

EMOTIONAL MATURITY AND BEHAVIOURAL PROBLEMS OF ADOLESCENTS

*Dissertation submitted to the Tamil Nadu Teachers Education University, Chennai,
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MASTER OF EDUCATION

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DECLARATION

I hereby declare that this dissertation "*Emotional Maturity and Behavioural Problems of Adolescents*" submitted by me for the degree of Master of Education is the result of my original and independent research work carried out under the guidance of **Mr.Pavithra Kumar.V.S**, Assistant Professor in Physical Science, N.V.K.S.D. College of Education, Attoor and it has not been submitted elsewhere for the award of any degree, diploma, and fellowship of any other university or institution.

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CHAPTER I

INTRODUCTION

- **Need and significance of the study**
- **Statement of the problem**
- **Operational definitions**
- **Objectives**
- **Hypotheses**
- **Methodology**
- **Delimitation of the study**
- **Organization of the report**

1.1 INTRODUCTION

Education is the process of instruction aimed at all round development of individuals by providing the necessary skills and knowledge. It play a great role for developing the skills which is hidden within the individual where as the success of education lies in the fulfilment of one's need.

Education is the deliberate and systematic influence exerted by the mature person upon the immature, through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of human being according to individual and social needs and is directed towards the union of the educand with his creator as the final end. Education plays an important role in the emotional development of children. Child's emotions can be steered either in positive direction or in negative direction by family and school. Some factors in educational curricula may make the child unhappy instead of making happy. In traditional system of education the child gathers more unpleasant experience than pleasant experience. Some common emotions that are negative in nature and experienced in the traditional

schools are anger, fear and jealousy. They do not help the child to develop love, affection and fellow feelings towards others in the future life.

Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both inter-physically and intra-personality(Walter D. Smitson 1974). Emotional Maturity is the characteristic of emotional behavior that is generally attained by an adult after the expiry of his adolescence period. After attaining emotional maturity he is able to demonstrate a well-balanced emotional behavior in his day-to-day life. A person may be said to be emotionally matured if he has in his possession almost all types of emotions positive or negative and is able to express them at the appropriate time in an appropriate degree.

The word 'adol' comes from the Latin word "adolescere" which means grow to maturity. Adolescents is also important period in the life span of an individual when he enters a new era of life. Adolescents are egocentric and often engage in self-analysis and self-criticism (Garg 2002). Adolescents is generally defined in reference to a period of years. W.H.O has defined adolescence as a period between the age group of 10-19 years. Adolescence may be apparently defined as a period of physical, psychological and social maturity from childhood to adulthood. Smoking, consuming alcohol and abusing drugs are habits that often being during adolescence. They must make their decisions without much experience or even much awareness of the effects of some decisions, they will have peer relationships and romantic attachments can cause emotional distress that may result in emotional problems.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

Adolescents is a stage of transition from childhood to manhood or womanhood. It is a period of transition when changes in attitude and behaviour are most rapid. Stanly hall (1952) calls this as the period of stress and strain, storm, and strife. Study shows the adolescents who are generally disliked and unable to sustain close relationship with each other and cannot establish a place to themselves in the peer culture when seriously at risk.

Emotional maturity is the factor determines leadership skills. The emotional aspects of effective leadership have received a great deal of attention over the past few decades. Emotional maturity is the willingness and ability to utilize and apply the knowledge and understanding of emotions in an appropriate and productive ways. The emotionally matured person intellectual powers like thinking and reasoning are properly exercised by him in making any decision. He is guided more by his intellect than his emotion (C.M Bindu, Jubna.P.Putikkal 2010).

Emotional maturity is the ability to understand the course of life, whatever might happen during it. To have emotional maturity you must be able to live in the present without showing your fears of the future or your experience in the past could judge and hinder your choices. Emotional maturity helps us to work through our personal problems and down falls, so that they never stop us achieving success in the future. An emotionally matured person will also ignore their anxieties but understand that in order to get rid of them they may be tackled. Emotional maturity helps not to set ourselves up for disappointment. Happiness and emotional maturity are the keys to our own perception of success.

Behavior is the key symptoms of a person which makes his impression as a nice one or a typical one in the society. The term behavioural problem or problematic behavior stands for that type of serious abnormality in the behavior of an individual, which while causing a problem for his proper adjustment to self and environment, proves quite determination of his own welfare along with that of the society. Behavioural problem are most common and usual with children and adolescents.

The behavioural problems of the children may create problems in the classroom as well as in the family and the society. Psychological studies indicate that behavioural problems are psychosomatic in nature. Adolescents is a stage of transition from childhood to adulthood. In this stage, the students face many problems related with physical, mental, emotional and social. Maximum physical growth is obtained at this stage. It causes not only physical but mental and psychic problems. The society looked an adolescent not as a mere child but as a youth. The dual role expected by the society may result in some deviant behavior problems existing among adolescents and to give relevant solutions to the problems.

One of the major obstacles to create an effective classroom learning environment in the problematic child. The behavioural problem affect not only the problem making child but also their classmates, teachers and parents. So this type of problem should be identified and solved.

Behavioural problem hinder the socialization process of the students. The problem in the adolescence stage affects his habits that create many problem in the society. If we are able to guide the student in this stage in a right way we can produce good citizens. Because of the above said reason the investigator decided to conduct a study in this area.

1.3 STATEMENT OF THE PROBLEM

The study aims to find out the Emotional Maturity and Behavioural Problems of Adolescents and hence entitled as ***“EMOTIONAL MATURITY AND BEHAVIOURAL PROBLEMS OF ADOLESCENTS”***

1.4 OPERATIONAL DEFINITIONS

The terms used in the statement of the problem are defined for attaining greater clarity and precision.

EMOTIONAL MATURITY

Emotional maturity constitutes evaluating emotions of oneself and others, identifying and expressing feelings, balancing state of heart and mind, adaptability and flexibility and appreciating others point of view, delaying gratification of immediate psychological satisfaction. The main dimensions under taken in this study are Emotional Awareness, Emotional Understanding, Emotional Respectiveness, Emotional Assertiveness and Emotional Honesty.

BEHAVIOURAL PROBLEMS

Behaviour that is disapproved by dominant social groups. For this study, five types of commonly occurring behavioural problem namely Classroom problem, Antisocial behaviour, Aggression, Nervous habits, Rebellious behaviour are included.

ADOLESCENTS

Adolescents is a person from the onset of puberty to the age of maturity. Adolescents include pupil between the age group 11 or 12 to 18. In this study students studying from VIth to XIIth classes are treated as adolescents .

1.5 OBJECTIVES

1. To study the level of Emotional Maturity of Adolescents.
2. To study the level of Behavioural Problems of Adolescents.
3. To compare the mean score of Emotional Maturity of Adolescents with respect to background variables Gender, Locale, Community, Class, Type of Management, Type of family, Income, Order of birth, Educational qualification of mother and Educational qualification of father.
4. To compare the mean score of Behavioural Problems of Adolescents with respect to background variables Gender, Locale, Community, Class, Type of Management, Type of family, Income, Order of birth, Educational qualification of mother and Educational qualification of father.
5. To study the correlation between Emotional Maturity and Behavioural Problems of Adolescents based on total sample and sub-sample.

1.6 HYPOTHESES

1. There exists no significant difference in the mean scores of Emotional Maturity of Adolescents based on their gender.
2. There exists no significant difference in the mean scores of Emotional Maturity of Adolescents based on their locale.
3. There exists no significant difference in the mean scores of Emotional Maturity of Adolescents based on their community.
4. There exists no significant difference in the mean scores of Emotional Maturity of Adolescents based on their class.
5. There exists no significant difference in the mean scores of Emotional Maturity of Adolescents based on their type of management.

6. There exists no significant difference in mean scores of Emotional Maturity of Adolescents based on their type of family.
7. There exists no significant difference in mean scores of Emotional Maturity of Adolescents based on their income.
8. There exists no significant difference in mean scores of Emotional Maturity of Adolescents based on their order of birth.
9. There exists no significant difference in mean scores of Emotional Maturity of Adolescents based on their educational qualification of mother.
10. There exists no significant difference in mean scores of Emotional Maturity of Adolescents based on their educational qualification of father.
11. There exists no significant difference in the mean scores of Behavioural problems of Adolescents based on their gender.
12. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their locale.
13. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their community.
14. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their class.
15. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their type of management.
16. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their type of family.
17. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their income.

18. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their order of birth.
19. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their educational qualification of mother.
20. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their educational qualification of father.
21. There exists no significant correlation difference in mean scores of Emotional Maturity and Behavioural Problems of Adolescents based on their total sample and sub-sample.

1.7 METHODOLOGY

A)METHOD

The method used for the study will be Normative Survey Method.

B)SAMPLE

The study will be conducted on a sample 400 adolescents studying in various schools in Kanyakumari district.

C) TOOLS

The following tools will be used

1. Emotional Maturity scale(Prepared by M.Sathiya and Dr R.P.Deepa 2013)
2. Behavioural Problem Rating scale(Prepared by Uma and Dr S.Sreelatha 2008)
3. General data sheet

D) STATISTICAL TECHNIQUE

The data collected will be analyzed using following statistical techniques.

1. Mean
2. Standard deviation
3. t-test
4. ANOVA
5. Pearson Product Moment Correlation

1.8 DELIMITATION OF THE STUDY

The scope of the study is limited in the following manner.

- (a) The study is limited to school going adolescents only.
- (b) The sample size is limited to 400 students.

1.9 ORGANIZATION OF THE REPORT

CHAPTER I: Deals with the need and significant of the study, statement of the Problem, operational definitions, objectives, hypotheses framed and methodology in brief.

CHAPTER II: Deals with theoretical overview and review of related literature.

CHAPTER III: Deals with normative survey method, characteristic of normative survey method, distribution of sample, statistical technique used.

CHAPTER IV: Deals with analysis and interpretation of collected data.

CHAPTER V: Deals with findings, conclusions and suggestions for the further research.

CHAPTER II**REVIEW OF LITERATURE**

- **Theoretical overview**
- **Review of related literature**

2.1 INTRODUCTION

The development of research project is based on its review of the literature. The review of related literature is an important aspect and essential per-requestic of any investigation. One of the early steps in planning a research work is to review the research. It is very essential in providing the information. It avoid the replication of the study and it finds to take an advantage from similar of related literature indicates the clear picture of the problem to be solved.

