From the above table, the significant value 0.623 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

- **Personal and Over – Sensitivity Problems**

From the above table, the significant value 0.924 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in personal and over – sensitivity problems of higher secondary students of Chennai district owing to the difference in mother's educational qualification.

Ho-4.7: There is no significant difference in the dimensions of problems of adolescents of higher secondary students of Chennai district owing to the difference in father's occupation.

Table 4.54

One Way ANOVA Showing the Difference in Dimensions of Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in Father's Occupation

Variable	Father's Occupation	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Family Problems	Between Groups	607.543	3	202.514	0.732	0.534 P > 0.05 NS
	Within Groups	81934.654	296	276.806		
	Total	82542.197	299			
School Problems	Between Groups	487.989	3	162.663	1.302	0.274 P > 0.05 NS
	Within Groups	36969.648	296	124.897		
	Total	37457.637	299			
Social Problems	Between Groups	22.317	3	7.439	0.622	0.601 P > 0.05 NS
	Within Groups	3538.350	296	11.954		
	Total	3560.667	299			
Personal and Over sensitivity Problems	Between Groups	334.217	3	111.406	0.707	0.548 P > 0.05 NS
	Within Groups	46613.170	296	157.477		
	Total	46947.387	299			

Interpretation:

- **Family Problems**

From the above table, the significant value 0.534 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in father's occupation.

- **School Problems**

From the above table, the significant value 0.274 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in school problems of higher secondary students of Chennai district owing to the difference in father's occupation.

- **Social Problems**

From the above table, the significant value 0.601 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in father's occupation.

- **Personal and Over – Sensitivity Problems**

From the above table, the significant value 0.548 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in personal and over – sensitivity problems of higher secondary students of Chennai district owing to the difference in father's occupation.

Ho-4.8: There is no significant difference in the dimensions of problems of adolescents of higher secondary students of Chennai district owing to the difference in mother's occupation.

Table 4.55

One Way ANOVA Showing the Difference in Dimensions of Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in Mother's Occupation

Variable	Mother's Occupation	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Family Problems	Between Groups	896.300	3	298.767	1.083	0.356 P > 0.05 NS
	Within Groups	81645.897	296	275.831		
	Total	82542.197	299			
School Problems	Between Groups	529.762	3	176.587	1.415	0.238 P > 0.05 NS
	Within Groups	36927.875	296	124.756		
	Total	37457.637	299			
Social Problems	Between Groups	88.823	3	29.608	2.524	0.058 P > 0.05 NS
	Within Groups	3471.844	296	11.729		
	Total	3560.667	299			
Personal and Over	Between Groups	626.472	3	208.824	1.334	

sensitivity Problems	Within Groups	46320.91 5	296	156.490		0.263 P > 0.05 NS
	Total	46947.38 7	299			

Interpretation:

- **Family Problems**

From the above table, the significant value 0.356 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in mother's occupation.

- **School Problems**

From the above table, the significant value 0.238 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in school problems of higher secondary students of Chennai district owing to the difference in mother's occupation.

- **Social Problems**

From the above table, the significant value 0.058 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in mother's occupation.

- **Personal and Over – Sensitivity Problems**

From the above table, the significant value 0.263 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in personal and over – sensitivity problems of higher secondary students of Chennai district owing to the difference in mother's occupation.

Ho-4.9: There is no significant difference in the dimensions of problems of adolescents of higher secondary students of Chennai district owing to the difference in monthly family income.

Table 4.56

One Way ANOVA Showing the Difference in Dimensions of Problems of Adolescents of Higher Secondary Students of Chennai District owing to the Difference in Monthly Family Income

Variable	Monthly Family Income	Sum of Squares	df	Mean Square	F - Value	Level of Significance
Family Problems	Between Groups	14.646	3	4.882	0.018	0.997
	Within Groups	82527.550	296	278.809		P > 0.05
	Total	82542.197	299			NS
School Problems	Between Groups	196.849	3	65.616	0.521	0.668
	Within Groups	37260.788	296	125.881		P > 0.05
	Total	37457.637	299			NS
Social Problems	Between Groups	12.330	3	4.110	0.343	0.794
	Within Groups	3548.336	296	11.988		P > 0.05
	Total	3560.667	299			NS
Personal and Over sensitivity Problems	Between Groups	578.098	3	192.699	1.230	0.299
	Within Groups	46369.289	296	156.653		P > 0.05
	Total	46947.387	299			NS

Interpretation:

- **Family Problems**

From the above table, the significant value 0.997 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in monthly family income.

- **School Problems**

From the above table, the significant value 0.668 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in school problems of higher secondary students of Chennai district owing to the difference in monthly family income.

- **Social Problems**

From the above table, the significant value 0.794 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in monthly family income.

- **Personal and Over – Sensitivity Problems**

From the above table, the significant value 0.299 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in personal and over – sensitivity problems of higher secondary students of Chennai district owing to the difference in monthly family income.

4.5 CORRELATIONAL ANALYSIS

4.5.1 CORRELATIONAL ANALYSIS OF DIMENSIONS OF EMOTIONAL MATURITY AND DIMENSIONS OF PROBLEMS OF ADOLESCENTS

H₀-5.0: There is no significant relationship between dimensions of Emotional Maturity and dimensions of Problems of Adolescents among higher secondary students of Chennai district.

Table 4.57

Table Showing Pearson's Product Moment Correlation Coefficient Between Dimensions of Emotional Maturity and Dimensions of Problems of Adolescents

Variable	Sample Size	Pearson Correlation coefficient (r)	Significance	Interpretation
Emotional Stability and Family Problems	300	- 0.292	0.000 P < 0.05 S	Negative Low Correlation
Emotional Stability and School Problems	300	-0.319	0.000 P < 0.05 S	Negative Low Correlation
Emotional Stability and Social Problems	300	-0.233	0.000 P < 0.05 S	Negative Low Correlation
Emotional Stability and Personal and Over Sensitivity Problems	300	-0.381	0.000 P < 0.05 S	Negative Low Correlation
Emotional progression and Family Problems	300	-0.376	0.000 P < 0.05 S	Negative Low Correlation

Emotional Progression and School Problems	300	-0.329	0.000 P < 0.05 S	Negative Low Correlation
Emotional Progression and Social Problems	300	-0.324	0.000 P < 0.05 S	Negative Low Correlation
Emotional Progression and Personal and Over Sensitivity Problems	300	-0.478	0.000 P < 0.05 S	Negative Moderate Correlation
Social Adjustment and Family Problems	300	-0.093	0.106 P > 0.05 NS	No Significant Correlation
Social Adjustment and School Problems	300	-0.070	0.229 P > 0.05 NS	No Significant Correlation
Social Adjustment and Social Problems	300	-0.198	0.001 P < 0.05 S	Very Low Negative Correlation
Social Adjustment and Personal and Over Sensitivity Problems	300	-0.074	0.204 P > 0.05 NS	No Significant Correlation
Personality Integration and Family Problems	300	-0.285	0.000 P < 0.05 S	Negative Low Correlation
Personality Integration and School Problems	300	-0.402	0.000 P < 0.05 S	Negative Moderate Correlation

Personality Integration and Social Problems	300	-0.232	0.000 P < 0.05 S	Negative Low Correlation
Personality Integration and Personal and Over Sensitivity Problems	300	-0.402	0.000 P < 0.05 S	Negative Moderate Correlation
Independence and Family Problems	300	-0.270	0.000 P < 0.05 S	Negative Low Correlation
Independence and School Problems	300	-0.330	0.000 P < 0.05 S	Negative Moderate Correlation
Independence and Social Problems	300	-0.329	0.000 P < 0.05 S	Negative Moderate Correlation
Independence and Personal and Over Sensitivity Problems	300	-0.341	0.000 P < 0.05 S	Negative Moderate Correlation

Interpretation:

- The calculated correlation coefficient $r = -0.292$ is significant ($p < 0.05$) and so null hypothesis is rejected. Hence there is negative low correlation between emotional stability and family problems of higher secondary students.
- The calculated correlation coefficient $r = -0.319$ is significant ($p < 0.05$) and so null hypothesis is rejected. Hence there is negative low correlation between emotional stability and school problems of higher secondary students.

- The calculated correlation coefficient $r = -0.233$ is significant ($p < 0.05$) and so null hypothesis is rejected. Hence there is negative low correlation between emotional stability and social problems of higher secondary students.
- The calculated correlation coefficient $r = -0.381$ is significant ($p < 0.05$) and so null hypothesis is rejected. Hence there is negative low correlation between emotional stability and personal and over sensitivity problems of higher secondary students.
- The calculated correlation coefficient $r = -0.376$ is significant ($p < 0.05$) and so null hypothesis is rejected. Hence there is negative low correlation between emotional progression and family problems of higher secondary students.
- The calculated correlation coefficient $r = -0.329$ is significant ($p < 0.05$) and so null hypothesis is rejected. Hence there is negative low correlation between emotional progression and school problems of higher secondary students.
- The calculated correlation coefficient $r = -0.324$ is significant ($p < 0.05$) and so null hypothesis is rejected. Hence there is negative low correlation between emotional progression and social problems of higher secondary students.
- The calculated correlation coefficient $r = -0.478$ is significant ($p < 0.05$) and so null hypothesis is rejected. Hence there is negative moderate correlation between emotional stability and personal and over sensitivity problems of higher secondary students.
- The calculated correlation coefficient $r = -0.093$ is not significant ($p > 0.05$) and so null hypothesis is accepted. Hence there is no significant correlation between social adjustment and family problems of higher secondary students.
- The calculated correlation coefficient $r = -0.070$ is not significant ($p > 0.05$) and so null hypothesis is accepted. Hence there is no significant correlation between social adjustment and school problems of higher secondary students.
- The calculated correlation coefficient $r = -0.198$ is significant ($p < 0.05$) and so null hypothesis is rejected. Hence there is negative very low correlation between social adjustment and social problems of higher secondary students.
- The calculated correlation coefficient $r = -0.074$ is not significant ($p > 0.05$) and so null hypothesis is accepted. Hence there is no significant correlation between social adjustment and personal and over sensitivity problems of higher secondary students.

- The calculated correlation coefficient $r = -0.270$ is significant ($p < 0.05$) and so null hypothesis is rejected. Hence there is negative low correlation between independence and family problems of higher secondary students.
- The calculated correlation coefficient $r = -0.330$ is significant ($p < 0.05$) and so null hypothesis is rejected. Hence there is negative moderate correlation between independence and school problems of higher secondary students.
- The calculated correlation coefficient $r = -0.329$ is significant ($p < 0.05$) and so null hypothesis is rejected. Hence there is negative moderate correlation between independence and social problems of higher secondary students.
- The calculated correlation coefficient $r = -0.341$ is significant ($p < 0.05$) and so null hypothesis is rejected. Hence there is negative moderate correlation between independence and personal and over sensitivity problems of higher secondary students.

4.5.2 CORRELATIONAL ANALYSIS OF EMOTIONAL MATURITY AND PROBLEMS OF ADOLESCENTS

H_0 -6.0: There is no significant relationship between Emotional Maturity and Problems of Adolescents among higher secondary students of Chennai district.

Table 4.58

Table Showing Pearson's Product Moment Correlation Coefficient Between Emotional Maturity and Problems of Adolescents

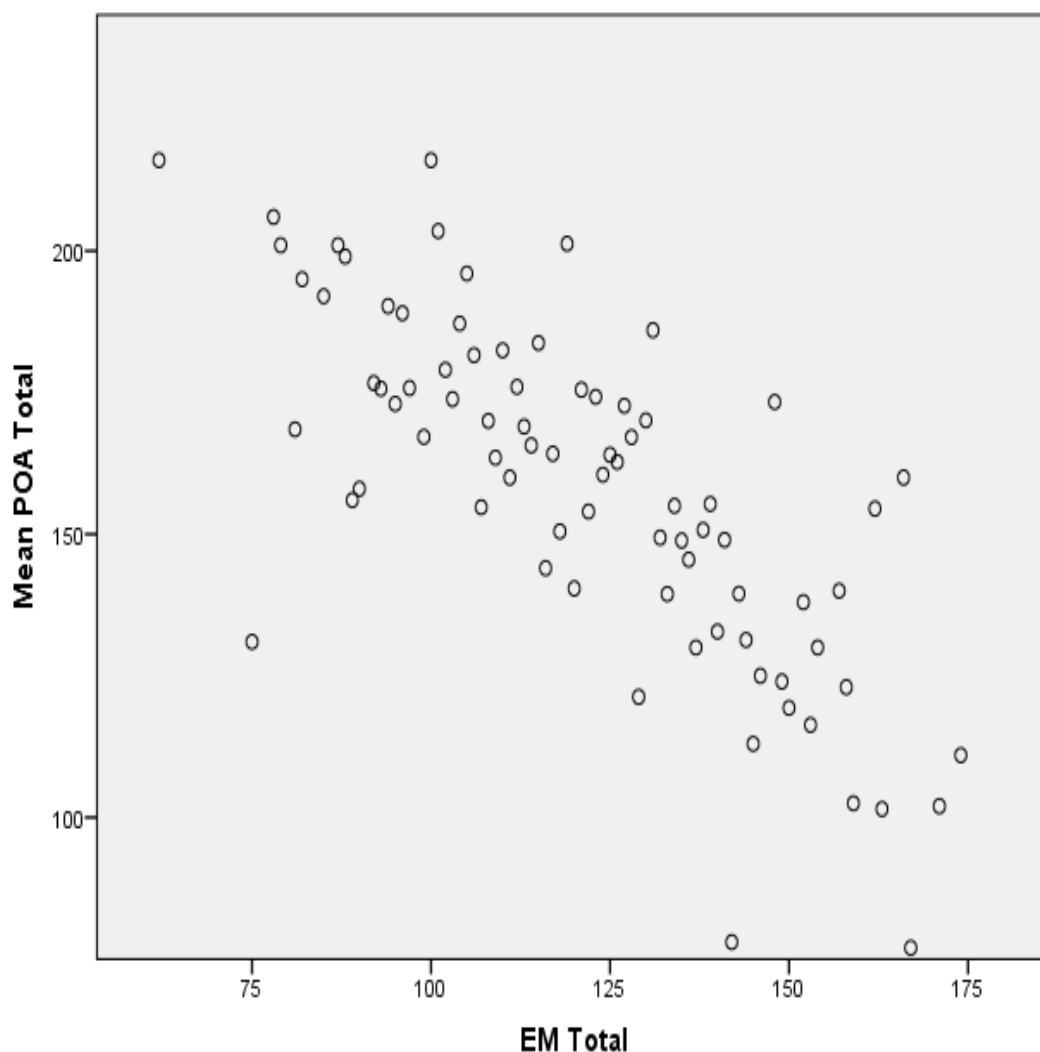
Variable	Sample Size	Pearson Correlation Co-efficient	Significance	Interpretation
Emotional Maturity and Problems of Adolescents	300	- 0.529	0.000 $P > 0.05$ S	Negative Moderate Correlation

Interpretation:

From the above table, it is concluded that the significant value of $r = -0.529$ is greater than 0.05, which is significant at 5% level. Hence the null hypothesis is rejected. Hence, there is negative moderate correlation between emotional maturity and problems of adolescents among higher secondary students of Chennai district. Since the correlation is negative, it indicates that an increase in emotional maturity cause a decrease in problems of adolescents of higher secondary students of Chennai district.

Figure 4.12

Scatter Plot depicting the correlation between Emotional Maturity and Problems of Adolescents



4.6 REGRESSION ANALYSIS

H₀-7.0: Emotional Maturity is not a significant predictor of Problems of Adolescents of Higher Secondary Students of Chennai District.

Dependent Variable: Problems of Adolescents (Y)

Independent Variable: Dimensions of Emotional Maturity

- a) Emotional Stability (X₁)
- b) Emotional Progression (X₂)
- c) Social Adjustment (X₃)
- d) Personality Integration (X₄)
- e) Independence (X₅)

Multiple R value: 0.583

R²: 0.340

F value: 30.225

P value: 0.000

Table 4.59

Table Showing Regression Coefficients of Dimensions of Emotional Maturity on Problems of Adolescents

Dimensions of Emotional Maturity	Unstandardized Coefficients		Standardized Coefficients	t	Level of Significance
	B	Std. Error	Beta		
Constant	267.325	10.443		25.600	0.000 P < 0.01 S
Emotional Stability	-0.287	0.340	-0.056	-0.843	0.400 P > 0.01 NS

Emotional Progression	-1.746	0.385	-0.314	-4.541	0.000 P < 0.01 S
Social Adjustment	0.932	0.423	0.113	2.201	0.029 P > 0.01 NS
Personality Integration	-0.930	0.347	-0.166	-2.683	0.008 P < 0.01 S
Independence	-2.222	0.475	-0.248	-4.677	0.000 P < 0.01 S

Interpretation:

The multiple correlation coefficient is 0.583 measures the degree of relationship between the actual values and the predicted values of problems of adolescents. Because the predicted values are obtained as a linear combination of Emotional Stability (X_1), Emotional Progression (X_2), Social Adjustment (X_3), Personality Integration (X_4) and Independence (X_5), the coefficient value of 0.583 indicates the relationship between the Problems of Adolescents and the dimensions of emotional maturity is quite strong and positive.

The Coefficient of Determination R-Square measures the goodness of fit of the estimated Sample Regression Plane in terms of the proportion of the variation in the dependent variables explained by the fitted sample regression equation. Thus, the value of R square is 0.340 simply means that about 34% of the variation in problems of adolescents is explained by the estimated Sample Regression Plane that emotional stability, emotional progression, social adjustment, personality integration, independence as the dimensions of emotional maturity and the regression is significant at 1% Level.

The multiple regression equation is:

$$Y = 267.325 + (-1.746) X_2 + (-0.930) X_4 + (-2.222) X_5.$$

The coefficients of dimensions mentioned in the above equation are significant at 1% level. The coefficient of X_2 is - 1.746, X_4 is - 0.930 and X_5 is - 2.222 represent the partial effect of dimensions of Emotional Maturity, holding the other variables constant. The estimated negative sign implies that such effect is negative that problems of adolescents would decrease by 1.746, 0.930, 2.222 for every unit increase in emotional progression, personality integration and independence respectively while keeping the other two constant.

Based on standardized Coefficient, Emotional Progression (0.314) is the most important dimension to quantify the Problems of Adolescents, followed by the dimensions namely, Independence (0.248) and Personality Integration (0.166).

4.7 DISCUSSION OF THE RESULTS

Based on the analysis carried out in chapter IV, on the topic **A Study on Emotional Maturity and Problems of Adolescents Among Higher Secondary Students of Chennai District**, the following results were obtained and it was correlated with the results of related literature.

4.7.1 EMOTIONAL MATURITY

- **Gender**

The computed 't' value (Table 4.7) revealed that there is no significant difference between male and female students in their emotional maturity. This finding is in agreement with the finding of **Nikhat Yasmin Shafeeq, Afeefa Thaqib (2014)**. He found that there is no significant difference between male and female students on emotional maturity. This finding is a contradiction to the finding of **Veerpana. Mary Suhasini (2022)** who documented that there is a significant difference between emotional maturity of male and female students.

- **Birth Order**

The computed 'F' value (Table 4.9) revealed that there is no significant difference in the emotional maturity of students having different birth order.

- **School Management**

The computed 'F' value (Table 4.10) revealed that there is a significant difference in emotional maturity of students belonging to different school management. Further multiple comparison of post Hoc test (Table 4.11) revealed that students differ in emotional maturity favouring those studying in

government aided schools. This finding can be related with the finding of **Nikhat Yasmin Shafeeq, Afeefa Thaqib (2014)** who documented that emotional maturity of government school students are higher than private school students.

- **Type of School**

The computed 'F' value (Table 4.12) revealed that there is a significant difference in emotional maturity of students belonging to different type of school. Further multiple comparison of post Hoc test (Table 4.13) revealed that students differ in emotional maturity favouring those studying in girls schools.

- **Father's Educational Qualification**

The computed 'F' value (Table 4.14) revealed that there is no significant difference in the emotional maturity of students whose father having different educational qualification

- **Mother's Educational Qualification**

The computed 'F' value (Table 4.15) revealed that there is no significant difference in the emotional maturity of students whose mother having different educational qualification

- **Father's Occupation**

The computed 'F' value (Table 4.16) revealed that there is no significant difference in the emotional maturity of students whose father belonging to different occupational type.

- **Mother's Occupation**

The computed 'F' value (Table 4.17) revealed that there is no significant difference in the emotional maturity of students whose mother belonging to different occupational type.

- **Monthly Family Income**

The computed 'F' value (Table 4.18) revealed that there is no significant difference in the emotional maturity of students whose family belongs to different monthly income level.

4.7.1.1 EMOTIONAL STABILITY

- **Gender**

The computed 't' value (Table 4.8) revealed that there is no significant difference between male and female students in their emotional stability.

- **Birth Order**

The computed 'F' value (Table 4.19) revealed that there is no significant difference in the emotional stability of students having different birth order.

- **School Management**

The computed 'F' value (Table 4.20) revealed that there is a significant difference in emotional stability of students belonging to different school management. Further multiple comparison of post Hoc test (Table 4.21) revealed that students differ in emotional stability favouring those studying in government aided schools.

- **Type of School**

The computed 'F' value (Table 4.25) revealed that there is a significant difference in emotional stability of students belonging to different type of school. Further multiple comparison of post Hoc test (Table 4.26) revealed that students differ in emotional stability favouring those studying in girls school.

- **Father's Educational Qualification**

The computed 'F' value (Table 4.29) revealed that there is no significant difference in the emotional stability of students whose father having different educational qualification.

- **Mother's Educational Qualification**

The computed 'F' value (Table 4.30) revealed that there is no significant difference in the emotional stability of students whose mother having different educational qualification.

- **Father's Occupation**

The computed 'F' value (Table 4.31) revealed that there is a significant difference in the emotional stability of students whose father belonging to different occupational type. Further multiple comparison of post Hoc test (Table 4.32) revealed that students differ in emotional stability favouring those students whose father's occupation is business.

- **Mother's Occupation**

The computed 'F' value (Table 4.33) revealed that there is no significant difference in the emotional stability of students whose mother belonging to different occupational type.

- **Monthly Family Income**

The computed 'F' value (Table 4.34) revealed that there is a significant difference in the emotional stability of students whose family belongs to different monthly income level. Further multiple comparison of post Hoc test (Table 4.35) revealed that students differ in emotional stability favouring those students whose monthly family income falls in the range Rs.50,001 – Rs.80,000.

4.7.1.2 EMOTIONAL PROGRESSION

- **Gender**

The computed 't' value (Table 4.8) revealed that there is no significant difference between male and female students in their emotional progression. This finding is not in concurrence with the finding of **Krishna Duhan, Anusha Punia & Parminder Jeet (2017)** who found that Emotional Regression is higher in male students compared to female students.

- **Birth Order**

The computed 'F' value (Table 4.19) revealed that there is no significant difference in the emotional progression of students having different birth order.

- **School Management**

The computed 'F' value (Table 4.20) revealed that there is a significant difference in emotional progression of students belonging to different school management. Further multiple comparison of post Hoc test (Table 4.22) revealed that students differ in emotional progression favouring those studying in government aided schools.

- **Type of School**

The computed 'F' value (Table 4.25) revealed that there is a significant difference in emotional progression of students belonging to different type of schools. Further multiple comparison of post Hoc test (Table 4.27) revealed that students of different type of schools do not differ significantly in their emotional progression.

- **Father's Educational Qualification**

The computed 'F' value (Table 4.29) revealed that there is no significant difference in the emotional progression of students whose father having different educational qualification.

- **Mother's Educational Qualification**

The computed 'F' value (Table 4.30) revealed that there is no significant difference in the emotional progression of students whose mother having different educational qualification.

- **Father's Occupation**

The computed 'F' value (Table 4.31) revealed that there is no significant difference in the emotional progression of students whose father belonging to different occupational type.

- **Mother's Occupation**

The computed 'F' value (Table 4.33) revealed that there is no significant difference in the emotional progression of students whose mother belonging to different occupational type.

- **Monthly Family Income**

The computed 'F' value (Table 4.34) revealed that there is no significant difference in the emotional progression of students whose family belongs to different monthly income level.

4.7.1.3 SOCIAL ADJUSTMENT

- **Gender**

The computed 't' value (Table 4.8) revealed that there is no significant difference between male and female students in their social adjustment.

- **Birth Order**

The computed 'F' value (Table 4.19) revealed that there is no significant difference in the social adjustment of students having different birth order.

- **School Management**

The computed 'F' value (Table 4.20) revealed that there is a significant difference in the social adjustment of students belonging to different school management. Further multiple comparison of post Hoc test (Table 4.23) revealed that students differ in social adjustment favouring those studying in government schools.

- **Type of School**

The computed 'F' value (Table 4.25) revealed that there is a significant difference in the social adjustment of students belonging to different type of schools. Further multiple comparison of post Hoc test (Table 4.28) revealed that

students of different type of schools do not differ significantly in their social adjustment.

- **Father's Educational Qualification**

The computed 'F' value (Table 4.29) revealed that there is no significant difference in social adjustment of students whose father having different educational qualification.

- **Mother's Educational Qualification**

The computed 'F' value (Table 4.30) revealed that there is no significant difference in the social adjustment of students whose mother having different educational qualification.

- **Father's Occupation**

The computed 'F' value (Table 4.31) revealed that there is no significant difference in the social adjustment of students whose father belonging to different occupational type.

- **Mother's Occupation**

The computed 'F' value (Table 4.33) revealed that there is no significant difference in the social adjustment of students whose mother belonging to different occupational type.

- **Monthly Family Income**

The computed 'F' value (Table 4.34) revealed that there is a significant difference in the social adjustment of students whose family belongs to different monthly income level. Further multiple comparison of post Hoc test (Table 4.36) revealed that students differ in their social adjustment favouring those students whose monthly family income falls in the range Below / Up to Rs. 20,000.