2.1.1 IMPORTANCE OF THE REVIEW OF RELATED LITERATURE

The review of related literature serves the following purpose

- (1) It enables the researcher to define the limits of his field. It helps to delimit and define the problem.
- (2) Review of literature gives the scholar an understanding of previous work that has been done.

- (3) It gives an understanding of the research methodology, which refers to the study is to be conducted.
- (4) It provides the means of getting to be frontiers in the field of his research unless he has learnt what others have done and what still remain to be done, he cannot develop a search project that will contribute something to the knowledge in his field.

2.2 THEORETICAL OVERVIEW

2.2.1 EMOTIONAL MATURITY

Emotional Maturity is the characteristics of emotional behaviour that is generally attained by an adult after the expiry of his adolescence period (S.K.Mangal(2002)). Emotional Maturity is the refined and development ability to understand and use one's emotions in personally controlled ways (Alexander Megoun).

2.2.1.1 CHARACTERISTICS OF EMOTIONAL MATURITY

- (1) The ability to give and receive love.
- (2) The ability to face reality and deal with it.
- (3) The capacity to related positively to life experiences.
- (4) The ability to learn from experience.
- (5) The ability to accept frustration.
- (6) The ability to handle hostility constructively.

2.2.1.2 DEVELOPMENT OF EMOTIONAL MATURITY

- Work hard to achieve your goals.
- Start accepting your tensions and worries. Don't avoid it just to get momentary relief. Work over your stress and handle them.
- Start recognizing and expressing your anger. Otherwise you will become afraid of yourself after a certain point of time.
- Learn to bear pain and hurt because life is full of uncertainties. You never know what lies in future for you.
- Face the consequences of the things you have done. Understand your responsibility and learn from your mistakes.

2.2.1.3 LEVELS OF EMOTIONAL MATURITY BY KEVIN

EVERTT FITHY MAURICE

There are five levels of Emotional maturity according Maurice(1990)

1. **EMOTIONAL AWARENESS:** This level concern the person's willingness and skills in sharing their feelings in an appropriate manner and at appropriate times. At this level one has the awareness and has the freedom to experience emotion without the need.
2. **EMOTIONAL UNDERSTANDING:** Persons on this level understand the actual cause and effect dimension of emotional responsibility and emotional irresponsibility.
3. **EMOTIONAL RESPONSIBILITY:** A person who realize that he can no longer view his emotional states as the responsible of external forces such as people, places, things, force and spirits.

4. **EMOTIONAL ASSERTIVENESS:** The person at this level has two goals. The primary goal is to ask for and to receive one's needs and wants first from self and then from others. The secondary goal is to express any feelings in any situation, without aggression.
5. **EMOTIONAL HONESTY:** Emotional honesty concern with the willingness of a person to know and his own feelings. This is a necessary step to self-understanding and acceptances. To think oneself true is the primary goal at this level. This means that we are always true to what we feel.

2.2.2 BEHAVIOURAL PROBLEM

The term behavioural problem is used to designate the behaviour significantly deviate from the normal behaviour. All students behave badly from time to time, and occasional temper tantrums, aggression and defiance of authority are a normal part of growing up. Most of the problem behavior lie in the 'grey area' between occasional naughtiness and extreme conditions, and diagnosis thus depends very much on the judgment of professionals, psychiatrists and psychologist.

Behavioural problems are most common and usual with children and adolescents. Maximum behavioural problems are found during pre-school period. The common form of behavioural problems among pre-school children are thump sucking, nail biting, bedwetting, jealousy, aggression, abnormal fears, temper, tantrum, use of bad languages, eating problems.

Primary schools provide education for children between the ages of 6 to 13. At this time the great and obvious changes developed. The development of intellectual and emotional changes is very rapid and complex. During this period maximum behavioural problems are exhibited. The common behavioural problems

exhibited by primary school children are aggression, hyper-active behaviour, antisocial behaviour, nervous habits, self-injurious behaviour.

As the high school students belong to adolescents stage, they exhibit a lot of behavioural problem. Adolescents is a crucial stage of stress and storm. This is a period of transition from childhood to adulthood. This stage represents a period of incentives growth and change in nearly all aspects of child's physical, mental, social and emotional life. It is very crucial period of one's life. The growth achieved, the experiences gained, responsibilities felt and the relationship developed at the stage destine the complete future of an individual. The adolescents always think that desires, ambitions, needs and emotions should fulfilled. When they feel that certain needs are not fulfilled, they create certain behavioural problems.

The common form of behavioural problems found among high school students are antisocial behaviour, nervous habits, hyper-active behaviour, aggressive, rebellious behaviour, shyness, self-injurious behaviour, lying, use of abusing language.

2.2.2.1 CAUSES OF BEHAVIOURAL PROBLEMS

Faulty interpersonal relation between the child and its environment cause behavioural problem. The causes of behavioural problems can be broadly divided into

1. Individual factors
2. Family factors
3. Sociological factors

(I)INDIVIDUAL FACTORS

The various factors, which come under individual factors are listed below.

a) INTELLECTUAL FACTORS OF THE INDIVIDUAL

Intelligence of the child in relation to that of the siblings and parental expectations may cause behavioural problems. A child who lacks concentration cannot follow the class. So he makes mischief and plays truant. He is highly suggestible and can be easily led into antisocial behaviour like stealing, gambling and sex offence. If the superior intellectual capacity of the gifted is not properly channelized, it may lead to the behavioural problems.

b) SEX FACTORS

There are often sex boundaries for both boys and girls in the society. The low performance of the child leads to conflicting behaviour.

c) AGE FACTORS

The child attains mental maturity at different periods. Age has been a major factor of social expectations in normal societies. When the expected behavior is not exhibited by the child in the society, he receives insults and humiliations resulting in negativism.

d) EMOTIONAL FACTORS

Emotional influences a child's perception of people and environment determines the characteristic pattern of adjustment of his life. Emotions like anger, jealousy towards siblings lead to unconscious conflicts in child's mind. The deprivation of affection from parents leads to emotional maladjustment.

e) PHYSICAL CHANGES OCCURRING DURING ADOLESCENCE

During any transitional period, the individual's status is vague and there is confusion about the roles the individual is expected to play. At this time, the adolescents will be neither a child nor an adult. The ambiguous status of today's adolescent is advantageous in that it gives them time to try out different life styles and decide what patterns of behavior, values and attitudes meet their needs best.

f) BODY BUILD

Children who are overweight or very small for their ages may be unable to keep place with their peers and as a result, they develop feelings of inferior.

g) PHYSICAL CONDITION

Poor health or physical defects that cut children off from play with their peers make them feel inferior and martyred.

(II) FAMILY FACTORS

The various factors which comes under family factors are listed below

a) TYPE OF FAMILY

In the joint family the children get less attention from the family, but in the joint family the children gets more attention from the family, these children exhibits various behavioural problems.

b) POSITION OF CHILD

The first born child gets less attention and they are more vulnerable to behavioural problems. Whereas later born child get more attention and they are not manageable and adjustable in the society.

c) BROKEN HOMES

A broken home can be caused by death separation or divorce. A home can also be psychologically or emotionally wrecked. Children from broken homes may lead to development of problem like nervousness, lack of confidence and antisocial behaviour.

d) PARENT-CHILD RELATION

Parental influence is most important in personality integration and adjustment. A child needs security and protection from parents, too much of security and protection are not good, because they may make the child dependent on the parents and retard his personal growth.

e) EXPOSURE TO MEDIA VIOLENCE

Adolescence love watching too much action-packed violent program on television, videos and internet. Many young people see aggressive figures and they make them as heroes. And they model their aggressive behaviour.

III) SOCIAL FACTORS

The various social factors are listed below

a) EFFECTS OF SOCIAL CLASS

A child coming from very low socio-economic class also faces many problems. The parents who are very busy in their profession also fail to look after their children. Here the children very independent at a very tender stage. Nobody teaches them the higher values of life. A child belonging to an upper socio-economic class may get all

the material pleasures of life very easily. But this abundance of money can sometime create problems.

b) PARTIES

Interest in parties with members of the opposite sex leads to behavioural problem. Girls enjoy parties than boys throughout adolescence.

c) DRINKING

Drinking on parties become increasing, and it is very popular during adolescence stage, girls rarely drink with members of their own sex, as boys do.

d) DRUGS

The use of drugs are more popular clique and party activity beginning in early adolescence.

e) SCHOOL ENVIRONMENT

The school environment should good for the adolescents. If they are in controlled manner, leads to behavioural problems.

f) SOCIO-ECONOMIC STATUS

The adolescents they think that they have better life than their age mates and they will feel superior. Sometime if there is a less socio-economic status it leads to behavioural problems.

2.2.2.2 DIFFERENT TYPES OF BEHAVIOURAL PROBLEMS EXHIBITED BY HIGH SCHOOL STUDENTS

Various types of behavioural problems selected for the present study are explained below

1. CLASS-ROOM PROBLEMS

Behavioural problems occur when the student displays a repetitive and impact persistence pattern of behavior that result in the significant disruption in other students. Such disturbance may cause significant impairments in academic, social and occupational functioning.

FORMS OF CLASSROOM PROBLEMS

The common forms of class-room problems are

1. LAZINESS: It means not easily aroused to activity.
2. INATTENTION: Not attentive in class room.
3. SLEEPING DURING CLASSROOM: Resting in a state of sleeping.
4. LATE COMING: Arriving school after the proper time.
5. IRREGULAR: The quality or state of being not regular.
6. WHISPERING DURING CLASS HOURS: Speaking in a low voice during class hours.
7. READING OTHER MATERIALS WHILE TEACHING: With listening the class reading other books.
8. OUT OF SEAT: It's means to take one's seat.
9. REFUSING TO DO ASSIGNED WORK: Unwilling to complete the given work.

10. TRUANCY: Roaming out of school without permission.
11. DAYDREAMING: A state of mind marked by abstraction during class hours.
12. DIFFICULTY IN OBEYING RULES AND REGULATIONS: Difficulty in obeying instruction.
13. ABSENT MINDNESS: Lost in thought and unaware one's surroundings
14. CHEWING CHOCOLATES DURING CLASS HOURS: It means eating chocolates during class hours
15. MAKING FUN OF OTHERS: Making other people laugh at them.

COMMON CAUSE OF PROBLEM RELATED TO CLASSROOM PERFORMANCE

- Felling of insecurity
- Over indulgency of parents
- Constant quarrels between parents
- Over anxiety of parents
- Feeling of guilty
- Feeling of rejection

2. ANTI-SOCIAL BEHAVIOUR

Anti-social behavior is disruptive characterized by covert and overt hostility and intentional aggression towards others.

FORMS OF ANTI-SOCIAL BEHAVIOUR

1. STEALING: Taking the property of others.
2. MAKING ABSENCE GESTURES: Making indecent movement of the body.
3. USING VULGAR LANGUAGES: Using unwanted words.

4. TOUCHING OTHERS OR OWN PRIVATE BODY PARTS: Touching of others or own body parts.

5. GAMBLING: The play of game of chance for stakes;

6. EXPOSING BODY PARTS UNNECESSARILY: Exposing body parts.

7. PICK POCKETING: A person who steals money from others pocket.

8. TAKING DRUGS: An illegal substance that some people smoke.

9. ALCOHOLISM: Drinking too much alcohol regularly.

10. SMOKING: An act of smoking cigarette.

11. TOBACCO USE: Use of tobacco regularly.

12. USE OF ABUSING LANGUAGE: To hurt others using insulting words.

13. EVE-TEASING: Teasing girls.

14. DRAWING OBSCENE PICTURES: Drawing pictures connected with sex.

15. USE OF PANPARAG: Use of panparag regularly.

COMMON CAUSES OF ANTI-SOCIAL BEHAVIOUR

- Parental history of anti-social behavior
- Parental alcohol and drug abuse
- Absence of good parenting skills
- Economic distress due to poverty and unemployment
- The influence of companions and peer

3. AGGRESSION

Aggression is one of the serious behavioural problems faced now a days among the high school students. It can be divided into three forms physical, verbal and symbolic.

FORMS OF AGGRESSION

1. **PUSHING:** The act of applying force in order to move something.
2. **FIGHTING:** To attempt to harm others by blowing.
3. **DAMAGING PROPERTIES:** Due to aggression damaging things nearby.
4. **THROWING OBJECTS ON OTHERS:** The act of throwing objects on others.
5. **HITTING:** Bring hands against somebody.
6. **TEASING:** Making fun of others.
7. **HEAD BANGING:** Hitting the head it makes a loud voice.
8. **NAGGING:** To annoy by constant scolding, complaining.
9. **RIDICULING:** Unreasonable absurd
10. **USE HATEFUL WORDS:** The way of using hatred:
11. **BULLING:** Repeated, unprovoked harmful action by the adolescents.
12. **FROWNING:** To look angrily.
13. **FACIAL EXPRESSION:** The act of showing aggressive facial expression:
14. **THWARTING:** To oppose and defeat the efforts, plans
15. **BODY POSTURES:** To show different defensive body postures .

COMMON CAUSES OF AGGRESSION:

- Jealousy
- Parental rejection
- The desire to win attention
- The child's desire to show his superiority
- To show his emotions

4.NERVOUS HABIT

Nervous habits are manipulative motor habits of the students which cause parents concern. These forms of behavior are less accessible to correction .

FORMS OF NERVOUS HABIT

1. SHYNESS: It means a timid reserve contact with others.
2. OVER ANXIETY: Excessive fearful concern or interest.
3. MOODINESS: It means subject to depression.
4. HAIR TWISTING: Moving the hair with a turning motion.
5. EYE BLINKING: Frequently shutting or opening the eye.
6. SELF-CENTEREDNESS: Concerned solely with one's own desires, needs.
7. DIFFICULTY IN MAKING FRIENDS: Inability to mingle with others.
8. SLUGGISH THINKING: Working more slowly than normal.
9. SWEATING WHILE QUESTIONING: Sweats when teacher ask question.
10. MOOD SWINGS: Moods hanging from a fixed point.
11. SCRIBBLING ON DESKS: To write in desks, notebook quickly.
12. CLEANNING THE HANDS: Hold the hands tightly and firmly.
13. SUICIDAL TENDENCY: Feel that they want to kill themselves.

14. CLICKING THE HANDS: Make the hands short sharp sound.
15. SELF-POSSESSIVENESS: Inability to remain calm and confident.

COMMON CAUSES OF NERVOUS HABITS

- Over expectation on the part of parents
- Parent's criticism
- Unhappiness
- Feeling of worries
- Stress is the important factor of nervous habits

5. REBELLIOUS BEHAVIOUR

It is a type of behavior that shows unwillingness to obey rules or accept normal standards of behavior.

FORMS OF REBELLIOUS BEHAVIOUR

1. TALKING RUDELY: Usage of rude and rough words.
2. DISOBEDIENCE: Refused to obey elders.
3. STUBBORNESS: No change in their attitude and behaviour.
4. INTOLERANCE: The child become intolerance in others interference.
5. SHOWING IRRITABILITY: By stamping, biting.
6. NEGATIVE RESPONDING: Resisting adult authority.
7. ANSWERING IMPULSIVELY: The child answers suddenly.
8. REFUSE TO PERFORM ACTIVITIES: Shows rebellious behaviour.
9. RULE BREAKING: The child resist rule.
10. MOCKING OTHERS: Laughing at others in a unkind way.
11. NICK NAMING: Replacing the actual name of a person.

12. GIGGLING: Imitating and laughing of others actions and words.
13. SOCIAL TIMIDITY: Inability to face people and inability to share feelings.
14. KEEPING SILENCE: Without talking for a long time.
15. INTOLERANCE TO OTHERS: Becoming impatient to others.

COMMON CAUSES OF REBELLIOUS BEHAVIOUR

- Frustrations
- Parental rejection
- Wounded feelings
- Emotional stress or illness
- Unsatisfied needs

2.2.2.3. WAYS TO OVERCOME BEHAVIOURAL PROBLEMS

- Maximum physical and physiological changes occur in this period of students, physical energy is at its climax. To utilize his physical energy some manual work should be prescribed for all students.
- To provide sex education and moral education to develop positive and healthy attitude towards the members of opposite sex.
- To provide opportunities for the development of their creative abilities through music, dance, arts and crafts.
- Students are anxious of their physical development. The school should arrange medical examination of all students and proper arrangement of physical and health education should be made in every school.

2.3 SECTION B: REVIEW OF RELATED LITERATURE

2.3.1 REVIEW OF INDIAN STUDIES

1. Praveen and Prabhaker(2013), conducted a study on “Emotional maturity in post-graduate students”. The major objective of this study was to find the impact of emotional maturity of post-graduate students in relation to gender, medium, subject of their study and nativity. A sample consists of 200 post-graduate students of arts and science group in Kurnool district. Emotional maturity scale prepared by Yashuir Singh and Mahesh Bhargava was used as a tool. The major findings of this study was nativity and medium does not have any impact on emotional maturity in post-graduate students and gender and subject of their study have impact on emotional maturity of post-graduate adolescents.

2. Chaturvedi(2013), conducted a study on “Emotional stability of intellectually superior, average and dull adolescents boys and girls”. The major objectives of this study was to find out the relationship between meta-cognition and teaching competency of mathematics teacher trainees with respect to gender, locality and educational qualification. The sample consists of 250 mathematics teacher- trainees. The tool used for this study was meta-cognition inventory by Punithagovil (2000) and teaching competency scale by Dorathy Rani(2000). The major finding was there exists no significant difference in knowledge-cognition, regulation-cognition and meta-cognition and efficacy in teaching competency with respect to gender and educational qualification and there is a significant relationship between meta-cognition and teaching competency with respect to locality.

3. Chander(2012), conducted a study on “Growing problems of drug use among adolescents”. The major objective of this study was to find out the family

environment of drug use adolescents. The sample consists of 550 adolescents. The tool used for the study was growing problem of drug use adolescents by Subhash Chander(2012). The major findings of this study was most of the drug use adolescents are general caste and nuclear families and they are illiterate and from agricultural family.

4.Gopal and Ashok(2012), conducted a study on “Prevalence of emotional and behavioural problems among tribal and non-tribal adolescents”. The major objectives of this study was to find out the level of prevalence of emotional and behavioural problems among tribal and non-tribal adolescents. The sample consists of 500 adolescents. The major findings of this study was there is significant high prevalence of anxiety, somatic, thought problems and attention problem in the tribal adolescents than non-tribal adolescents.

5.Mittal and Bhardwaj(2012), conducted a study on “Perceived parental behavior in relation to emotional maturity among adolescents”. The major objectives of this study was to find out the relationship between ‘care’ and ‘control’ dimension of perceived parental behaviour in relation to emotional maturity among adolescents. The sample consisted of 120 adolescents. Parental bonding instrument developed by Gordon, Tupling and Brown(1979) and Emotional Maturity scale developed by Singh and Bhargava(2010). The major findings of this study was there is a positive relationship between perceived parental care behaviour in relation to emotional maturity among adolescents and was there is a negative relationship between perceived parental control behaviour in relation to emotional maturity among adolescents.

6.Rao and Raju(2012), conducted a study on “Early adolescents emotional and behavioural problems”. The major objectives of this study were to find out the

relationship between emotional and behavioural problems among early adolescents. The sample consisted of 343 adolescents. The tool Youth self report developed by Achenbach(2001) was used. The major findings of this study was there was a strong relationship between emotional and behavior problems among adolescents.

7.Ramaswamy and Kumar(2012), conducted a study on “Assessment of adolescents problems in rural and urban areas”. The major objective of this study was to assess the problems among rural and urban areas. The total of 631 adolescents of different age group from 11-20 years was randomly selected. The tool used for this study was problem check-list the Indian adaptation of high school form for adolescents was prepared by Joshi and Pandey in 1964. The findings revealed that rural adolescents were found to have higher levels of problems than urban adolescents.

8. Thilagavathy (2012), conducted a study on “Achievement and emotional maturity of teacher trainees in thanjavur district”. The major objective of this study was to find out the relationship between emotional maturities of teacher trainees in thanjavur district. A sample consists of 300 teacher trainees were selected. Emotional maturity scale prepared by Roma pal(1984). The major finding of this study was there is a significant positive relationship between emotional maturity of teacher trainees of Thanjavur district.