4.7.1.4 PERSONALITY INTEGRATION

- **Gender**

The computed 't' value (Table 4.8) revealed that there is no significant difference between male and female students in their personality integration. This finding is not in concurrence with the finding of **Krishna Duhan, Anusha Punia & Parminder Jeet (2017)** who found that Personality Disintegration is higher in male students compared to female students.

- **Birth Order**

The computed 'F' value (Table 4.19) revealed that there is no significant difference in the personality integration of students having different birth order.

- **School Management**

The computed 'F' value (Table 4.20) revealed that there is a significant difference in the personality integration of students belonging to different school management. Further multiple comparison of post Hoc test (Table 4.24) revealed that students differ in their personality integration favouring those studying in government aided schools.

- **Type of School**

The computed 'F' value (Table 4.25) revealed that there is no significant difference in the personality integration of students belonging to different type of schools.

- **Father's Educational Qualification**

The computed 'F' value (Table 4.29) revealed that there is no significant difference in the personality integration of students whose father having different educational qualification.

- **Mother's Educational Qualification**

The computed 'F' value (Table 4.30) revealed that there is no significant difference in the personality integration of students whose mother having different educational qualification.

- **Father's Occupation**

The computed 'F' value (Table 4.31) revealed that there is no significant difference in the personality integration of students whose father belonging to different occupational type.

- **Mother's Occupation**

The computed 'F' value (Table 4.33) revealed that there is no significant difference in the personality integration of students whose mother belonging to different occupational type.

- **Monthly Family Income**

The computed 'F' value (Table 4.34) revealed that there is no significant difference in the personality integration of students whose family belongs to different monthly income level.

4.7.1.5 INDEPENDENCE

- **Gender**

The computed 't' value (Table 4.8) revealed that there is no significant difference between male and female students in their independence.

- **Birth Order**

The computed 'F' value (Table 4.19) revealed that there is no significant difference in the independence of students having different birth order.

- **School Management**

The computed 'F' value (Table 4.20) revealed that there is no significant difference in independence of students belonging to different school management.

- **Type of School**

The computed 'F' value (Table 4.25) revealed that there is no significant difference in independence of students belonging to different type of schools.

- **Father's Educational Qualification**

The computed 'F' value (Table 4.29) revealed that there is no significant difference in the independence of students whose father having different educational qualification.

- **Mother's Educational Qualification**

The computed 'F' value (Table 4.30) revealed that there is no significant difference in the independence of students whose mother having different educational qualification.

- **Father's Occupation**

The computed 'F' value (Table 4.31) revealed that there is no significant difference in the independence of students whose father belonging to different occupational type.

- **Mother's Occupation**

The computed 'F' value (Table 4.33) revealed that there is no significant difference in the independence of students whose mother belonging to different occupational type.

- **Monthly Family Income**

The computed 'F' value (Table 4.34) revealed that there is no significant difference in the independence of students whose family belongs to different monthly income level.

4.7.2 PROBLEMS OF ADOLESCENTS

- **Gender**

The computed 't' value (Table 4.37) revealed that there is no significant difference between male and female students in their problems. This finding is in concurrence with the findings of **Ravina J. Vekariya, Dr. Jigar Parikh (2019), Dr. Daljit Singh, Dr. Ajay Tayal (2023)** who found that gender did not have significant impact on youth problems among adolescents. This finding is not in agreement with the findings of **Dr. Ramesh D. Waghmare (2017)** whose study revealed that girls have significantly high youth problem than boys.

- **Birth Order**

The computed 'F' value (Table 4.39) revealed that there is no significant difference in the problems of students having different birth order.

- **School Management**

The computed 'F' value (Table 4.40) revealed that there is no significant difference in problems of students belonging to different school management.

- **Type of School**

The computed 'F' value (Table 4.41) revealed that there is no significant difference in problems of students belonging to different type of school.

- **Father's Educational Qualification**

The computed 'F' value (Table 4.42) revealed that there is no significant difference in problems of students whose father having different educational qualification.

- **Mother's Educational Qualification**

The computed 'F' value (Table 4.43) revealed that there is no significant difference in problems of students whose mother having different educational qualification.

- **Father's Occupation**

The computed 'F' value (Table 4.44) revealed that there is no significant difference in problems of students whose father belonging to different occupational type.

- **Mother's Occupation**

The computed 'F' value (Table 4.45) revealed that there is no significant difference in problems of students whose mother belonging to different occupational type.

- **Monthly Family Income**

The computed 'F' value (Table 4.46) revealed that there is no significant difference in problems of students whose family belongs to different monthly income level.

4.7.2.1 FAMILY PROBLEMS

- **Gender**

The computed 't' value (Table 4.38) revealed that there is no significant difference between male and female students in their family problems. This finding is in agreement with the findings of **Srishti Singh (2015)**, **Dr Kanika Das (2022)**, whose study results indicate that no gender differences exist in family problems of school / college students.

- **Birth Order**

The computed 'F' value (Table 4.47) revealed that there is no significant difference in the family problems of students having different birth order.

- **School Management**

The computed 'F' value (Table 4.48) revealed that there is no significant difference in family problems of students belonging to different school management.

- **Type of School**

The computed 'F' value (Table 4.50) revealed that there is no significant difference in family problems of students belonging to different type of school.

- **Father's Educational Qualification**

The computed 'F' value (Table 4.52) revealed that there is no significant difference in family problems of students whose father having different educational qualification.

- **Mother's Educational Qualification**

The computed 'F' value (Table 4.53) revealed that there is no significant difference in family problems of students whose mother having different educational qualification.

- **Father's Occupation**

The computed 'F' value (Table 4.54) revealed that there is no significant difference in family problems of students whose father belonging to different occupational type.

- **Mother's Occupation**

The computed 'F' value (Table 4.55) revealed that there is no significant difference in family problems of students whose mother belonging to different occupational type.

- **Monthly Family Income**

The computed 'F' value (Table 4.56) revealed that there is no significant difference in family problems of students whose family belongs to different monthly income level.

4.7.2.2 SCHOOL PROBLEMS

- **Gender**

The computed 't' value (Table 4.38) revealed that there is no significant difference between male and female students in their school problems. This finding is in agreement with the finding of **Srishti Singh (2015)**, **Dr Kanika Das (2022)**, whose study results indicate that no gender differences exist in school / college problems of school / college students.

- **Birth Order**

The computed 'F' value (Table 4.47) revealed that there is no significant difference in the school problems of students having different birth order.

- **School Management**

The computed 'F' value (Table 4.48) revealed that there is a significant difference in school problems of students belonging to different school management. Further multiple comparison of post Hoc test (Table 4.49) revealed that students differ in school problems favouring those studying in government schools.

- **Type of School**

The computed 'F' value (Table 4.50) revealed that there is a significant difference in school problems of students belonging to different type of school. Further multiple comparison of post Hoc test (Table 4.51) revealed that students differ in school problems favouring those studying in boys schools.

- **Father's Educational Qualification**

The computed 'F' value (Table 4.52) revealed that there is no significant difference in school problems of students whose father having different educational qualification.

- **Mother's Educational Qualification**

The computed 'F' value (Table 4.53) revealed that there is no significant difference in school problems of students whose mother having different educational qualification.

- **Father's Occupation**

The computed 'F' value (Table 4.54) revealed that there is no significant difference in school problems of students whose father belonging to different occupational type.

- **Mother's Occupation**

The computed 'F' value (Table 4.55) revealed that there is no significant difference in school problems of students whose mother belonging to different occupational type.

- **Monthly Family Income**

The computed 'F' value (Table 4.56) revealed that there is no significant difference in school problems of students whose family belongs to different monthly income level.

4.7.2.3 SOCIAL PROBLEMS

- **Gender**

The computed 't' value (Table 4.38) revealed that there is a significant difference between male and female students in their social problems. This finding is not in agreement with the finding of **Srishti Singh (2015)**, **Dr Kanika Das (2022)**, whose study results indicate that no gender differences exist in social problems of school / college students.

- **Birth Order**

The computed 'F' value (Table 4.47) revealed that there is no significant difference in the social problems of students having different birth order.

- **School Management**

The computed 'F' value (Table 4.48) revealed that there is no significant difference in social problems of students belonging to different school management.

- **Type of School**

The computed 'F' value (Table 4.50) revealed that there is no significant difference in social problems of students belonging to different type of school.

- **Father's Educational Qualification**

The computed 'F' value (Table 4.52) revealed that there is no significant difference in social problems of students whose father having different educational qualification.

- **Mother's Educational Qualification**

The computed 'F' value (Table 4.53) revealed that there is no significant difference in social problems of students whose mother having different educational qualification.

- **Father's Occupation**

The computed 'F' value (Table 4.54) revealed that there is no significant difference in social problems of students whose father belonging to different occupational type.

- **Mother's Occupation**

The computed 'F' value (Table 4.55) revealed that there is no significant difference in social problems of students whose mother belonging to different occupational type.

- **Monthly Family Income**

The computed 'F' value (Table 4.56) revealed that there is no significant difference in social problems of students whose family belongs to different monthly income level.

4.7.2.4 PERSONAL AND OVER SENSITIVITY PROBLEMS

- **Gender**

The computed 't' value (Table 4.38) revealed that there is no significant difference between male and female students in their personal and over sensitivity problems. This finding is in agreement with the finding of **Srishti Singh (2015)**, **Dr Kanika Das (2022)**, whose study results indicate that no gender differences exist in personal problems of school / college students.

- **Birth Order**

The computed 'F' value (Table 4.47) revealed that there is no significant difference in the personal and over sensitivity problems of students having different birth order.

- **School Management**

The computed 'F' value (Table 4.48) revealed that there is no significant difference in personal and over sensitivity problems of students belonging to different school management.

- **Type of School**

The computed 'F' value (Table 4.50) revealed that there is no significant difference in personal and over sensitivity problems of students belonging to different type of school.

- **Father's Educational Qualification**

The computed 'F' value (Table 4.52) revealed that there is no significant difference in personal and over sensitivity problems of students whose father having different educational qualification.

- **Mother's Educational Qualification**

The computed 'F' value (Table 4.53) revealed that there is no significant difference in personal and over sensitivity problems of students whose mother having different educational qualification.

- **Father's Occupation**

The computed 'F' value (Table 4.54) revealed that there is no significant difference in personal and over sensitivity problems of students whose father belonging to different occupational type.

- **Mother's Occupation**

The computed 'F' value (Table 4.55) revealed that there is no significant difference in personal and over sensitivity problems of students whose mother belonging to different occupational type.

- **Monthly Family Income**

The computed 'F' value (Table 4.56) revealed that there is no significant difference in personal and over sensitivity problems of students whose family belongs to different monthly income level.

4.7.3 RELATIONSHIP BETWEEN DIMENSIONS OF EMOTIONAL MATURITY AND DIMENSIONS OF PROBLEMS OF ADOLESCENTS

- **Emotional Stability and Family Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative low correlation between emotional stability and family problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that positive correlation existed between emotional stability and family problem.

- **Emotional Stability and School Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative low correlation between emotional stability and school problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that positive correlation existed between emotional stability and school problem.

- **Emotional Stability and Social Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative low correlation between emotional stability and social problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that positive correlation existed between emotional stability and social problem.

- **Emotional Stability and Personal and Over Sensitivity Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative low correlation between emotional stability and personal and over sensitivity problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose

study concluded that positive correlation existed between emotional stability and personal problem.

- **Emotional Progression and Family Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative low correlation between emotional progression and family problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that positive correlation existed between emotional progression and family problem.

- **Emotional Progression and School Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative low correlation between emotional progression and school problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that positive correlation existed between emotional progression and school problem.

- **Emotional Progression and Social Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative low correlation between emotional progression and social problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that positive correlation existed between emotional progression and social problem.

- **Emotional Progression and Personal and Over Sensitivity Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative moderate correlation between emotional progression and personal and over sensitivity problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that positive correlation existed between emotional progression and personal problem.

- **Social Adjustment and Family Problems**

The computed 'r' value (Table 4.57) revealed that there is no significant correlation between social adjustment and family problems among the whole sample. This finding is in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that no significant correlation existed between social adjustment and family problem.

- **Social Adjustment and School Problems**

The computed 'r' value (Table 4.57) revealed that there is no significant correlation between social adjustment and school problems among the whole sample. This finding is in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that no significant correlation existed between social adjustment and school problem.

- **Social Adjustment and Social Problems**

The computed 'r' value (Table 4.57) revealed that there is a very low negative correlation between social adjustment and social problems among the whole sample. This finding is almost in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that no significant correlation existed between social adjustment and social problem.

- **Social Adjustment and Personal and Over Sensitivity Problems**

The computed 'r' value (Table 4.57) revealed that there is no significant correlation between social adjustment and personal and overs sensitivity problems among the whole sample. This finding is in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that no significant correlation existed between social adjustment and personal problem.

- **Personality Integration and Family Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative low correlation between personality integration and family problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that no significant correlation existed between personality integration and family problem.

- **Personality Integration and School Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative moderate correlation between personality integration and school problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that no significant correlation existed between personality integration and school problem.

- **Personality Integration and Social Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative low correlation between personality integration and social problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that no significant correlation existed between personality integration and social problem.

- **Personality Integration and Personal and Over Sensitivity Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative moderate correlation between personality integration and personal and over sensitivity problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that no significant correlation existed between personality integration and personal problem.

- **Independence and Family Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative low correlation between independence and family problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that no significant correlation existed between independence and family problem.

- **Independence and School Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative moderate correlation between independence and school problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that no significant correlation existed between independence and school problem.

- **Independence and Social Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative moderate correlation between independence and social problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that no significant correlation existed between independence and social problem.

- **Independence and Personal and Over Sensitivity Problems**

The computed 'r' value (Table 4.57) revealed that there is a negative moderate correlation between independence and personal and over sensitivity problems among the whole sample. This finding is not in concurrence with the finding of **Dr. Daljit Singh, Mrs. Aruna Kad, Simran Singh (2023)** whose study concluded that no significant correlation existed between independence and personal problem.

4.7.4 RELATIONSHIP BETWEEN EMOTIONAL MATURITY AND PROBLEMS OF ADOLESCENTS

The computed 'r' value (Table 4.58) revealed that there is a negative moderate correlation between emotional maturity and problems of adolescents among the whole sample. It indicates that an increase in emotional maturity cause a decrease in problems of adolescents of higher secondary students of Chennai district. This finding is not in agreement with the finding of **Veerpana. Mary Suhasini (2022)** whose study revealed that there is no significant relationship between the scores of problems of youth and emotional maturity.

4.7.5 PREDICTOR OF PROBLEMS OF ADOLESCENTS

The computed standardised coefficient ' β ' (Table 4.59) revealed that Emotional Progression is the most important dimension to quantify the Problems of Adolescents, followed by the dimensions namely, Independence and Personality Integration.

4.8 CONCLUSION

In this chapter, the entire data has been critically analysed using statistical techniques such as critical ratio, one way ANOVA, Pearson's correlation co – efficient, Multiple Regression Analysis. The hypothesis was tested with respect to various personal variables such as gender, birth order, school management, type of school, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation, monthly family income of higher secondary students of Chennai district.

CHAPTER V

SUMMARY, FINDINGS AND CONCLUSION

Chapter V

Summary, Findings and Conclusion

5.0 INTRODUCTION

According to George Mouly (1964) —Research data becomes meaningful in the process of being analysed and interpreted. The present chapter provides a brief summary of the entire study and it also gives the interpretation of the results, ensuring from the statistical analysis of data presented in the previous chapters. For further study are the special features of this chapter.

5.1 STATEMENT OF THE PROBLEM

“A Study on Emotional Maturity and Problems of Adolescents among Higher Secondary Students”.

5.2 SUMMARY

The Present Study has been specifically intended to study the Problems of Adolescents and Emotional Maturity among Higher Secondary Students of Chennai District. Survey Method is employed in this study. Sample of the Study is comprised of 300 Higher Secondary Students were selected by Simple Random Sampling Method. The relative contribution of personal variables (Gender, Birth Order, Father's Educational Qualification, Mother's Educational Qualification, Father's Occupation, Mother's Occupation and Monthly Family Income), School related variables (School Management, Type of School) and Research variables (Problems of Adolescents, Emotional Maturity) are investigated in this study. For the purpose of present study, 8 schools have been selected from Chennai District. 300 students were selected from 8 schools (2 Government schools, 3 Government Aided schools and 3 Private schools). Thus, in the present study 300 Higher Secondary Students from different Types of Schools such as Boys, Girls and Co-education were selected randomly. Each student is provided with a booklet containing Personal Data Sheet, Emotional Maturity Scale, Youth Problems Inventory. Emotional Maturity Scale (EMS - SB) English Version is a standardized tool developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (2012) to measure emotional maturity. Youth Problem Inventory (YPI – v) English Version is a standardized tool developed by Dr. (Mrs.) Mithlesh Verma (2010) to measure problems of adolescents. Using these Tools, the investigator collected the data from the sample.

The formulated hypotheses were tested using Descriptive Analysis, Inferential Analysis, Correlational Analysis and Regression Analysis.

5.3 FINDINGS OF THE STUDY

5.3.1 FINDINGS BASED ON INFERENTIAL ANALYSIS OF DATA RELATED TO EMOTIONAL MATURITY

- There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in Gender.
- There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in Birth Order.
- The students of government aided schools differed significantly in their emotional maturity from the students of government and private schools.
- The students of girls schools differed significantly in their emotional maturity from the students of boys and co-education schools.
- There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in Father's Educational Qualification.
- There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in Mother's Educational Qualification.
- There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in Father's Occupation.
- There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in Mother's Occupation.
- There is no significant difference in emotional maturity of higher secondary students of Chennai district owing to the difference in Monthly Family Income.

5.3.2 FINDINGS BASED ON INFERENTIAL ANALYSIS OF DATA RELATED TO DIMENSIONS OF EMOTIONAL MATURITY

Emotional Stability

- There is no significant difference in emotional stability of higher secondary students of Chennai district owing to the difference in Gender.

- There is no significant difference in emotional stability of higher secondary students of Chennai district owing to the difference in Birth Order.
- The students of government aided schools differed significantly in their emotional stability from the students of government and private schools.
- The students of girls schools differed significantly in their emotional stability from the students of boys and co-education schools.
- There is no significant difference in emotional stability of higher secondary students of Chennai district owing to the difference in Father's Educational Qualification.
- There is no significant difference in emotional stability of higher secondary students of Chennai district owing to the difference in Mother's Educational Qualification.
- The students whose fathers are into business differed significantly in their emotional stability from those students whose fathers belong to other occupation types.
- There is no significant difference in emotional stability of higher secondary students of Chennai district owing to the difference in Mother's Occupation.
- The students whose monthly family income falls in the range Rs.50,001 – Rs.80,000 differed significantly in their emotional stability from those students whose family belongs to other income levels.

Emotional Progression

- There is no significant difference in emotional progression of higher secondary students of Chennai district owing to the difference in Gender.
- There is no significant difference in emotional progression of higher secondary students of Chennai district owing to the difference in Birth Order.
- The students of government aided schools differed significantly in their emotional progression from the students of government and private schools.
- There is no significant difference in emotional progression of higher secondary students of Chennai district owing to the difference in Type of School.
- There is no significant difference in emotional progression of higher secondary students of Chennai district owing to the difference in Father's Educational Qualification.

- There is no significant difference in emotional progression of higher secondary students of Chennai district owing to the difference in Mother's Educational Qualification.
- There is no significant difference in emotional progression of higher secondary students of Chennai district owing to the difference in Father's Occupation.
- There is no significant difference in emotional progression of higher secondary students of Chennai district owing to the difference in Mother's Occupation.
- There is no significant difference in emotional progression of higher secondary students of Chennai district owing to the difference in Monthly Family Income.

Social Adjustment

- There is no significant difference in social adjustment of higher secondary students of Chennai district owing to the difference in Gender.
- There is no significant difference in social adjustment of higher secondary students of Chennai district owing to the difference in Birth Order.
- The students of government schools differed significantly in their social adjustment from the students of government aided and private schools.
- There is no significant difference in social adjustment of higher secondary students of Chennai district owing to the difference in Type of School.
- There is no significant difference in social adjustment of higher secondary students of Chennai district owing to the difference in Father's Educational Qualification.
- There is no significant difference in social adjustment of higher secondary students of Chennai district owing to the difference in Mother's Educational Qualification.
- There is no significant difference in social adjustment of higher secondary students of Chennai district owing to the difference in Father's Occupation.
- There is no significant difference in social adjustment of higher secondary students of Chennai district owing to the difference in Mother's Occupation.
- The students whose monthly family income falls in the category Below / Up to Rs.20,000 differed significantly in their social adjustment from those students whose family belongs to other income levels.

Personality Integration

- There is no significant difference in personality integration of higher secondary students of Chennai district owing to the difference in Gender.
- There is no significant difference in personality integration of higher secondary students of Chennai district owing to the difference in Birth Order.
- The students of government aided schools differed significantly in their personality integration from the students of government and private schools.
- There is no significant difference in personality integration of higher secondary students of Chennai district owing to the difference in Type of School.
- There is no significant difference in personality integration of higher secondary students of Chennai district owing to the difference in Father's Educational Qualification.
- There is no significant difference in personality integration of higher secondary students of Chennai district owing to the difference in Mother's Educational Qualification.
- There is no significant difference in personality integration of higher secondary students of Chennai district owing to the difference in Father's Occupation.
- There is no significant difference in personality integration of higher secondary students of Chennai district owing to the difference in Mother's Occupation.
- There is no significant difference in personality integration of higher secondary students of Chennai district owing to the difference in Monthly Family Income.

Independence

- There is no significant difference in independence of higher secondary students of Chennai district owing to the difference in Gender.
- There is no significant difference in independence of higher secondary students of Chennai district owing to the difference in Birth Order.
- There is no significant difference in independence of higher secondary students of Chennai district owing to the difference in School Management.
- There is no significant difference in independence of higher secondary students of Chennai district owing to the difference in Type of School.

- There is no significant difference in independence of higher secondary students of Chennai district owing to the difference in Father's Educational Qualification.
- There is no significant difference in independence of higher secondary students of Chennai district owing to the difference in Mother's Educational Qualification.
- There is no significant difference in independence of higher secondary students of Chennai district owing to the difference in Father's Occupation.
- There is no significant difference in independence of higher secondary students of Chennai district owing to the difference in Mother's Occupation.
- There is no significant difference in independence of higher secondary students of Chennai district owing to the difference in Monthly Family Income.

5.3.3 FINDINGS BASED ON INFERENTIAL ANALYSIS OF DATA RELATED TO PROBLEMS OF ADOLESCENTS

- There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in Gender.
- There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in Birth Order.
- There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in School Management.
- There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in Type of School.
- There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in Father's Educational Qualification.
- There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in Mother's Educational Qualification.

- There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in Father's Occupation.
- There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in Mother's Occupation.
- There is no significant difference in problems of adolescents of higher secondary students of Chennai district owing to the difference in Monthly Family Income.

5.3.4 FINDINGS BASED ON INFERENTIAL ANALYSIS OF DATA RELATED TO DIMENSIONS OF PROBLEMS OF ADOLESCENTS

Family Problems

- There is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in Gender.
- There is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in Birth Order.
- There is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in School Management.
- There is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in Type of School.
- There is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in Father's Educational Qualification.
- There is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in Mother's Educational Qualification.
- There is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in Father's Occupation.
- There is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in Mother's Occupation.

- There is no significant difference in family problems of higher secondary students of Chennai district owing to the difference in Monthly Family Income.

School Problems

- There is no significant difference in school problems of higher secondary students of Chennai district owing to the difference in Gender.
- There is no significant difference in school problems of higher secondary students of Chennai district owing to the difference in Birth Order.
- The students of government schools differed significantly in their school problems from the students of government aided and private schools.
- The students of boys schools differed significantly in their school problems from the students of girls and co-education schools.
- There is no significant difference in school problems of higher secondary students of Chennai district owing to the difference in Father's Educational Qualification.
- There is no significant difference in school problems of higher secondary students of Chennai district owing to the difference in Mother's Educational Qualification.
- There is no significant difference in school problems of higher secondary students of Chennai district owing to the difference in Father's Occupation.
- There is no significant difference in school problems of higher secondary students of Chennai district owing to the difference in Mother's Occupation.
- There is no significant difference in school problems of higher secondary students of Chennai district owing to the difference in Monthly Family Income.

Social Problems

- There is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in Gender.
- There is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in Birth Order.

- There is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in School Management.
- There is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in Type of School.
- There is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in Father's Educational Qualification.
- There is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in Mother's Educational Qualification.
- There is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in Father's Occupation.
- There is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in Mother's Occupation.
- There is no significant difference in social problems of higher secondary students of Chennai district owing to the difference in Monthly Family Income.

Personal and Over Sensitivity Problems

- There is no significant difference in personal and over sensitivity problems of higher secondary students of Chennai district owing to the difference in Gender.
- There is no significant difference in personal and over sensitivity problems of higher secondary students of Chennai district owing to the difference in Birth Order.
- There is no significant difference in personal and over sensitivity problems of higher secondary students of Chennai district owing to the difference in School Management.
- There is no significant difference in personal and over sensitivity problems of higher secondary students of Chennai district owing to the difference in Type of School.

- There is no significant difference in personal and over sensitivity problems of higher secondary students of Chennai district owing to the difference in Father's Educational Qualification.
- There is no significant difference in personal and over sensitivity problems of higher secondary students of Chennai district owing to the difference in Mother's Educational Qualification.
- There is no significant difference in personal and over sensitivity problems of higher secondary students of Chennai district owing to the difference in Father's Occupation.
- There is no significant difference in personal and over sensitivity problems of higher secondary students of Chennai district owing to the difference in Mother's Occupation.
- There is no significant difference in personal and over sensitivity problems of higher secondary students of Chennai district owing to the difference in Monthly Family Income.