9.Joseph and Carri(2010), conducted a study on “Behavioural problems among the elementary school students”. The major objective of the study was to identify the behavioural problems among elementary school children and it aims at finding out the strategies adopted by the teachers to correct these problems. Normative survey method was used in this method. The sample consisted of 51 teachers. The tool used for this study was a resource book for remediating common behavior and learning

problem by Thomas McIntyre(1989). The finding identified that various behavioural problems and adopted constructive strategies to solve them.

10.Alam(2010), conducted a study on “Effect of emotional intelligence and academic stress on academic success among adolescents”. The major objective of the study was to find out if there are gender difference in emotional intelligence and academic stress on academic success. The sample consisted of 125 boys and 125 girls. The tool used was emotional intelligence inventory by Mangal and Mangal and academic stress scale by Bisht. The findings revealed a significant relationship between variable for total boys and girls.

11.David and Roy(2010), examined the “Effect of emotional intelligence on teacher competencies at secondary level of education”. The major objective of the study was to study the relationship between emotional intelligence and teacher competencies among high school teachers. The study was conducted on 80 secondary school teachers of Secunderabad city. The tool used in this study was teacher’s self-evaluation rubric developed by Lustick. The major finding of the study was there was a moderate relationship between emotional intelligence on teacher competencies at secondary school level. An emotional intelligence teacher was also found to be positive.

12.Meenkashi(2010), conducted a study on “Social and emotional intelligence of school-going adolescents and working status of mother’s”. The major objective of this study was to check the relationship between social and emotional intelligence of school-going adolescents. The sample consisted of 100 school going adolescents among them 50 children of working mothers and 50 children of non-working mother’s. Tool used for the study was social intelligence scale by Chadha and

Usha(2004) and Mangal emotional intelligence inventory by Mangal(2004). The major findings of the study was a positive and significant relationship between social intelligence of total group as well as in school-going adolescents of working mother's.

13.Venu(2010), conducted a study on "Impact of gender and locality on emotional intelligence of secondary school students". A sample of 200 boys and girls was collected from rural and urban schools. Emotional Intelligence scale developed by Nutan Kumar Thingujan and Usha Rani. The major objective of the study was to assess the impact of gender and locality on emotional intelligence of secondary school students. The findings of the study revealed that girls were found to be higher in their emotional intelligence than boys. Further it was found that students belonging to urban areas have higher emotional intelligence than the students of rural areas.

14.Gupta(2010), aimed to study the "Relationship between Emotional maturity and attitude towards marriage of adolescents students". The major objectives of the study was to find out the relationship between emotional maturity and attitude towards marriage of adolescents students. The sample consisted of 100 college going adolescents girls of Agra college. Emotional Maturity scale by Y.V.Singhand Mahesh Bhargava and marriage attitude scale by Promod were used. The major findings revealed that there existed positive relationship between the emotional maturity and marriage attitude.

15. Arunima(2000), conducted a study on "Aggression among children a socio psychological appraisal". The major objective of this study was to measure the aggression of the children. The sample consists of 350 children. The intelligence scale based on aggression is prepared by the investigator. The major findings of the study was the aggression children scored lower on intelligence scale.

2.3.2 REVIEW OF ABOARD STUDIES

1. Lauren(2013), conducted a study on “High school teachers attitude towards implementing positive behaviour support system”. The major objective of the study was to compare the scores of high school teachers attitudes towards implementing positive behaviour. The sample consists of 250 high school teachers. Normative survey method was used. The major findings of this revealed that there was a significant relationship between high school teachers attitude towards implementing positive behaviour.

2. George(2012), conducted a study on “College student mental health the relationship between depression and emotional intelligence using the student relationship assessment”. The major objective of this study was to study the relationship between depression and emotional relational intelligence in college students. The major findings of this study revealed that there exists a statistical significant negative moderate correlation between emotional intelligence and depression

3. Calhoun(2012), conducted a study on “Targeted social skills instruction for secondary students with emotional and behavioural disorders”. The major objectives of this study was to find out the emotional and behavioural disorders of secondary students. The sample consists of 350 secondary students. Normative survey method was used. The major finding of this study was there were significant difference in behavioural disorder of secondary students.

4. Roberson, Glynda, Dishawan(2012), conducted a study on “The African American males in special education labeled as emotionally disturbed”. The major objectives of this study was to study the level of the African American males in special education

labeled as emotionally disturbed. The sample consists of 450 male students. The scale was invented by Roberson, Glynda, Dishawan(2012). The major findings of this study was there is a significant difference between African American males in special education labeled as emotionally disturbed.

5. Atoofi(2011), conducted a study on “Emotions in the classroom teachers and students affective practices in a prison heritage language classroom in Los angels”. The major objectives of this study was to find out the relationship between the teachers and students affective practices in a prison heritage language classroom in Los angels. The sample consists of 55 teachers and 200 students. The technique used was classroom interaction and interviews. The major findings of this study was there was no significant difference among the classroom teachers and students affective practices in a prison heritage language classroom in Los Angeles.

6. Roberts(2011), conducted a study on “Emotional labour, emotional expression and emotional control in the k-12 classroom”. The major objectives of this study was to find out connection between positive and negative teacher emotions. The study was conducted over a 12 week period during the spring semester. The major findings of this study contribute insights useful for the emotional preparation of teachers and insights regarding contextual dimensions of being a teacher.

7. Agbolou(2011), conducted a study on “Relationship between emotional intelligence and job satisfaction a correlation analysis of a detail organization”. The major objectives of this study was to find out the relationship between emotional intelligence and job satisfaction of employees of furniture and bedding distribution center. The sample consists of 80 full time employees. The tool used was emotional competency inventory and Minnesota satisfaction questionnaire. The major findings

of this study was there no significant relationship between emotional intelligence and job satisfaction.

8. Jeong(2011), conducted a study on “Feel-good or feel-right the role of moral, emotions and other orientation in pro social behaviour in work place”. The major objectives of this study was to find the level of pro-social behaviour in the work place. The sample consists of 250 working people. Normative survey method was used. The major findings of this study was no significant difference in the pro-social behavior in the work place.

9. Martin(2011), conducted a study on the “Relationship between emotional intelligence and academic success of VI grade students”. The major objectives of this study was to study the relationship between emotional intelligence and academic success of VI grade students. The sample consists of 350 VI grade students. The major findings of this study was there was a significant statistical correlation existed between the total emotional intelligence and academic success of VI grade students.

10. Beck(2011), conducted an investigation of the “Relation between achievement emotions and academic performance in medical student”. The major objectives of this study was to identify the relation between achievement emotions and academic performance in medical student. The sample consisted of 250 medical student. The major findings of this study revealed that there is most significant difference between achievement emotions and academic performance in medical student education.

2.4 CRITICAL REVIEW

The investigator reviewed of 25 studies related to emotional maturity and behavioural problems. Among them 15 were related to Indian studies and 10 were related to abroad studies. Most of the studies have employed survey method. In many of the studies random sampling technique has been used for selecting sample. So far as wide range of factors have been investigated by many in relation to emotional maturity and behavioural problems. In this present study, the researcher tried to find out relationship between the emotional maturity and behavioural problems of adolescents in kanyakumari district.

CHAPTER III

METHODOLOGY

- **Methods used for the study**
- **Population and sample**
- **The tools**
- **Statistical techniques used**

3.1 INTRODUCTION

Methodology is defined as “The study of methods by which we gain knowledge”. It deals with the cognitive procedure imposed on research due to the problems arising from the nature of its subject matter.

Research methodology is away to solve the research problem systematically. Methodology occupies a very important place in any type of research as the validity and reliability of the findings depend on the method adopted.

Research methodology involves the systematic procedure by which the researcher starts from the initial identification of the problems to its final conclusions. The role of the methodology is to carry on the research work in a scientific and valid manner. The method of research provides the tool and the research problem. The methodology consists of procedures and technique conducting a study. Research procedures are

little value unless they are used properly. The proper use of research method must be learned by the researchers.

This method consists of the following:

- Methods used for the study
- Population and sample
- The tools
- The procedure
- Statistical techniques used

3.2 METHODS USED FOR THE PRESENT STUDY

The present study attempts to find out the level of emotional maturity and behavioural problems of adolescents. Since the problem selected is concerned with survey type the investigator has selected the normative survey method for conducting the present study.

3.2.1 NORMATIVE SURVEY METHOD

According to C.V. Good survey method may include present facts or current conditions concerning the nature of objectives or a class or events and may involve the procedure analysis, classification and enumeration of measurement.

3.2.2 CHARACTERISTIC OF THE NORMATIVE SURVEY METHOD

- It is essentially cross-sectional.
- It gathers data from a relatively large number of cases.
- It is concerned with generalized statistics of whole population or a representative sample.

- It deals with clearly defined problems and has definite objectives.
- Survey may be qualitative and quantitative.
- Description resulting from surveys may be either verbal or expressed in mathematical symbols.
- It is more realistic than the experiment in that it investigates phenomena in their natural setting.
- It provides data to form the basis of research of a more fundamental nature
- It does not aspire to develop on organized body of scientific laws but provides information useful to the solution of local problems.
- It does not characteristically penetrate deeply into inter relationship.

3.3 POPULATION AND SAMPLE

A population is any group of individuals that has one or more characteristic in common and that are of interest to the researcher. The sampling is a small proportion of the population that is selected for observation and analysis. By observing the characteristic of the sample, one can make certain inferences about the characteristic of the population from which it was drawn. So the present study, the investigator used stratified random sampling method.

The sample of this study consists of adolescents who were in the age group of 13 to 18 years studying in the school of kanyakumari district. While selecting the subjects the representatives were given to factors such as Gender, Locale, Community, Class, Type of Management, Type of Family, Income, Order of Birth, Educational Qualification of Mother and Educational Qualification of Father.

Table 3.1**Lists of schools selected for the present study**

Sl. No	NAME OF THE SCHOOLS	NUMBER OF STUDENTS
1.	L.M.S Girls Higher Secondary School, Marthandam	43
2.	L.M.S Boys Higher Secondary School, Marthandam	44
3.	Abraham James Memorial Matriculation school, Gnaramvilai	35
4.	Sacred Heart High School, Pacode	40
5.	Sri Devi Higher Secondary School, Kollemcode	40
6.	Government Higher Secondary School, Kollemcode	42
7.	S.L.B Boys Higher Secondary School, Nagercoil	40
8.	S.L.B Government Higher Secondary School, Nagercoil	38
9.	S.G.S Matriculation Higher Secondary School, Karungal	38
	Total	400

3.3 DETAILS OF THE SAMPLE

3.3.1 GENDER WISE DISTRIBUTION OF SAMPLE

The sample consists of 243 males and 157 females which are show in the table 3.2 and the percentage is also given in the table.

Table 3.2 Gender wise distribution of sample

Sl.No	Gender	No. of students	Percentage
1.	Male	243	60.75
2.	Female	157	39.25
	Total	400	100

3.3.2 LOCALE WISE DISTRIBUTION OF SAMPLE

The sample consists of 200 rural and 200 urban which are show in the table 3.3 and the percentage is also given in the table.

Table 3.3 Locale wise distribution of sample

Sl.No	Locale	No. of students	Percentage
1.	Rural	200	50
2.	Urban	200	50
	Total	400	100

3.3.3 COMMUNITY WISE DISTRIBUTION OF SAMPLE

The sample consists of 107 FC, 176 BC and 117 MBC/SC/ST which are show in the table 3.4 and the percentage is also given in the table.

Table 3.4 Community wise distribution of sample

Sl.No	Community	No. of students	Percentage
1.	FC	107	26.75
2.	BC	176	44.00
3.	MBC/SC/ST	117	29.25
	Total	400	100

3.3.4 CLASS WISE DISTRIBUTION OF SAMPLE

The sample consists of 136 Middle school adolescents,132 High School adolescents and 132 Higher Secondary School adolescents which are show in the table 3.5 and the percentage is also given in the table.

Table 3.5 Class wise distribution of sample

Sl.No	Class	No. of students	Percentage
1.	Middle school	136	34
2.	High school	132	33
3.	Higher secondary	132	33
	Total	400	100

3.3.5 TYPE OF MANAGEMENT WISE DISTRIBUTION OF SAMPLE

The sample consists of 128 Government school adolescents, 139 Aided School adolescents and 133 Private school adolescents which are shown in the table 3.6 and the percentage is also given in the table.

Table 3.6 Type of Management wise distribution of sample

Sl.No	Class	No. of students	Percentage
1.	Government school	128	32
2.	Aided school	139	34.75
3.	Private school	133	32.25
	Total	400	100

3.3.6 TYPE OF FAMILY WISE DISTRIBUTION OF SAMPLE

The sample consists of 137 adolescents from joint families and 263 adolescents from nuclear families which are shown in the table 3.7 and the percentage is also given in the table.

Table 3.7 Type of Family wise distribution of sample

Sl.No	Type of family	No. of students	Percentage
1.	Joint family	137	34.25
2.	Nuclear family	263	65.75
	Total	400	100

3.3.7 INCOME WISE DISTRIBUTION OF SAMPLE

The sample consists of 121 adolescents family income are below 5000 and 255 adolescents family income are above 5000 which are show in the table 3.8 and the percentage is also given in the table.

Table 3.8 Type of Family wise distribution of sample

Sl.No	Income	No. of students	Percentage
1.	Below 5000	121	36.25
2.	Above 5000	255	63.75
	Total	400	100

3.3.8 ORDER OF BIRTH WISE DISTRIBUTION OF SAMPLE

The sample consists of 201 adolescents are first birth and 199 adolescents having the birth other than first which are show in the table 3.9 and the percentage is also given in the table.

Table 3.9 Order of Birth wise distribution of sample

Sl.No	Order of birth	No. of students	Percentage
1.	First	201	50.25
2.	Other	199	49.75
	Total	400	100

3.3.9 EDUCATIONAL QUALIFICATION OF MOTHER WISE DISTRIBUTION OF SAMPLE

The sample consists of 162 adolescents mother's qualification is below SSLC, 170 adolescents mother's qualification is above SSLC and 68 adolescents mother's qualification is graduate which are show in the table 3.10 and the percentage is also given in the table.

Table 3.10 Educational Qualification of Mother wise distribution of sample

Sl.No	Educational Qualification of Mother	No. of students	Percentage
1.	Below SSLC	162	40.50
2.	Above SSLC	170	42.50
3.	Graduate	68	17
	Total	400	100

3.3.10 EDUCATIONAL QUALIFICATION OF FATHER WISE DISTRIBUTION OF SAMPLE

The sample consists of 135 adolescents father's qualification is below SSLC, 173 adolescents father's qualification is above SSLC and 91 adolescents father's qualification is graduate which are show in the table 3.11 and the percentage is also given in the table.

Table 3.11 Educational Qualification of Father wise distribution of sample

Sl.No	Educational Qualification of father	No. of students	Percentage
1.	Below SSLC	135	33.75
2.	Above SSLC	173	43.25
3.	Graduate	91	22.75
	Total	400	100

3.4 THE TOOL USED

For collecting data which is required for the present study one may have to use various scientific devices for gathering facts related to the study. The selection of suitable instruments or tools is of vital importance and therefore the investigator used the following tools for data collection.

1. Emotional Maturity scale
2. Behavioural Problems Rating scale
3. General Data sheet

1.Emotional Maturity Scale

The Emotional Maturity scale constructed by Sathiya and Dr.R.P.Deepa is used to measure the Emotional maturity of adolescents. The scale consisted of 47 statements with both positive and negative statement. Each statement is followed by response namely Always/Sometime/Never. A score of '2' '1' and '0' was given for the positive statement and for the negative statement '0' '1' and '2'.

RELIABILITY AND VALIDITY OF EMOTIONAL MATURITY

Reliability and validity are essential to the effectiveness of any data gathering procedure.

RELIABILITY

For Emotional Maturity Scale, the reliability was found by using split-half method. Using Spearman Brown formula for correction for attenuation, the reliability of the whole test was found to be 0.8836.

VALIDITY

The scale possesses adequate face validity and content validity.

2.Behavioural Problems Rating Scale

The Behavioural Problem Rating scale constructed by Uma and Dr, Sreelatha (2008) is used to measure the Behavioural Problem of adolescents. The Scale consisted of 75 statements with both positive and negative statement. Each statement is followed by response namely Always/Sometime/Never. A score of '2' '1'and '0' was given for the positive statement and for the negative statement '0' '1' and '2'.

RELIABILITY AND VALIDITY OF EMOTIONAL MATURITY

Reliability and validity are essential to the effectiveness of any data gathering procedure.

RELIABILITY

For Emotional Maturity Rating Scale, the reliability was found by using split-half method the reliability coefficient of Behaviour Problem Rating Scale was found to be 0.95.

VALIDITY

The scale possesses adequate face validity and content validity.

3.General Data sheet

It is prepared by the investigator to collect information about the data regarding Gender, Locale, Community, Class, Type of Management, Type of Family, Order of Birth, Income, Educational qualification of Mother and Educational qualification of Father.

3.5 STATISTICAL TECHNIQUE USED

Statistical techniques are very important for any research. The relevant statistical techniques help the investigator to analyses and interpret the data meaningfully in the study. Here in this present study the investigator used following statistical techniques:

- Arithmetic Mean
- Standard Deviation

- Test of significance (t-test)
- Analysis of Variance(ANOVA)
- Karl Pearson's Product Moment Correlation
- Scheff procedure

1. ARITHMETIC MEAN

It is the most widely used measure for representing entire data by one value. It is the center of gravity in distribution and is useful for further statistical interpretation.

$$\text{Arithmetic Mean } \bar{X} = A + \frac{\sum fd}{N} \times C$$

Where,

\bar{X} = Arithmetic mean.

A = Assumed mean of the scores obtained.

f = Frequency of each class interval.

d = Deviation of scores from the assumed mean.

C = Class interval of the frequency distribution.

N = Total frequency.

2. STANDARD DEVIATION

Standard deviation provides a standard and for measuring distances of various scores from their mean. It is the one of the very useful measure of dispersion and it measure the scatteredness of the values. The investigator has used the following formula for calculating standard deviation.

$$\text{Standard Deviation } \sigma = C \times \sqrt{\frac{(\sum fd^2)}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

Where,

C = Class interval.

d = Deviation of score from the assumed mean.

f = Frequency.

N = Total frequency .

3.t-test (test of significance)

For finding the significant level of difference between two groups of population, t-test was used. For calculating t-values the scores of mean and standard deviation are needed. If the calculated t-value is 2.58 and above then the significant difference is at 0.01 levels and if the value is below 1.96 the difference is not significant.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

M_1 = Arithmetic mean of the first group.

M_2 = Arithmetic mean of the second group.

σ_1 = Standard deviation of the first group.

σ_2 = Standard deviation of the second group.

N_1 = Total number in the first group.

N_2 = Total number in the second group.

4. ANOVA (Analysis of variance)

To find out whether there is any significant difference between the means of two random samples, we use the t-test. The analysis of variances and the corresponding test of significances based up on F – distribution are used in their case. The analysis variance leads with variances rather than with standard deviations and standard errors. The investigator has used the following formula for calculating the ANOVA.

$$\mathbf{F - ratio} = \frac{\mathbf{Mean\ Square\ variance\ between\ the\ group}}{\mathbf{Mean\ Square\ variance\ within\ the\ group}}$$

$$\mathbf{Where, F} = \frac{\mathbf{Vb}}{\mathbf{Vw}}$$

$$\mathbf{Vb} = \mathbf{Vt} - \mathbf{Vw}$$

Vb =mean square variance between the group.

Vw =mean square variance within the group.

5. SCHEFFE' PROCEDURE

Significance, obtained as the results of ANOVA, does not point out which of the three groups differ among themselves. In such cases, the comparison of the differences between means for any two groups is done using Scheffe's procedure (Scheffe's 1957). Scheffe's test is one of the well known multiple group comparison test.

6. KARL PEARSON'S PRODUCT MOMENT CORRELATION

Coefficient is calculated using Pearson's product Moment Correlation.

$$r = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where

r=Pearson's product Moment Correlation.

N= Total number of pairs of X and Y.

X= Rows scores of X- Variable.

Y= Row scores of the Y- Variable.

CHAPTER IV

ANALYSIS AND INTERPRETATION

- **Differential analysis**
- **Correlational analysis**
- **Tenability of hypotheses**

Analysis and interpretation are central steps in the research process. The goal of analysis is to summarize the collected data in such a way that they provide answers to the question that triggered the research. Interpretation is the search for the broader meaning of research findings. This research has two major aspects. First, there is the effort to establish continuity in social research thought linking the results of one study with those of another. Secondly, interpretation leads to the establishment of explanatory concepts.