5.3.5 FINDINGS BASED ON CORRELATIONAL ANALYSIS OF DATA RELATED TO DIMENSIONS OF EMOTIONAL MATURITY AND DIMENSIONS OF PROBLEMS OF ADOLESCENTS

- There exists a negative low correlation between emotional stability and family problems.
- There exists a negative low correlation between emotional stability and school problems.
- There exists a negative low correlation between emotional stability and social problems.
- There exists a negative low correlation between emotional stability and personal and over sensitivity problems.
- There exists a negative low correlation between emotional progression and family problems.
- There exists a negative low correlation between emotional progression and school problems.
- There exists a negative low correlation between emotional progression and social problems.

- There exists a negative moderate correlation between emotional progression and personal and over sensitivity problems.
- There exists no significant correlation between social adjustment and family problems.
- There exists no significant correlation between social adjustment and school problems.
- There exists very low negative correlation between social adjustment and social problems.
- There exists no significant correlation between social adjustment and personal and overs sensitivity problems.
- There exists a negative low correlation between personality integration and family problems.
- There exists a negative moderate correlation between personality integration and school problems.
- There exists a negative low correlation between personality integration and social problems.
- There exists a negative moderate correlation between personality integration and personal and over sensitivity problems.
- There exists a negative low correlation between independence and family problems.
- There exists a negative moderate correlation between independence and school problems.
- There exists a negative moderate correlation between independence and social problems.
- There exists a negative moderate correlation between independence and personal and over sensitivity problems.

5.3.6 FINDING BASED ON CORRELATIONAL ANALYSIS OF DATA RELATED TO EMOTIONAL MATURITY AND PROBLEMS OF ADOLESCENTS

There exists a negative moderate correlation between emotional maturity and problems of adolescents.

5.3.7 FINDING BASED ON REGRESSION ANALYSIS OF DATA RELATED TO EMOTIONAL MATURITY AND PROBLEMS OF ADOLESCENTS

Emotional Progression is the most important dimension to quantify the Problems of Adolescents, followed by the dimensions namely, Independence and Personality Integration.

5.4 SUGGESTIONS

Based on the study, the investigator makes the following suggestions to the adolescents, parents, teachers, school management, and to the society.

5.4.1 SUGGESTIONS TO ADOLESCENTS

- Practice mindfulness through meditation or deep breathing exercises.
- Identify triggers for strong emotional reactions and develop coping strategies.
- Keep a journal to reflect on emotions and patterns.
- Learn emotion regulation techniques like deep breathing and visualization.
- Practice active listening to understand others' perspectives without interruption.
- Use assertive communication with "I" statements and avoid blame or criticism.
- Develop conflict resolution skills such as compromise and negotiation.
- Foster empathy by considering others' feelings and perspectives.
- Build healthy social relationships with peers and adults.
- Engage in group activities to learn collaboration and communication.
- Manage stress through exercise and hobbies.
- Develop problem-solving skills to tackle challenges effectively.
- Seek help from trusted adults or professionals when needed.
- Set and maintain healthy boundaries in relationships.
- Set realistic goals and work towards them.
- Practice self-care through adequate sleep, healthy eating, and relaxation.

5.4.2 SUGGESTIONS TO PARENTS

- Encourage open communication where adolescents feel safe expressing themselves.
- Model healthy emotional responses and problem-solving skills in your interactions.

- Acknowledge and validate adolescents' emotions, even if you don't agree with them.
- Help adolescents set achievable goals and break them into manageable steps.
- Support their independence by allowing them to make decisions and solve problems.
- Establish consistent routines and clear boundaries to provide stability.
- Be mindful of the media adolescents consume and discuss sensitive topics with them.
- Guide them in problem-solving by identifying issues, brainstorming solutions, and evaluating outcomes.
- Consider seeking professional help if emotional difficulties significantly impact their life.
- Be patient, supportive, and available to listen and provide guidance as they navigate emotions.

5.4.3 SUGGESTIONS TO TEACHERS AND SCHOOL MANAGEMENT

- Foster a supportive environment that prioritizes mental health and well-being.
- Integrate emotional intelligence programs into the curriculum.
- Ensure counselling services are readily available to students.
- Provide training to teachers and staff on mental health awareness.
- Encourage the formation of peer support groups or mentorship programs.
- Educate students on healthy coping strategies for managing stress.
- Take proactive measures to prevent bullying and address social dynamics.
- Foster open communication channels between students, teachers, and parents.
- Incorporate life skills education into the curriculum.
- Offer resources and workshops for parents on effective communication and supporting adolescent mental health.
- Destigmatize seeking help for mental health issues and promote a culture of openness.
- Implement systems for monitoring student well-being and identifying those who may be struggling.

- Establish partnerships with community organizations to provide additional support and services.

5.4.4 SUGGESTIONS TO SOCIETY

- Invest in research and data collection on adolescent mental health.
- Establish dedicated mental health task forces or committees to address adolescent mental health needs at the community level.
- Allocate funding for mental health programs specifically targeting adolescents, including prevention, early intervention, and treatment services.
- Collaborate with local organizations and businesses to provide resources and support for adolescent mental health initiatives.
- Train law enforcement and emergency responders on how to effectively handle mental health crises involving adolescents with sensitivity and compassion.
- Create public awareness campaigns to promote understanding and empathy towards adolescents facing emotional struggles and sensitivity.
- Establish mentorship programs where adults can provide guidance and support to adolescents facing emotional challenges.
- Encourage schools to implement restorative justice practices that prioritize healing and rehabilitation over punitive measures for addressing behavioural issues.

5.5 DELIMITATIONS OF THE STUDY

- The population of the study was confined to Higher Secondary Students only.
- Due to time constrain the study was limited to 300 samples only.
- While studying Relationship between Problems of adolescents with Independent Variables, the study was delimited to only one independent variable namely Emotional Maturity.
- The Study was confined to only 8 schools in the Chennai District.
- Only State Board Schools were included in the Study.
- The Study was delimited to Government, Government-Aided, Private Schools only.

5.6 RECOMMENDATIONS FOR FURTHER STUDY

The further research of present investigation under mentioned might to be educationally beneficial.

- The study could be replicated with another district, city, and state of different age group Students.
- The study was limited to the Higher Secondary Students only. It could be extended to all other levels of adolescents. Including Undergraduate Students, Post graduate Students and Teacher Trainees of Colleges of Education.
- The same study may be attempted with a larger sample of different areas.
- Further research is needed to examine how this knowledge can help the Educators, Parents and Community to improve the emotional maturity of adolescents, thereby helping them tackle their problems and keep them minimal.
- A qualitative approach could be adopted for in-depth understanding of the learning capabilities of the students.
- An experimental study can be conducted on the same variables.
- A similar study can be conducted on some other variables like Impact of social media on Problems of Adolescents, Parenting Style and Problems of Adolescents etc.,

5.7 CONCLUSION

In conclusion, this study sheds light on the significant relationship between emotional maturity and the problems faced by adolescents in the Chennai District. The findings underscore the importance of emotional development in adolescents and its impact on their overall well-being. Notably, adolescents with higher emotional maturity exhibited fewer problems compared to their peers with lower emotional maturity levels.

Moreover, the study highlights the influence of school-related variables, such as school management and type of school, on emotional maturity. These findings emphasize the role of educational institutions in fostering emotional development among adolescents.

“We cannot always build the future for our youth, but we can build our youth for the future.”

- Franklin D. Roosevelt

This sentiment resonates deeply with the implications of this research. By prioritizing emotional maturity and providing supportive environments within schools and communities, we can empower adolescents to navigate challenges more effectively and build resilience for the future.

However, it's important to acknowledge the limitations of this study, including its focus on a specific geographical area and population. Therefore, further research is warranted to explore these dynamics in broader contexts and across diverse populations.

In essence, this study underscores the significance of nurturing emotional maturity in adolescents and calls for concerted efforts from educators, parents, policymakers, and society as a whole to support their holistic development and prepare them for the challenges of the future.

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APPENDICES

APPENDIX I

EMOTIONAL MATURITY SCALE – PRELIMINARY DRAFT

In the following pages are given forty-eight statements about yourself. Five possible modes of responses are provided such as: Very much, Much, Undecided, Probably, Never. Read each statement carefully and mark tick ☒ in **Anyone** of the five alternative response modes to indicate your level of agreement with the particular content of the statements. Do not think too much while answering, whatever you feel may indicate.

YOUR RESPONSES WOULD BE KEPT CONFIDENTIAL.

S.No	Statements	Very Much	Much	Undecided	Probably	Never
1.	Are you involved in mental botherations? நீங்கள் மன உளைச்சலில் ஈடுபடுகிறீர்களா?					
2.	Do you get frightened about the coming situations? வரவிருக்கும் சூழ்நிலைகளைப் பற்றி நீங்கள் பயப்படுகிறீர்களா?					
3.	Do you stop in the middle of any work before reaching the goal? இலக்கை அடைவதற்கு முன்பு நீங்கள் எந்த வேலையின் நடுவிலும் நிறுத்துகிறீர்களா?					
4.	Do you take the help of other person/s to complete your personal work? உங்கள் தனிப்பட்ட வேலையை முடிக்க மற்றவர்களின் உதவியைப் பெறுகிறீர்களா?					
5.	Is there any difference between your desires and objectives? உங்கள் ஆசைகளுக்கும் நோக்கங்களுக்கும் ஏதேனும் வித்தியாசம் உள்ளதா?					

6.	Do you feel within yourself that you're short tempered? நீங்கள் முன்கோபம் கொண்டவர்களாக உணர்கிறீர்களா?					
7.	Do you feel that you're very stubborn? உங்களை நீங்கள் பிடிவாதம் பிடிப்பவராக உணர்கிறீர்களா?					
8.	Do you feel jealous of other people? நீங்கள் மற்றவர்கள் மீது பொறாமைப்படுகிறீர்களா?					
9.	Do you get wild due to anger? கோபம் வருகையில் நீங்கள் முரட்டுத்தனமாக செயல்படுகிறீர்களா?					
10.	Do you get lost in imagination and day dream? கற்பனையிலும், பகல் கனவிலும் தொலைந்து போகிறீர்களா?					
11.	If you fail to achieve your goal do you feel inferior? உங்கள் இலக்கை அடையத் தவறினால், நீங்கள் தாழ்வாக உணர்கிறீர்களா?					
12.	Do you experience essence of discomfort and lack of peace of mind? நீங்கள் அசௌகரியத்தையும் மன அமைதியின்மையையும் அனுபவிக்கிறீர்களா?					
13.	Do you tease others? நீங்கள் மற்றவர்களை கிண்டல் செய்கிறீர்களா?					
14.	Do you try to put the blame on others for your lapses? உங்கள் தவறுகளுக்கு மற்றவர்கள் மீது பழி போட முயற்சிக்கிறீர்களா?					

15.	When you do not agree with others, do you start quarrelling with them? நீங்கள் மற்றவர்களுடன் உடன்படாதபோது, அவர்களுடன் சண்டையிடத் தொடங்குகிறீர்களா?					
16.	Do you feel yourself as exhausted? நீங்கள் சோர்வாக உணர்கிறீர்களா?					
17.	Is your behavior more aggressive than your friends and others? உங்கள் நண்பர்கள் மற்றும் மற்றவர்களை விட உங்கள் நடத்தை மிகவும் ஆக்ரோஷமாக இருக்கிறதா?					
18.	Do you get lost in the world of imaginations? கற்பனை உலகில் தொலைந்து போகிறீர்களா?					
19.	Do you feel that your self - centered? உங்கள் சுயத்தை மையமாகக் கொண்டதாக உணர்கிறீர்களா?					
20.	Do feel that you are dissatisfied with yourself? நீங்கள் உங்கள் மீது அதிருப்தியாக உணர்கிறீர்களா?					
21.	Do you have a strained companionship with your friends? உங்கள் நண்பர்களுடன் உங்களுக்கு மனக்கசப்பு உள்ளதா?					
22.	Do you hate others? நீங்கள் மற்றவர்களை வெறுக்கிறீர்களா?					
23.	Do you praise yourself? உங்களை நீங்களே புகழ்ந்து கொள்கிறீர்களா?					

24.	Do you avoid joining in social gatherings? சமூகக் கூட்டங்களில் கலந்து கொள்வதை தவிர்க்கிறீர்களா?					
25.	Do you spend much of your time for your own sake? உங்கள் பெரும்பாலான நேரத்தை சொந்த நலனுக்காக செலவிடுகிறீர்களா?					
26.	Do you lie? நீங்கள் பொய் சொல்லுவீர்களா?					
27.	Do you bluff? பிறரை ஏமாற்றுவீர்களா?					
28.	Do you like very much to be alone? நீங்கள் தனிமையில் இருப்பதையே விரும்புவீர்களா?					
29.	Are you proud by nature? நீங்கள் உங்களை எண்ணி பெருமைப் படுவீர்களா?					
30.	Do you shirk from work? நீங்கள் வேலையில் இருந்து விலகுகிறீர்களா?					
31.	Even though you know some work, do you pretend as if you don't know it. உங்களுக்கு ஏதாவது வேலை தெரிந்திருந்தாலும், அது தெரியாதது போல் நடிகிறீர்கள்.					
32.	Even if you do not know about some work, do you pose as if you know it? ஏதோ ஒரு வேலையைப் பற்றி உங்களுக்கு தெரியா விட்டாலும், அதை தெரிந்ததுபோல் காட்டிக்கொள்ளுவீர்களா?					