Through interpretation the meaning and implication of the study become clear. Analysis is not complete without interpretation, and interpretation cannot proceed without analysis. In fact interpretation can be concerned of as a part of analysis. It is the task of interpretation to find out a link or a position of the study in the whole analytical framework. It connects the findings with the established theories or the available stock of knowledge in a particular area of research.

The data collected from the sample were analysed using appropriate statistical technique like arithmetic mean, standard deviation, t-test, ANOVA followed by

scheffe's procedure and pearson's product moment method of correlation. Results of the analysis are presented under the following sections.

- I. Assessment of the level of Emotional Maturity and Behavioural Problems.
- II. Differential analysis
- III. Correlation analysis

4.1 ASSESSMENT OF THE LEVEL OF EMOTIONAL MATURITY AND BEHAVIOURAL PROBLEMS

The purpose of this analysis is to find out the emotional maturity and behavioural problems of adolescents. For this purpose, the adolescents students were grouped into the three level, high, average and low based on their scores in emotional maturity and behavioural problem scale.

The mean and standard deviation of the total score were calculated. Those getting scores at or above $M+\sigma/2$ were grouped high emotional maturity group those getting score below $M-\sigma/2$ low emotional maturity group and those setting scores between $M+\sigma/2$ and $M-\sigma/2$ are moderate emotional maturity group. The same procedure is following for behavioural problem scores also.

(a)LEVEL OF EMOTIONAL MATURITY OF ADOLESCENTS

Table 4.1

Percentage wise distribution of different levels of Emotional Maturity

Sl.No	Emotional Maturity	Count	Percentage
1.	Low	66	16.50
2.	Moderate	269	67.25
3.	High	65	16.25
	Total	400	100

From the table 4.1 it is clear that 16.50 percentage of the adolescents have low level of Emotional Maturity, 67.25 percentage of the adolescents have moderate level of Emotional Maturity and 16.25 percentage of the adolescents have high level of Emotional Maturity. Hence the Emotional Maturity of the adolescent students in kanyakumari district is moderate.

b)LEVEL OF BEHAVIOURAL PROBLEMS OF ADOLESCENT

Table 4.2

Percentage wise distribution of different levels of behavioural problems

Sl.No	Behavioural Problems	Count	Percentage
1.	Low	29	7.25
2.	Moderate	331	82.75
3.	High	40	10.00
	Total	400	100

From the table 4.1 it is clear that 7.25 percentage of the adolescents have low level of behavioural problems, 82.75 percentage of the adolescents have moderate level of behavioural problems and 10.00 adolescents of the adolescents have high level of behavioural problems . Hence the Behavioural Problems of the adolescent students in kanyakumari district is moderate.

4.2 DIFFERENTIAL ANALYSIS

4.2.1 COMPARISON OF EMOTIONAL MATURITY BASED ON BACKGROUND VARIABLE

a) Gender wise comparison of Emotional Maturity of Adolescent students

Two groups of adolescents namely male and female have been subjected for study as per the analysis given in the table 4.3.

Table 4.3

Comparison of scores of Emotional Maturity of Adolescents belonging to Gender

Gender	Mean	SD	N	t	p	Remark
Male	58.28	7.96	243	3.41	0.001	Sig.at 0.01 level
Female	60.89	7.15	157			

The calculated value ($t=3.41, p<0.01$) is significant at 0.01 level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on Gender” is rejected. It showed that there existed significant difference between males and female adolescents. That is Emotional Maturity of the adolescent students differ statistically with their Gender.

b) Locale wise comparison of Emotional Maturity of Adolescent students

Two groups of adolescents namely urban and rural have been subjected for study as per the analysis given in the table 4.4

Table 4.4

Comparison of scores of Emotional Maturity of Adolescents belonging to Locale

Locale	Mean	SD	N	t	p	Remark
Rural	59.74	7.95	200	1.12	0.262	NS
Urban	58.87	7.53	200			

The calculated value (t-1.12, $p>0.01$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on Locale” is accepted. It showed that there existed no significant difference between rural and urban adolescents. That is Emotional Maturity of the adolescent students does not differ statistically with their Locale.

c) Community wise comparison of Emotional Maturity of Adolescent students

Three groups of adolescents namely FC, BC and MBC/SC/ST have been subjected for study as per the analysis given in the table 4.5.

Table 4.5

Comparison of scores of Emotional Maturity of Adolescents belonging to Community

Community	Mean	SD	Source	Sum of squares	df	Mean square	F	p	Remark
FC	59.07	7.37	Between group	9.92	2	4.96	0.08	0.921	NS
BC	59.31	7.57	Within group	23928.08	397	60.27			
MBC/SC/ST	59.30	8.39	total	23938.00	399				

The calculated value ($F=0.08, p>0.01$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their Community” is accepted. It showed that there existed no significant difference in the FC, BC and MBC/SC/ST adolescents in their Emotional Maturity. That is Emotional Maturity of the adolescents does not differ statistically with their Community.

c) Class wise comparison of Emotional Maturity of Adolescent students

Three groups of adolescents namely middle school, high school and higher secondary have been subjected for study as per the analysis given in the table 4.6.

Table 4.6

Comparison of scores of Emotional Maturity of Adolescents belonging to Class

Class	Mean	SD	Source	Sum of squares	df	Mean square	F	p	Remark
Middle school	57.65	7.58	Between group	565.6	2	282.78	4.80	0.009	Sig. at 0.01 level
High school	60.05	8.61	Within group	23372.4	397	58.87			
Higher secondary	60.25	6.72	total	23938.0	399				

The calculated value (F-4.80, $p < 0.01$) is significant at 0.01 level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their Class” is rejected. It showed that there existed significant difference among middle school, high school and higher secondary school adolescents in their Emotional Maturity. The result does not help to identify exactly the pair of groups which differ significantly. Hence scheffe multiple comparison tests is used for further analysis.

Table 4.7**Result of Scheffe's procedure for the various classes**

Class	N	Mean	SD	Pair	p (Scheffe)	Remark
Middle school	136	57.65	7.58	A Vs B	0.039	Sig .at 0.01 level
High school	132	60.05	8.61	B Vs C	0.978	NS
Higher secondary	132	60.25	6.72	A Vs C	0.022	Sig .at 0.01 level

The result shows that there exists significant difference in the mean scores of Emotional Maturity of Middle school and High school adolescents and Middle school and Higher secondary adolescents. The other pair High school and Higher secondary adolescents do not differ in their Emotional Maturity.

d) Type of Management wise comparison of Emotional Maturity of Adolescent students

Three groups of adolescents namely government, aided and private school adolescents have been subjected for study as per the analysis given in the table 4.8.

Table 4.8

Comparison of scores of Emotional Maturity of Adolescents belonging to Type of Management

Type of Management	Mean	SD	Source	Sum of squares	df	Mean square	F	p	Remark
Government	60.55	7.05	Between group	611.19	2	305.59	45.20	0.006	Sig. at 0.01 level
Aided	57.65	8.11	Within group	23326.81	397	58.76			
Private	59.82	7.75	total	23938.00	399				

The calculated value (F-45.20, $p < 0.01$) is significant at 0.01 level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their Type of Management” is rejected. It showed that there existed significant difference among middle school, high school and higher secondary school adolescents in their Emotional Maturity. The result does not help to identify exactly the pair of groups which differ significantly. Hence scheffe multiple comparison tests is used for further analysis.

Table4.9**Result of Scheffe's procedure for the various Type of Management**

Type of Management	N	Mean	SD	Pair	p (Scheffe)	Remark
Government	128	60.55	7.05	A Vs B	0.009	Sig .at 0.01 level
Aided	139	57.65	8.11	B Vs C	0.067	NS
Private	133	59.82	7.75	A Vs C	0.744	NS

The result shows that there exists significant difference in the mean scores of Emotional Maturity of Government and Aided schools. The other pairs Aided and Private adolescents and Government and Private adolescents do not differ in their Emotional Maturity.

f) Type of Family wise comparison of Emotional Maturity of Adolescent students

Two groups of adolescents namely joint family and nuclear family have been subjected for study as per the analysis given in the table 4.10

Table 4.10

Comparison of scores of Emotional Maturity of Adolescents belonging to Type of Family

Type of Family	Mean	SD	N	t	p	Remark
Joint	58.47	7.63	137	1.56	0.12	NS
Nuclear	59.73	7.78	263			

The calculated value ($t=1.56$, $p>0.01$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on Type of Family” is accepted. It showed that there existed no significant difference between joint and nuclear adolescents.. That is Emotional Maturity of the adolescents students does not differ statistically with their Type of Family.

g) Income wise comparison of Emotional Maturity of Adolescent students

Two groups of adolescents namely their monthly income is below 5000 and other group families monthly income is above 5000 have been subjected for study as per the analysis given in the table 4.11.

Table 4.11

Comparison of scores of Emotional Maturity of Adolescents belonging to type of Income

Income	Mean	SD	N	t	p	Remark
Below 5000	58.94	8.21	145	0.68	0.50	NS
Above 5000	59.50	7.48	255			

The calculated value ($t=0.68$, $p>0.01$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on Income” is accepted. It showed that there existed no significant difference between income below 5000 and above 5000 adolescents. That is Emotional Maturity of the adolescents students does not differ statistically with their Income.

h) Order of Birth wise comparison of Emotional Maturity of Adolescent students

Two groups of adolescents namely first birth adolescents and other than first birth adolescents have been subjected for study as per the analysis given in the table 4.12.

Table 4.12

Comparison of scores of Emotional Maturity of Adolescents belonging to type of Order of Birth

Order of birth	Mean	SD	N	t	p	Remark
First	58.67	7.95	201	1.64	0.10	NS
Other	59.94	7.5	199			

The calculated value ($t=1.64$, $p>0.01$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on Order of Birth” is accepted. It showed that there existed no significant difference between first birth adolescents and other than first birth adolescents. That is Emotional Maturity of the adolescents students does not differ statistically with their Order of birth.

i) Educational Qualification of Mother wise comparison of Emotional Maturity of Adolescent students

Three groups of adolescents namely their education qualifications of Mothers are Below SSLC, Above SSLC and Graduate have been subjected for study as per the analysis given in the table 4.13.