33.	Having known that you are at fault, instead of accepting it, do you try to establish that you are right? உங்கள் தவறு என்று தெரிந்திருந்தும், அதை ஏற்றுக்கொள்வதற்குப் பதிலாக, நீங்கள் சொல்வது சரி என்று நிறுவ முயற்சிக்கிறீர்களா?					
34.	Do you suffer from any kind of fear? நீங்கள் ஏதேனும் பயத்தால் பாதிக்கப்படுகிறீர்களா?					
35.	Do you lose your mental balance (poise)? உங்கள் மன சமநிலையை இழக்கிறீர்களா?					
36.	Are you in the habit of stealing anything? எதையாவது திருடும் பழக்கம் உள்ளதா?					
37.	Do you indulge freely without bothering about moral codes of conduct? நன்னடத்தை விதிகளைப் பற்றிக் கவலைப்படாமல் சுதந்திரமாக ஈடுபடுகிறீர்களா?					
38.	Are you pessimistic towards life? நீங்கள் வாழ்க்கையின் மீது அவநம்பிக்கை கொண்டவரா?					
39.	Do you have a weak will? (self will or determination) உங்கள் விருப்பம் பலவீனமானதா?					
40.	Are you intolerant about the views of others? மற்றவர்களின் கருத்துக்களைப் பற்றி நீங்கள் சகிப்புத்தன்மையற்றவரா?					

41.	Do people consider you as undependable? மக்கள் உங்களை சார்ந்து இருக்க தயங்குகிறார்களா?					
42.	Do people disagree with your views? உங்கள் கருத்துக்களுடன் மக்கள் உடன்படவில்லையா?					
43.	Do you like to be a follower? நீங்கள் ஒரு பின்பற்றுபவராக இருப்பதில் மகிழ்ச்சி கொள்கிறீர்களா?					
44.	Do you disagree with the opinions of your group? உங்கள் குழுவின் கருத்துக்களுடன் நீங்கள் உடன்படவில்லையா?					
45.	Do people think of you as an irresponsible person? மக்கள் உங்களை ஒரு பொறுப்பற்ற நபராக எண்ணுகிறார்களா?					
46.	Do you evince interest in other's work? நீங்கள் மற்றவர்களின் வேலையில் ஆர்வம் காட்டுகிறீர்களா?					
47.	Do people hesitate to take your help in any work? எந்த வேலையிலும் உங்கள் உதவியை நாட மக்கள் தயங்குகிறார்களா?					
48.	Do you give more importance to your work than other's work? மற்றவர்களின் வேலையை விட உங்கள் வேலைக்கு அதிக முக்கியத்துவம் கொடுக்கிறீர்களா?					

Thank you for your participation.

APPENDIX II

EMOTIONAL MATURITY SCALE – FINAL FORM

In the following pages are given statements about yourself. Five possible modes of responses are provided such as: Very much, Much, Undecided, Probably, Never. Read each statement carefully and mark tick ☒ in **Anyone** of the five alternative response modes to indicate your level of agreement with the particular content of the statements. Do not think too much while answering, whatever you feel may indicate.

YOUR RESPONSES WOULD BE KEPT CONFIDENTIAL.

S.No	Statements	Very Much	Much	Undecided	Probably	Never
1.	Are you involved in mental botherations? நீங்கள் மன உளைச்சலில் ஈடுபடுகிறீர்களா?					
2.	Do you get frightened about the coming situations? வரவிருக்கும் சூழ்நிலைகளைப் பற்றி நீங்கள் பயப்படுகிறீர்களா?					
3.	Do you stop in the middle of any work before reaching the goal? இலக்கை அடைவதற்கு முன்பு நீங்கள் எந்த வேலையின் நடுவிலும் நிறுத்துகிறீர்களா?					
4.	Do you take the help of other people to complete your personal work? உங்கள் தனிப்பட்ட வேலையை முடிக்க மற்றவர்களின் உதவியைப் பெறுகிறீர்களா?					
5.	Is there any difference between your desires and objectives? உங்கள் ஆசைகளுக்கும் நோக்கங்களுக்கும் ஏதேனும் வித்தியாசம் உள்ளதா?					

6.	Do you feel that you're short tempered? நீங்கள் முன்கோபம் கொண்டவர்களாக உணர்கிறீர்களா?					
7.	Do you feel that you're very stubborn? உங்களை நீங்கள் பிடிவாதம் பிடிப்பவராக உணர்கிறீர்களா?					
8.	Do you get wild due to anger? கோபம் வருகையில் நீங்கள் முரட்டுத்தனமாக செயல்படுகிறீர்களா?					
9.	Do you get lost in imagination and day dream? கற்பனையிலும், பகல் கனவிலும் தொலைந்து போகிறீர்களா?					
10.	If you fail to achieve your goal, do you feel inferior? உங்கள் இலக்கை அடையத் தவறினால், நீங்கள் தாழ்வாக உணர்கிறீர்களா?					
11.	Do you experience essence of discomfort and lack of peace of mind? நீங்கள் அசௌகரியத்தையும் மன அமைதியின்மையையும் அனுபவிக்கிறீர்களா?					
12.	Do you tease others? நீங்கள் மற்றவர்களை கிண்டல் செய்கிறீர்களா?					
13.	When you do not agree with others, do you start quarrelling with them? நீங்கள் மற்றவர்களுடன் உடன்படாதபோது, அவர்களுடன் சண்டையிடத் தொடங்குகிறீர்களா?					

14.	Do you feel exhausted? நீங்கள் சோர்வாக உணர்கிறீர்களா?					
15.	Is your behavior more aggressive than your friends and others? உங்கள் நண்பர்கள் மற்றும் மற்றவர்களை விட உங்கள் நடத்தை மிகவும் ஆக்ரோஷமாக இருக்கிறதா?					
16.	Do you get lost in the world of imaginations? கற்பனை உலகில் தொலைந்து போகிறீர்களா?					
17.	Do you feel that your self - centered? உங்கள் சுயத்தை மையமாகக் கொண்டதாக உணர்கிறீர்களா?					
18.	Do feel that you are dissatisfied with yourself? நீங்கள் உங்கள் மீது அதிருப்தியாக உணர்கிறீர்களா?					
19.	Do you praise yourself? உங்களை நீங்களே புகழ்ந்து கொள்கிறீர்களா?					
20.	Do you spend much of your time for your own sake? உங்கள் பெரும்பாலான நேரத்தை சொந்த நலனுக்காக செலவிடுகிறீர்களா?					
21.	Do you lie? நீங்கள் பொய் சொல்லுவீர்களா?					
22.	Do you bluff? பிறரை ஏமாற்றுவீர்களா?					
23.	Are you proud by nature? நீங்கள் உங்களை எண்ணி பெருமைப் படுவீர்களா?					

24.	<p>Even though you know some work, do you pretend as if you don't know it.</p> <p>உங்களுக்கு ஏதாவது வேலை தெரிந்திருந்தாலும், அது தெரியாதது போல் நடிக்கிறீர்கள்.</p>					
25.	<p>Even if you do not know about some work, do you pose as if you know it?</p> <p>ஏதோ ஒரு வேலையைப் பற்றி உங்களுக்கு தெரியா விட்டாலும், அதை தெரிந்ததுபோல் காட்டிக்கொள்ளவீர்களா?</p>					
26.	<p>Having known that you are at fault, instead of accepting it, do you try to establish that you are right?</p> <p>உங்கள் தவறு என்று தெரிந்திருந்தும், அதை ஏற்றுக்கொள்வதற்குப் பதிலாக, நீங்கள் சொல்வது சரி என்று நிறுவ முயற்சிக்கிறீர்களா?</p>					
27.	<p>Do you suffer from any kind of fear?</p> <p>நீங்கள் ஏதேனும் பயத்தால் பாதிக்கப்படுகிறீர்களா?</p>					
28.	<p>Do you lose your mental balance (poise)?</p> <p>உங்கள் மன சமநிலையை இழக்கிறீர்களா?</p>					
29.	<p>Do you indulge freely without bothering about moral codes of conduct?</p> <p>நன்னடத்தை விதிகளைப் பற்றிக் கவலைப்படாமல் சுதந்திரமாக ஈடுபடுகிறீர்களா?</p>					
30.	<p>Are you pessimistic towards life?</p> <p>நீங்கள் வாழ்க்கையின் மீது அவநம்பிக்கை கொண்டவரா?</p>					

31.	Do you have a weak will? (self will or determination) உங்கள் விருப்பம் பலவீனமானதா?					
32.	Do people consider you as undependable? மக்கள் உங்களை சார்ந்து இருக்க தயங்குகிறார்களா?					
33.	Do people disagree with your views? உங்கள் கருத்துக்களுடன் மக்கள் உடன்படவில்லையா?					
34.	Do you like to be a follower? நீங்கள் ஒரு பின்பற்றுபவராக இருப்பதில் மகிழ்ச்சி கொள்கிறீர்களா?					
35.	Do you evince interest in other's work? நீங்கள் மற்றவர்களின் வேலையில் ஆர்வம் காட்டுகிறீர்களா?					
36.	Do you give more importance to your work than other's work? மற்றவர்களின் வேலையை விட உங்கள் வேலைக்கு அதிக முக்கியத்துவம் கொடுக்கிறீர்களா?					

Thank you for your participation.

APPENDIX III

YOUTH PROBLEM INVENTORY – PRELIMINARY DRAFT

It has been observed that even the intelligent students also do face some problems. These problems can be solved by psychological means. You may be one of them. It is an attempt to know your problems. So, give the required information about yourself truthfully and unhesitatingly. **Be rest assured your response will be kept strictly confidential.**

The questionnaire contains some statements and five response alternatives for each statement. Give your response to each statement by ticking ☒ against the most appropriate response. The responses are:

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

Make sure you give response for each and every statement. Also take care that only one box to be ticked for each statement.

S.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	My parents are uncaring of my needs. என் பெற்றோர்கள் என் தேவைகளைப் பற்றி கவலைப்படவில்லை.					
2.	My parents don't help me in solving my problems. என் பிரச்சினைகளைத் தீர்ப்பதற்கு என் பெற்றோர் எனக்கு உதவுவதில்லை.					
3.	My parents keep strict vigil over my activities. எனது நடவடிக்கைகளை எனது பெற்றோர் தீவிரமாக கண்காணித்து வருகின்றனர்.					
4.	My parents don't allow me to work freely. என் பெற்றோர் என்னை சுதந்திரமாக வேலை செய்ய அனுமதிப்பதில்லை.					
5.	My parents restrict my participation in the games, sports, drama or travelling. விளையாட்டு, நாடகம் அல்லது பயணத்தில் நான் பங்கேற்பதை என் பெற்றோர் கட்டுப்படுத்துகிறார்கள்.					

6.	My parents scold me for not securing good marks, in spite of my hardwork. நான் கடுமையாக உழைத்தும் நல்ல மதிப்பெண்கள் வராத நிலையில், என் பெற்றோர் என்னை திட்டிகிறார்கள்.					
7.	My parents blame me only for any loss in the home. வீட்டில் ஏதேனும் நஷ்டம் ஏற்பட்டால் அதற்கு நான் தான் காரணம் என்று என் பெற்றோர்கள் குற்றம் சாட்டுகிறார்கள்.					
8.	My parents criticize me for whatever I do. நான் என்ன செய்தாலும் என் பெற்றோர் என்னை விமர்சிப்பார்கள்.					
9.	My parents compel me to shoulder household responsibilities. வீட்டுப் பொறுப்புகளை சுமக்க என் பெற்றோர் என்னை கட்டாயப்படுத்துகிறார்கள்.					
10.	My parents expect me to perform beyond my bounds. நான் என் வரம்புகளுக்கு அப்பாற்பட்டு செயல்பட வேண்டும் என்று என் பெற்றோர் எதிர்பார்க்கிறார்கள்.					
11.	My parents often point out for my not being courteous and refined before others. நான் மற்றவர்களிடம் கண்ணியமாகவும், மற்றும் சுத்திகரிக்கப்பட்டும் நடந்துகொள்ளவில்லை என்பதை என் பெற்றோர் அடிக்கடி சுட்டிக் காட்டுகிறார்கள்.					
12.	My parents restrict me about my friends. என் பெற்றோர் நான் என் நண்பர்களைத் தேர்வு செய்வதில் தலையிடுகிறார்கள்.					

13.	My parents try to know my private affairs. என் பெற்றோர் என் தனிப்பட்ட விஷயங்களை அறிய முயற்சிக்கின்றனர்.					
14.	My parents say that I should not do anything without their consent. அவர்களின் சம்மதம் இல்லாமல் நான் எதையும் செய்யக்கூடாது என்று பெற்றோர் கூறுகிறார்கள்.					
15.	My parents say that i am unable to understand my own well being. எனது சொந்த நல்வாழ்வை என்னால் புரிந்து கொள்ள முடியவில்லை என்று என் பெற்றோர் கூறுகிறார்கள்.					
16.	My parents domineer the family. என் பெற்றோர் குடும்பத்தில் ஆதிக்கம் செலுத்துகிறார்கள்.					
17.	My parents say that sons and daughters don't enjoy equal rights. மகன்களுக்கும் மகள்களுக்கும் சம உரிமை இல்லை என்று என் பெற்றோர் கூறுகிறார்கள்.					
18.	My parents discriminate between the position of sons and daughters. என் பெற்றோர் மகன்கள் மற்றும் மகள்களின் நிலைக்கு இடையில் பாகுபாடு காட்டுகிறார்கள்.					
19.	My parents consider me a burden upon themselves. என் பெற்றோர் என்னை ஒரு சுமையாக கருதுகிறார்கள்.					
20.	My parents reject most of my requests. எனது பெரும்பாலான கோரிக்கைகளை என் பெற்றோர் நிராகரிக்கின்றனர்.					
21.	I fear to tell my parents of my trivial mistake even. நான் செய்த சிறு தவறை கூட என் பெற்றோரிடம் சொல்ல பயப்படுகிறேன்.					

22.	<p>I fear to tell my parents about my problems even.</p> <p>என் பிரச்சனைகளை பெற்றோரிடம் கூட சொல்ல பயப்படுகிறேன்.</p>					
23.	<p>My parents wish me to fulfill their desires first.</p> <p>என் பெற்றோர் முதலில் அவர்களின் ஆசைகளை நான் நிறைவேற்ற வேண்டும் என்று விரும்புகிறார்கள்.</p>					
24.	<p>My parents wish me to follow their own ideals.</p> <p>எனது பெற்றோர்கள் நான் அவர்களின் சொந்த இலட்சியங்களைப் பின்பற்ற விரும்புகிறார்கள்</p>					
25.	<p>My parents often have differences between themselves.</p> <p>என் பெற்றோர் தங்களுக்குள் கருத்து வேறுபாடுகளை கொண்டுள்ளனர்.</p>					
26.	<p>I often feel that amongst my father - mother, brothers - sisters none is of my own.</p> <p>என் தந்தை - தாய், சகோதரர்கள் - சகோதரிகளில் யாரும் எனக்குச் சொந்தமானவர்கள் அல்ல என்று நான் அடிக்கடி உணர்கிறேன்.</p>					
27.	<p>I feel ill of the absence of my parents even for a short while.</p> <p>சிறிது நேரம் என் பெற்றோரை பிரிவதைக் கூட நினைத்து நான் கவலைப்படுகிறேன்.</p>					
28.	<p>It is not possible for me to do anything without their help or guidance of my parents.</p> <p>பெற்றோரின் உதவியும் வழிகாட்டுதலும் இன்றி என்னால் எக்காரியமும் செய்ய முடிவதில்லை.</p>					

29.	<p>I have difference with most of the ideas of my parents.</p> <p>என் பெற்றோரின் பெரும்பாலான கருத்துக்களுடன் எனக்கு வேறுபாடு உள்ளது.</p>					
30.	<p>My brothers and sisters take themselves superior to me on every count.</p> <p>என் சகோதர சகோதரிகள் எல்லா விஷயங்களிலும் என்னை விட தங்களை மேலானவர்களாகக் கருதுகிறார்கள்.</p>					
31.	<p>My brothers and sisters are never with me in any matter.</p> <p>என் சகோதர சகோதரிகள் எந்த விஷயத்திலும் எனக்கு துணையாக இல்லை.</p>					
32.	<p>In spite of I wish to, I fear to participate in extracurricular activities at school or college.</p> <p>நான் விரும்பினாலும், பள்ளி அல்லது கல்லூரியில் பாடத்திட்டம் சாராத நடவடிக்கைகளில் பங்கேற்க நான் பயப்படுகிறேன்.</p>					
33.	<p>I am afraid of my teachers for no reason.</p> <p>எந்தக் காரணமும் இல்லாமல் என் ஆசிரியர்களைக் கண்டு நான் பயப்படுகிறேன்.</p>					
34.	<p>I hesitate to offer any suggestions to my teachers.</p> <p>எனது ஆசிரியர்களுக்கு எந்த ஆலோசனைகளையும் வழங்க நான் தயங்குகிறேன்.</p>					
35.	<p>I fear to tell my difficulties to the teachers.</p> <p>என் கஷ்டங்களை ஆசிரியர்களிடம் சொல்ல பயப்படுகிறேன்.</p>					

36.	My teachers never appreciate me, however well I may perform. நான் எவ்வளவு சிறந்து செயல்பட்டாலும் என் ஆசிரியர்கள் என்னைப் பாராட்டவில்லை.					
37.	My teachers are unable to understand me well. என் ஆசிரியர்களால் என்னை சரியாக புரிந்து கொள்ள முடியவில்லை.					
38.	I feel that either most of my teachers have shallow knowledge or they come unprepared to the class. என் ஆசிரியர்களில் பெரும்பாலோர் ஆழமற்ற அறிவைக் கொண்டுள்ளனர் அல்லது அவர்கள் வகுப்பிற்குத் தயாராக இல்லை என்று நான் உணர்கிறேன்.					
39.	My teacher's are unable to explain their lectures well. என் ஆசிரியர்களால் அவர்களது பாடங்களை சரியாக விளக்க முடியவில்லை.					
40.	My teachers talk to me in a satirical manner. என் ஆசிரியர்கள் என்னிடம் நையாண்டியாக பேசுகிறார்கள்.					
41.	In the class my teachers treat me with ridicule. வகுப்பில் என் ஆசிரியர்கள் என்னை கேலியாக நடத்துகிறார்கள்.					
42.	My teachers scolded me for no fault of mine. நான் தவறே செய்யாத போதிலும் என் ஆசிரியர்கள் என்னை திட்டினார்கள்.					
43.	My teachers behave in a discriminatory manner. எனது ஆசிரியர்கள் பாரபட்சமாக நடந்து கொள்கிறார்கள்.					

44.	I wish to make some of my classmates' friends, but it doesn't happen. நான் என் வகுப்பு தோழர்களில் சிலரை நண்பர்களாக்க விரும்புகிறேன், ஆனால் அது நடக்கவில்லை.					
45.	I feel my classmates are jealous of me. என் வகுப்புத் தோழர்கள் என் மீது பொறாமைப்படுவதாக உணர்கிறேன்.					
46.	My classmates laugh at me. என் வகுப்புத் தோழர்கள் என்னைக் கேலி செய்து சிரிக்கிறார்கள்.					
47.	I am weak in some of the subjects taught in the class. வகுப்பில் கற்பிக்கப்படும் சில பாடங்களில் நான் பலவீனமாக இருக்கிறேன்.					
48.	I am unable to get the help of my teacher in the subject in which I require most. எனக்கு மிகவும் தேவைப்படும் பாடத்தில் எனது ஆசிரியரின் உதவியை என்னால் பெற முடியவில்லை.					
49.	I don't know a better way to study well. எனக்கு நன்றாக படிக்க வேறு வழி தெரியவில்லை.					
50.	I don't get enough opportunities in the school for acquiring new knowledge. புதிய அறிவைப் பெறுவதற்கு பள்ளியில் எனக்கு போதுமான வாய்ப்புகள் கிடைப்பதில்லை.					
51.	The subjects of my interest are not taught in my school. எனக்குப் பிடித்த பாடங்கள் என் பள்ளியில் கற்பிக்கப்படுவதில்லை.					

52.	I take my dress as inferior before others. நான் என் உடைகளை மற்றவர்களுக்கு முன் தாழ்வாக நினைக்கிறேன்.					
53.	If my social status were higher, it would have been much better. என் சமூக அந்தஸ்து உயர்ந்திருந்தால் இன்னும் சிறப்பாக இருந்திருக்கும்.					
54.	I feel ashamed at the poor economic condition of my family. எனது குடும்பத்தின் மோசமான பொருளாதார நிலையை நினைத்து நான் வெட்கப்படுகிறேன்.					
55.	In spite of my wish I hesitate and interacting with others. மற்றவர்களிடம் உரையாடுவதில் எனக்கு விருப்பம் இருந்தபோதிலும் நான் தயக்கம் கொள்கிறேன்.					
56.	Others don't like to interact with my family or me. மற்றவர்கள் என் குடும்பத்தினருடனோ அல்லது என்னுடனோ தொடர்பு கொள்ள விரும்புவதில்லை.					
57.	I have fear of marriage. எனக்கு திருமணம் குறித்த பயம் உள்ளது.					
58.	I feel sick in talking to the people of opposite sex except my near relatives. எனது நெருங்கிய உறவினர்களை தவிர்த்து பிற பாலினத்தவர்களுடன் உரையாடுவதில் எனக்கு பதற்றம் உள்ளது.					
59.	Being laughed at or criticized keeps me worried for long. சிரிக்கப்படுவது அல்லது விமர்சிப்பது என்னை நீண்ட நேரம் கவலையடையச் செய்கிறது.					

60.	Even a little think deeply pierces my heart. ஒரு சிறிய சிந்தனை கூட என் இதயத்தை ஆழமாக துளைக்கிறது.					
61.	My family or personal incidents deeply saddened me. எனது குடும்பம் அல்லது தனிப்பட்ட விஷயங்கள் என்னை மிகவும் வருத்தமடைய செய்கிறது.					
62.	I remain worried, as I don't keep good health. நான் நல்ல ஆரோக்கியத்தை பராமரிக்காததால் கவலையடைகிறேன்.					
63.	I feel inferior on account of my physical constitution. எனது உடல் அமைப்பு காரணமாக நான் தாழ்ந்தவனாக உணர்கிறேன்.					
64.	I am less charming than an average person. நான் ஒரு சராசரி மனிதனை விட குறைவான வசீகரம் கொண்டவன்/ கொண்டவள்.					
65.	My voice should've been more melodious. என் குரல் இன்னும் இனிமையாக இருந்திருக்க வேண்டும்.					
66.	I feel ashamed of my manners and behavior before others. நான் மற்றவர்கள் முன் என் பழக்கங்களும் நடவடிக்கைகளும் கண்டு வெட்கப்படுகிறேன்.					
67.	I feel that there should be a change in my habits. என் பழக்கவழக்கங்களில் மாற்றம் வர வேண்டும் என்று நினைக்கிறேன்.					

68.	I am worried as I am unable to decide which occupation to adopt in future. எதிர்காலத்தில் எந்தத் தொழிலை மேற்கொள்வது என்பதை முடிவு செய்ய முடியாததால் நான் கவலைப்படுகிறேன்.					
69.	I am worried about my present. என் நிகழ்காலத்தை குறித்து கவலைப்படுகிறேன்.					
70.	I feel difficulty in speaking or lecturing before others. மற்றவர்கள் முன் பேசுவதிலும், சொற்பொழிவாற்றுவதிலும் எனக்கு சிரமம் ஏற்படுகிறது.					
71.	I am unable to impress others with my personality. எனது ஆளுமையால் மற்றவர்களை கவர முடியவில்லை.					
72.	I am unhappy because I am not proficient in games and sports. நான் விளையாட்டுகளில் தேர்வு பெறாததால் மகிழ்ச்சியற்று இருக்கிறேன்.					
73.	Whatever I may do, I don't get due appreciation. நான் என்ன செய்தாலும் எனக்கு உரிய பாராட்டு கிடைப்பதில்லை.					
74.	Since people don't attach due value to me, I am unenthusiastic. மக்கள் எனக்கு உரிய மதிப்பு கொடுக்காததால், நான் ஆர்வமில்லாமல் இருக்கிறேன்.					
75.	I don't know why, even before commencing any work I often feel that it will not be properly done. ஏன் என்று தெரியவில்லை, எந்த வேலையையும் தொடங்குவதற்கு முன்பு கூட அது சரியாக செய்யப்படாது என்று நான் அடிக்கடி உணர்கிறேன்.					

76.	Often in hurry I do things wrongly. பெரும்பாலும் அவசரப்பட்டு நான் தவறு செய்கிறேன்.					
77.	I am unable to do anything significant. என்னால் குறிப்பிடத்தக்க எதையும் செய்ய முடியவில்லை.					
78.	I feel that I am inferior to others. நான் மற்றவர்களை விட தாழ்ந்தவன் என்று உணர்கிறேன்.					
79.	I have no merit. எனக்கு எந்த தகுதியும் இல்லை.					
80.	There is no meaning of my life. என் வாழ்க்கைக்கு எந்த அர்த்தமும் இல்லை.					

Thank you for your participation.

APPENDIX IV

YOUTH PROBLEM INVENTORY – FINAL FORM

It has been observed that even the intelligent students also do face some problems. These problems can be solved by psychological means. You may be one of them. It is an attempt to know your problems. So, give the required information about yourself truthfully and unhesitatingly. **Be rest assured your response will be kept strictly confidential.**

The questionnaire contains some statements and five response alternatives for each statement. Give your response to each statement by ticking ☒ against the most appropriate response. The responses are:

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

Make sure you give response for each and every statement. Also take care that only one box to be ticked for each statement.