Table 4.13

Comparison of scores of Emotional Maturity of Adolescents belonging to Educational Qualification of Mother

Educational qualification of Mother	Mean	SD	Source	Sum of squares	df	Mean square	F	p	Remark
Below SSLC	61.03	7.74	Between group	961.95	2	480.97	3.81	0.000	Sig. at 0.01 level
Above SSLC	58.62	7.11	Within group	22976.05	397	57.87			
Graduate	56.88	8.45	total	23938	399				

The calculated value (F-3.81, $p < 0.01$) is significant at 0.01 level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their Educational qualification of Mother” is rejected. It showed that there existed significant difference between Educational qualification of Mother Below SSLC, Above SSLC and Graduate

adolescents in their Emotional Maturity. The result does not help to identify exactly the pair of groups which differ significantly. Hence scheffe multiple comparison tests is used for further analysis.

Table4.14

Result of Scheffe's procedure for the various Educational Qualification of Mother

Educational qualification of Mother	N	Mean	SD	Pair	p (Scheffe)	Remark
Below SSLC	162	61.03	7.74	A Vs B	0.016	Sig .at 0.01 level
Above SSLC	170	58.62	7.11	B Vs C	0.282	NS
Graduate	68	56.88	8.45	A Vs C	0.001	Sig. at 0.01 level

The result shows that there exists significant difference in the mean scores of Emotional Maturity of Below SSLC and Above SSLC of adolescents and Below SSLC and Graduate adolescents. The other pair Above SSLC and Graduate adolescents do not differ in their Emotional Maturity.

j) Educational Qualification of Father wise comparison of Emotional Maturity of Adolescent students

Three groups of adolescents namely their Education Qualification of Fathers are Below SSLC, Above SSLC and Graduate have been subjected for study as per the analysis given in the table 4.15

Table 4.15

Comparison of scores of Emotional Maturity of Adolescents belonging to Educational Qualification of Father

Educational qualification of Father	Mean	SD	Source	Sum of squares	df	Mean square	F	p	Remark
Below SSLC	60.39	7.93	Between group	263.12	2	131.56	2.21	0.111	NS
Above SSLC	59.03	7.36	Within group	23605.8	396	59.61			
Graduate	58.3	8.06	total	23868.9	398				

The calculated value (F-2.21, $p > 0.01$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their Educational Qualification of Father” is accepted. It showed that there existed no significant difference between Educational qualification of Father Below SSLC, Above SSLC and Graduate adolescents in their Emotional Maturity.

4.2.2 COMPARISON OF BEHAVIOURAL PROBLEMS BASED ON BACKGROUND VARIABLE

a) Gender wise comparison of Behavioural Problems of Adolescent students

Two groups of adolescents namely male and female have been subjected for study as per the analysis given in the table 4.16

Table 4.16

Comparison of scores of Behavioural Problems of Adolescents belonging to Gender

Gender	Mean	SD	N	t	p	Remark
Male	27.20	18.99	243	9.38	0.000	Sig.at 0.01 level
Female	14.19	8.30	157			

The calculated value (t-9.38, p<0.01) is significant at 0.01 level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Behavioural Problems of adolescents based on Gender” is rejected. It showed that there existed significant difference between males and female adolescents. That is Behavioural Problems of the adolescents students differ statistically with their Gender.

b) Locale wise comparison of Behavioural Problems of Adolescent students

Two groups of adolescents namely urban and rural have been subjected for study as per the analysis given in the table 4.17

Table 4.17

Comparison of scores of Behavioural Problems of Adolescents belonging to

Locale

Locale	Mean	SD	N	t	p	Remark
Rural	21.27	16.16	200	0.98	0.33	NS
Urban	22.92	17.64	200			

The calculated value (t=0.98, p>0.01) is not significant at any level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Behavioural Problems of adolescents based on Locale” is accepted. It showed that there existed no significant difference between rural and urban adolescents. That is Behavioural Problems of the adolescents students does not differ statistically with their Locale.

c) Community wise comparison of Behavioural Problems of Adolescent students

Three groups of adolescents namely FC, BC and MBC/SC/ST have been subjected for study as per the analysis given in the table 4.18

Table 4.18

Comparison of scores of Behavioural Problems of Adolescents belonging to community

Community	Mean	SD	Source	Sum of squares	df	Mean square	F	p	Remark
FC	18.61	10.63	Between group	1828.12	2	914.06	3.23	0.041	Sig.at 0.05 level
BC	23.71	19.87	Within group	112328.27	397	282.94			
MBC/SC/ST	22.85	16.42	total	114156.39	399				

The calculated value (F-3.23, $p < 0.05$) is significant at 0.05 level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Behavioural Problems of Adolescents based on their Community” is rejected. It showed that there existed significant difference among the FC, BC and MBC/SC/ST

adolescents in their Behavioural Problems. The result does not help to identify exactly the pair of groups which differ significantly. Hence scheffe multiple comparison tests is used for further analysis.

Table 4.19

Result of Scheffe's procedure for the various classes

Community	N	Mean	SD	Pair	p (Scheffe)	Remark
FC	107	18.61	10.63	A Vs B	0.048	Sig .at 0.05 level
BC	176	23.71	19.87	B Vs C	0.912	NS
MBC/SC/ST	117	22.85	16.47	A Vs C	0.171	NS

The result shows that there exists significant difference in the mean scores of Behavioural Problems of FC and BC Adolescents. The other pairs BC and MBC/SC/ST adolescents and FC and MBC/SC/ST do not differ in their Behavioural Problems .

d) Class wise comparison of Behavioural Problems of Adolescent students

Three groups of adolescents namely middle school, high school and higher secondary have been subjected for study as per the analysis given in the table 4.20

Table 4.20

Comparison of scores of Behavioural Problems of Adolescents belonging to Class

Class	Mean	SD	Source	Sum of squares	df	Mean square	F	p	Remark
Middle school	24.71	16.4	Between group	2199.2	2	1099.61	3.90	0.021	Sig. at 0.05 level
High school	22.48	16.15	Within group	111957.17	397	282.01			
Higher secondary	19.02	17.79	total	114156.39	399				

The calculated value (F-3.90, $p < 0.05$) is significant at 0.05 level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Behavioural Problems of adolescents based on their Class” is rejected. It showed that there existed significant difference among middle school, high school and higher secondary school adolescents in their Behavioural Problems. The result does not help to identify exactly the pair of groups which differ significantly. Hence scheffe multiple comparison tests is used for further analysis.

Table 4.21**Result of Scheffe's procedure for the various Classes**

Class	N	Mean	SD	Pair	P (Scheffe)	Remark
Middle school	136	24.71	16.4	A Vs B	0.554	NS
High school	132	22.48	16.15	B Vs C	0.248	NS
Higher secondary	132	19.02	17.79	A Vs C	0.022	Sig .at 0.05 level

The result shows that there exists significant difference in the mean scores of Behavioural Problems of Middle school and Higher secondary adolescents. The other pairs Middle school and High school adolescents and High school and Higher secondary adolescents do not differ in their Behavioural Problems.

e) Type of Management wise comparison of Behavioural Problems of Adolescent students

Three groups of adolescents namely government, aided and private school adolescents have been subjected for study as per the analysis given in the table 4.22

Table 4.22

Comparison of scores of Behavioural Problems of Adolescents belonging to Type of Management

Type of Management	Mean	SD	Source	Sum of squares	df	Mean square	F	p	Remark
Government	22.39	17.89	Between group	343.7	2	171.84	0.60	0.550	NS
Aided	23.03	14.32	Within group	113812.2	397	286.68			
Private	20.83	18.44	total	114156.4	399				

The calculated value (F-0.60, $p > 0.01$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Behavioural Problems of adolescents based on their Type of Management” is accepted. It showed that there existed no significant difference among middle school, high school and higher secondary school adolescents in their Emotional Maturity. That is Behavioural Problems of the adolescents students does not differ statistically with their Type of Management.

f) Type of Family wise comparison of Behavioural Problems of Adolescent students

Two groups of adolescents namely joint family and Nuclear Family have been subjected for study as per the analysis given in the table 4.23

Table 4.23

Comparison of scores of Behavioural Problems of Adolescents belonging to Type of Family

Type of Family	Mean	SD	N	t	p	Remark
Joint	21.69	15.11	137	0.37	0.72	NS
Nuclear	22.31	17.81	263			

The calculated value ($t=0.37$, $p>0.01$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Behavioural Problems of adolescents based on Type of Family” is accepted. It showed that there existed no significant difference between joint and nuclear adolescents.. That is Behavioural Problems of the adolescents students does not differ statistically with their Type of Family.

g) Income wise comparison of Behavioural Problems of Adolescent students

Two groups of adolescents namely their monthly income is below 5000 and other group families monthly income is above 5000 have been subjected for study as per the analysis given in the table 4.24

Table 4.24

Comparison of scores of Behavioural Problems of Adolescents belonging to type of Income

Income	Mean	SD	N	t	p	Remark
Below 5000	21.77	16.25	145	0.29	0.768	NS
Above 5000	22.28	17.31	255			

The calculated value (t-0.29, $p > 0.01$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Behavioural Problems of adolescents based on Income” is accepted. It showed that there existed no significant difference between income below 5000 and above 5000 adolescents. That is Behavioural Problems of the adolescents students does not differ statistically with their Income.

h) Order of Birth wise comparison of Behavioural Problems of Adolescent students

Two groups of adolescents namely first birth adolescents and other than first birth adolescents have been subjected for study as per the analysis given in the table 4.25

Table 4.25

Comparison of scores of Behavioural Problems of Adolescents belonging to type of Order of Birth

Order of birth	Mean	SD	N	t	p	Remark
First	21.88	16.55	201	0.26	0.80	NS
Other	22.32	17.32	199			

The calculated value ($t=0.26$, $p>0.01$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Behavioural Problems of adolescents based on Order of Birth” is accepted. It showed that there existed no significant difference between first birth adolescents and other than first birth adolescents. That is Behavioural Problems of the adolescents students does not differ statistically with their Order of birth.

i) Educational Qualification of Mother wise comparison of Behavioural Problems of Adolescent students

Three groups of adolescents namely their Educational Qualification of Mothers are Below SSLC, Above SSLC and Graduate have been subjected for study as per the analysis given in the table 4.26

Table 4.26

Comparison of scores of Behavioural Problems of Adolescents belonging to Educational Qualification of Mother