S.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	My parents are uncaring of my needs. என் பெற்றோர்கள் என் தேவைகளைப் பற்றி கவலைப்படவில்லை.					
2.	My parents don't help me in solving my problems. என் பிரச்சினைகளைத் தீர்ப்பதற்கு என் பெற்றோர் எனக்கு உதவுவதில்லை.					
3.	My parents restrict my participation in the games, sports, drama or travelling. விளையாட்டு, நாடகம் அல்லது பயணத்தில் நான் பங்கேற்பதை என் பெற்றோர் கட்டுப்படுத்துகிறார்கள்.					
4.	My parents scold me for not securing good marks, in spite of my hardwork. நான் கடுமையாக உழைத்தும் நல்ல மதிப்பெண்கள் வராத நிலையில், என் பெற்றோர் என்னை திட்டுகிறார்கள்.					

5.	My parents blame me only for any loss in the home. வீட்டில் ஏதேனும் நஷ்டம் ஏற்பட்டால் அதற்கு நான் தான் காரணம் என்று என் பெற்றோர்கள் குற்றம் சாட்டுகிறார்கள்.					
6.	My parents criticize me for whatever I do. நான் என்ன செய்தாலும் என் பெற்றோர் என்னை விமர்சிப்பார்கள்.					
7.	My parents compel me to shoulder household responsibilities. வீட்டுப் பொறுப்புகளை சுமக்க என் பெற்றோர் என்னை கட்டாயப்படுத்துகிறார்கள்.					
8.	My parents expect me to perform beyond my bounds. நான் என் வரம்புகளுக்கு அப்பாற்பட்டு செயல்பட வேண்டும் என்று என் பெற்றோர் எதிர்பார்க்கிறார்கள்.					
9.	My parents often point out for my not being courteous and refined before others. நான் மற்றவர்களிடம் கண்ணியமாகவும், மற்றும் சுத்திகரிக்கப்பட்டும் நடந்துகொள்ளவில்லை என்பதை என் பெற்றோர் அடிக்கடி சுட்டிக் காட்டுகிறார்கள்.					
10.	My parents restrict me about my friends. என் பெற்றோர் நான் என் நண்பர்களைத் தேர்வு செய்வதில் தலையிடுகிறார்கள்.					
11.	My parents try to know my private affairs. என் பெற்றோர் என் தனிப்பட்ட விஷயங்களை அறிய முயற்சிக்கின்றனர்.					

12.	<p>My parents say that I should not do anything without their consent.</p> <p>அவர்களின் சம்மதம் இல்லாமல் நான் எதையும் செய்யக்கூடாது என்று பெற்றோர் கூறுகிறார்கள்.</p>					
13.	<p>My parents say that i am unable to understand my own well being.</p> <p>எனது சொந்த நல்வாழ்வை என்னால் புரிந்து கொள்ள முடியவில்லை என்று என் பெற்றோர் கூறுகிறார்கள்.</p>					
14.	<p>My parents domineer the family.</p> <p>என் பெற்றோர் குடும்பத்தில் ஆதிக்கம் செலுத்துகிறார்கள்.</p>					
15.	<p>My parents discriminate between the position of sons and daughters.</p> <p>என் பெற்றோர் மகன்கள் மற்றும் மகள்களின் நிலைக்கு இடையில் பாகுபாடு காட்டுகிறார்கள்.</p>					
16.	<p>My parents consider me a burden upon themselves.</p> <p>என் பெற்றோர் என்னை ஒரு சுமையாக கருதுகிறார்கள்.</p>					
17.	<p>My parents reject most of my requests.</p> <p>எனது பெரும்பாலான கோரிக்கைகளை என் பெற்றோர் நிராகரிக்கின்றனர்.</p>					
18.	<p>My parents wish me to follow their own ideals.</p> <p>எனது பெற்றோர்கள் நான் அவர்களின் சொந்த இலட்சியங்களைப் பின்பற்ற விரும்புகிறார்கள்</p>					
19.	<p>My parents often have differences between themselves.</p> <p>என் பெற்றோர் தங்களுக்குள் கருத்து வேறுபாடுகளை கொண்டுள்ளனர்.</p>					

20.	<p>I often feel that amongst my father - mother, brothers - sisters none is of my own.</p> <p>என் தந்தை - தாய், சகோதரர்கள் - சகோதரிகளில் யாரும் எனக்குச் சொந்தமானவர்கள் அல்ல என்று நான் அடிக்கடி உணர்கிறேன்.</p>					
21.	<p>I have difference with most of the ideas of my parents.</p> <p>என் பெற்றோரின் பெரும்பாலான கருத்துக்களுடன் எனக்கு வேறுபாடு உள்ளது.</p>					
22.	<p>My brothers and sisters take themselves superior to me on every count.</p> <p>என் சகோதர சகோதரிகள் எல்லா விஷயங்களிலும் என்னை விட தங்களை மேலானவர்களாகக் கருதுகிறார்கள்.</p>					
23.	<p>In spite of I wish to, I fear to participate in extracurricular activities at school or college.</p> <p>நான் விரும்பினாலும், பள்ளி அல்லது கல்லூரியில் பாடத்திட்டம் சாராத நடவடிக்கைகளில் பங்கேற்க நான் பயப்படுகிறேன்.</p>					
24.	<p>I hesitate to offer any suggestions to my teachers.</p> <p>எனது ஆசிரியர்களுக்கு எந்த ஆலோசனைகளையும் வழங்க நான் தயங்குகிறேன்.</p>					
25.	<p>I fear to tell my difficulties to the teachers.</p> <p>என் கஷ்டங்களை ஆசிரியர்களிடம் சொல்ல பயப்படுகிறேன்.</p>					

26.	My teachers never appreciate me, however well I may perform. நான் எவ்வளவு சிறந்து செயல்பட்டாலும் என் ஆசிரியர்கள் என்னைப் பாராட்டவில்லை.					
27.	My teachers are unable to understand me well. என் ஆசிரியர்களால் என்னை சரியாக புரிந்து கொள்ள முடியவில்லை.					
28.	My teacher's are unable to explain their lectures well. என் ஆசிரியர்களால் அவர்களது பாடங்களை சரியாக விளக்க முடியவில்லை.					
29.	My teachers talk to me in a satirical manner. என் ஆசிரியர்கள் என்னிடம் நையாண்டியாக பேசுகிறார்கள்.					
30.	In the class my teachers treat me with ridicule. வகுப்பில் என் ஆசிரியர்கள் என்னை கேலியாக நடத்துகிறார்கள்.					
31.	My teachers scolded me for no fault of mine. நான் தவறே செய்யாத போதிலும் என் ஆசிரியர்கள் என்னை திட்டினார்கள்.					
32.	My teachers behave in a discriminatory manner. எனது ஆசிரியர்கள் பாரபட்சமாக நடந்து கொள்கிறார்கள்.					
33.	I wish to make some of my classmates' friends, but it doesn't happen. நான் என் வகுப்பு தோழர்களில் சிலரை நண்பர்களாக்க விரும்புகிறேன், ஆனால் அது நடக்கவில்லை.					

34.	I am weak in some of the subjects taught in the class. வகுப்பில் கற்பிக்கப்படும் சில பாடங்களில் நான் பலவீனமாக இருக்கிறேன்.					
35.	I am unable to get the help of my teacher in the subject in which I require most. எனக்கு மிகவும் தேவைப்படும் பாடத்தில் எனது ஆசிரியரின் உதவியை என்னால் பெற முடியவில்லை.					
36.	I don't know a better way to study well. எனக்கு நன்றாக படிக்க வேறு வழி தெரியவில்லை.					
37.	I don't get enough opportunities in the school for acquiring new knowledge. புதிய அறிவைப் பெறுவதற்கு பள்ளியில் எனக்கு போதுமான வாய்ப்புகள் கிடைப்பதில்லை.					
38.	The subjects of my interest are not taught in my school. எனக்குப் பிடித்த பாடங்கள் என் பள்ளியில் கற்பிக்கப்படுவதில்லை.					
39.	If my social status were higher, it would have been much better. என் சமூக அந்தஸ்து உயர்ந்திருந்தால் இன்னும் சிறப்பாக இருந்திருக்கும்.					
40.	I feel ashamed at the poor economic condition of my family. எனது குடும்பத்தின் மோசமான பொருளாதார நிலையை நினைத்து நான் வெட்கப்படுகிறேன்.					

41.	<p>In spite of my wish I hesitate and interacting with others.</p> <p>மற்றவர்களிடம் உரையாடுவதில் எனக்கு விருப்பம் இருந்தபோதிலும் நான் தயக்கம் கொள்கிறேன்.</p>					
42.	<p>Others don't like to interact with my family or me.</p> <p>மற்றவர்கள் என் குடும்பத்தினருடனோ அல்லது என்னுடனோ தொடர்பு கொள்ள விரும்புவதில்லை.</p>					
43.	<p>Being laughed at or criticized keeps me worried for long.</p> <p>சிரிக்கப்படுவது அல்லது விமர்சிப்பது என்னை நீண்ட நேரம் கவலையடையச் செய்கிறது.</p>					
44.	<p>Even a little think deeply pierces my heart.</p> <p>ஒரு சிறிய சிந்தனை கூட என் இதயத்தை ஆழமாக துளைக்கிறது.</p>					
45.	<p>My family or personal incidents deeply saddened me.</p> <p>எனது குடும்பம் அல்லது தனிப்பட்ட விஷயங்கள் என்னை மிகவும் வருத்தமடைய செய்கிறது.</p>					
46.	<p>I feel inferior on account of my physical constitution.</p> <p>எனது உடல் அமைப்பு காரணமாக நான் தாழ்ந்தவனாக உணர்கிறேன்.</p>					
47.	<p>I am less charming than an average person.</p> <p>நான் ஒரு சராசரி மனிதனை விட குறைவான வசீகரம் கொண்டவன்/ கொண்டவள்.</p>					

48.	I feel ashamed of my manners and behavior before others. நான் மற்றவர்கள் முன் என் பழக்கங்களும் நடவடிக்கைகளும் கண்டு வெட்கப்படுகிறேன்.					
49.	I feel that there should be a change in my habits. என் பழக்கவழக்கங்களில் மாற்றம் வர வேண்டும் என்று நினைக்கிறேன்.					
50.	I am worried about my present. என் நிகழ்காலத்தை குறித்து கவலைப்படுகிறேன்.					
51.	I feel difficulty in speaking or lecturing before others. மற்றவர்கள் முன் பேசுவதிலும், சொற்பொழிவாற்றுவதிலும் எனக்கு சிரமம் ஏற்படுகிறது.					
52.	I am unable to impress others with my personality. எனது ஆளுமையால் மற்றவர்களை கவர் முடியவில்லை.					
53.	I am unhappy because I am not proficient in games and sports. நான் விளையாட்டுகளில் தேர்வு பெறாததால் மகிழ்ச்சியற்று இருக்கிறேன்.					
54.	Whatever I may do, I don't get due appreciation. நான் என்ன செய்தாலும் எனக்கு உரிய பாராட்டு கிடைப்பதில்லை.					
55.	Since people don't attach due value to me, I am unenthusiastic. மக்கள் எனக்கு உரிய மதிப்பு கொடுக்காததால், நான் ஆர்வமில்லாமல் இருக்கிறேன்.					

56.	<p>I don't know why, even before commencing any work I often feel that it will not be properly done.</p> <p>ஏன் என்று தெரியவில்லை, எந்த வேலையையும் தொடங்குவதற்கு முன்பு கூட அது சரியாக செய்யப்படாது என்று நான் அடிக்கடி உணர்கிறேன்.</p>					
57.	<p>I am unable to do anything significant.</p> <p>என்னால் குறிப்பிடத்தக்க எதையும் செய்ய முடியவில்லை.</p>					
58.	<p>I feel that I am inferior to others.</p> <p>நான் மற்றவர்களை விட தாழ்ந்தவன் என்று உணர்கிறேன்.</p>					
59.	<p>There is no meaning of my life.</p> <p>என் வாழ்க்கைக்கு எந்த அர்த்தமும் இல்லை.</p>					

Thank you for your participation.

APPENDIX V

PERSONAL DATA SHEET

Please **TICK** the appropriate option for each field.

Name				
Class				
School Name				
Gender	Male		Female	
Birth Order	First	Second		Above
School Management	Government	Government Aided		Private
Type of School	Boys	Girls		Co – education
Father's Educational Qualification	Below or Upto SSLC	Hr Sec.	Graduation	Post Graduation
Mother's Educational Qualification	Below or Upto SSLC	Hr Sec.	Graduation	Post Graduation
Father's Occupation	Unemployed	Daily Wages	Permanent	Business
Mother's Occupation	Unemployed	Daily Wages	Permanent	Business
Monthly Family Income	Below / Upto Rs. 20, 000	Rs. 20,001 – Rs. 50,000	Rs. 50,001 – Rs. 80,000	Above Rs. 80,000