Educational qualification of Mother	Mean	SD	Source	Sum of squares	df	Mean square	F	p	Remark
Below SSLC	20.62	14.75	Between group	898.9	2	449.4472	1.58	0.208	NS
Above SSLC	23.82	19.15	Within group	113257.5	397	282.2834			
Graduate	21.29	15.56	total	114156.39	399				

The calculated value (F-1.58, $p < 0.01$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference in the mean scores of behavioural Problems of adolescents based on their Educational Qualification of Mother” is accepted. It showed that there existed no significant difference between among Educational qualification of Mother Below SSLC, Above SSLC and Graduate adolescents in their Behavioural Problems. That is Behavioural problems of the adolescents student does not differ statistically with their educational Qualification of Mother.

j) Educational Qualification of Father wise comparison of Behavioural Problems of Adolescent students

Three groups of adolescents namely their education qualification of Fathers are Below SSLC, Above SSLC and Graduate have been subjected for study as per the analysis given in the table 4.27

Table 4.27

Comparison of scores of Behavioural Problems of Adolescents belonging to Educational Qualification of Father

Educational qualification of Father	Mean	SD	Source	Sum of squares	df	Mean square	F	p	Remark
Below SSLC	23.43	18.11	Between group	487.7	2	243.826	0.85	0.42	NS
Above SSLC	21.88	16.91	Within group	113653.45	396	287.00			
Graduate	20.47	15.1	total	114141.1	398				

The calculated value (F-0.85, $p > 0.01$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Behavioural Problems of adolescents based on their Educational Qualification of Father” is accepted. It showed that there existed no significant difference between among Educational Qualification of Father Below SSLC, Above SSLC and Graduate adolescents in their Behavioural Problems.

4.3 CORRELATION ANALYSIS

4.3.1 CORRELATION BETWEEN EMOTIONAL MATURITY AND BEHAVIOURAL PROBLEMS OF TOTAL SAMPLE AND SUB SAMPLE

Correlation between Emotional Maturity and Behavioural Problems of the total sample and sub sample are calculated and presented in the table 4.28.

Table 4.28

Pearson's correlation between Emotional Maturity and Behavioural Problems of adolescents for total sample and sub sample:

Variable	Category	Pearson's correlation	p	Level of significance
Total		-0.236	0.000	Sig .at 0.01 level
Gender	Male	-0.197	0.002	Sig .at 0.01 level
	Female	-0.209	0.009	Sig .at 0.01 level
Locale	Rural	-0.228	0.001	Sig .at 0.01 level
	Urban	-0.241	0.001	Sig .at 0.01 level
Community	FC	-0.066	0.499	NS
	BC	-0.318	0.000	Sig .at 0.01 level
	MBC/SC/ST	-0.223	0.016	Sig .at 0.01 level
Class	Middle	-0.038	0.661	NS
	High	-0.338	0.000	Sig .at 0.01 level
	Higher secondary	-0.297	0.001	Sig .at 0.01 level

Type of management	Government	-0.094	0.291	NS
	Aided	-0.319	0.000	Sig .at 0.01 level
	Private	-0.291	0.001	Sig .at 0.01 level
Type of family	Joint	-0.148	0.084	NS
	Nuclear	-0.278	0.000	Sig .at 0.01 level
Income	Below 5000	-0.308	0.000	Sig .at 0.01 level
	Above 5000	-0.197	0.002	Sig .at 0.01 level
Order of Birth	First	-0.181	0.000	Sig .at 0.01 level
	Other	-0.297	0.010	Sig .at 0.01 level
Educational Qualification of Mother	Below SSLC	-0.184	0.019	Sig .at 0.01 level
	Above SSLC	-0.278	0.000	Sig .at 0.01 level
	Graduate	-0.239	0.050	Sig .at 0.001 level
Educational qualification of Father	Below SSLC	-0.218	0.011	Sig .at 0.01 level
	Above SSLC	-0.237	0.002	Sig .at 0.01 level
	Graduate	-0.311	0.005	Sig .at 0.01 level

4.4 BASED ON THE ABOVE TABLE FOLLOWING FINDINGS ARE DERIVED

- 1) There exists low negative correlation coefficient between Emotional Maturity and Behavioural Problems of total sample is (-0.236) which is significant at 0.01 level. Hence the null hypothesis “There exists no significant correlation between Emotional Maturity and Behavioural Problems of adolescents” is rejected.
- 2) There exists low negative correlation coefficient between Emotional Maturity and Behavioural Problems of adolescent students for the sub samples namely male, female, rural, urban, BC,MBC/SC/ST, High, Higher, Aided, Private, Nuclear, Below 5000, Above 5000, First Birth, Others, Below SSLC, Above SSLC, Graduate are significant at 0.01 level. Therefore the null hypothesis “There exists no significant correlation between Emotional Maturity and Behavioural Problems of adolescents based on the above sub-sample” is rejected.
- 3) There exist no negative correlation between Emotional Maturity and Behavioural Problems of adolescent students for the sub samples namely FC, Middle, Government, are not significant at any level. Therefore the null hypothesis “There exists no significant correlation between Emotional Maturity and Behavioural Problems of adolescents based on the above sub sample” is accepted.

4.5 TENABILITY OF HYPOTHESES

1. The first null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their Gender” is rejected
2. The null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their Locale” is accepted.
3. The third null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their Community” is accepted.
4. The fourth null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their Class” is rejected.
5. The fifth null hypothesis “There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their Type of Management” is rejected.
6. The sixth null hypothesis “There exists no significant difference in mean scores of Emotional Maturity of adolescents based on their Type of Family” is accepted.
7. The seventh null hypothesis “There exists no significant difference in mean scores of Emotional Maturity of adolescents based on their Income” is accepted.
8. The eighth null hypothesis “There exists no significant difference in mean scores of Emotional Maturity of adolescents based on their Order of birth” is accepted.
9. The ninth null hypothesis “There exists no significant difference in mean scores of Emotional Maturity of adolescents based on their Educational Qualification of Mother” is rejected.
10. The tenth null hypothesis “There exists no significant difference in mean scores of Emotional Maturity of adolescents based on their Educational Qualification of Father” is accepted

11. The eleventh null hypothesis “There exists no significant difference in the mean scores of Behavioural problems of adolescents based on their Gender” is rejected.
12. The twelfth null hypothesis “There exists no significant difference in mean scores of Behavioural Problems of adolescents based on their Locale” is accepted.
13. The thirteenth null hypothesis “There exists no significant difference in mean scores of Behavioural Problems of adolescents based on their Community” is rejected.
14. The fourteenth null hypothesis “There exists no significant difference in mean scores of Behavioural Problems of adolescents based on their Class” is rejected.
15. The fifteenth null hypothesis “There exists no significant difference in mean scores of Behavioural Problems of adolescents based on their Type of Management” is accepted.
16. The sixteenth null hypothesis “There exists no significant difference in mean scores of Behavioural Problems of adolescents based on their Type of Family” is accepted.
17. The seventeenth null hypothesis “There exists no significant difference in mean scores of Behavioural Problems of adolescents based on their Income” is accepted.
18. The eighteenth null hypothesis “There exists no significant difference in mean scores of Behavioural Problems of adolescents based on their Order of birth” is accepted.
19. The nineteenth null hypothesis “There exists no significant difference in mean scores of Emotional Maturity of adolescents based on their Educational Qualification of Mother” is accepted.

20. The twentieth null hypothesis “There exists no significant difference in mean scores of Emotional Maturity of adolescents based on their Educational Qualification of Father” is accepted.
21. a) The twenty first null hypothesis “There exists no significant correlation difference in mean scores of Emotional Maturity and Behavioural Problems of Adolescents based on their total sample and sub sample” is rejected.
- b) The twenty first null hypothesis “There exists no significant correlation difference in mean scores of Emotional Maturity and Behavioural Problems of Adolescents based on their total sample and sub sample” is rejected.

CHAPTER V

FINDINGS, CONCLUSION AND SUGGESTIONS

- **The study in resprospect**
- **Objectives**
- **Hypotheses**
- **Methodology in brief**
- **Major findings and
conclusion**
- **Educational implication
of the study**
- **Suggestions for the
further study**

5.1 THE STUDY IN RESPECT

In this chapter an attempt is made by the investigator to summarize all the findings and conclusion drawn from the investigator. Educational implication of the study and further research are also included.

5.2 OBJECTIVES

1. To study the level of Emotional Maturity of Adolescents.
2. To study the level of Behavioural Problems of Adolescents.
3. To compare the mean score of Emotional Maturity of Adolescents with respect to background variables Gender, Locale, Community, Class, Type of Management, Type of family, Income, Order of birth, Educational qualification of mother and Educational qualification of father.
4. To compare the mean score of Behavioural Problems of Adolescents with respect to background variables Gender, Locale, Community, Class, Type of Management, Type of family, Income, Order of birth, Educational qualification of mother and Educational qualification of father.

5. To study the correlation between Emotional Maturity and Behavioural Problems of Adolescents based on total sample and sub-sample

5.3 HYPOTHESES

1. There exists no significant difference in the mean scores of Emotional Maturity of Adolescents based on their gender.
2. There exists no significant difference in the mean scores of Emotional Maturity of Adolescents based on their locale.
3. There exists no significant difference in the mean scores of Emotional Maturity of Adolescents based on their community.
4. There exists no significant difference in the mean scores of Emotional Maturity of Adolescents based on their class.
5. There exists no significant difference in the mean scores of Emotional Maturity of Adolescents based on their type of management.
6. There exists no significant difference in mean scores of Emotional Maturity of Adolescents based on their type of family.
7. There exists no significant difference in mean scores of Emotional Maturity of Adolescents based on their income.
8. There exists no significant difference in mean scores of Emotional Maturity of Adolescents based on their order of birth.
9. There exists no significant difference in mean scores of Emotional Maturity of Adolescents based on their educational qualification of mother.

10. There exists no significant difference in mean scores of Emotional Maturity of Adolescents based on their educational qualification of father.
11. There exists no significant difference in the mean scores of Behavioural problems of Adolescents based on their gender.
12. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their locale.
13. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their community.
14. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their class.
15. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their type of management.
16. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their type of family.
17. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their income.
18. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their order of birth.
19. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their educational qualification of mother.
20. There exists no significant difference in mean scores of Behavioural Problems of Adolescents based on their educational qualification of father.
21. There exists no significant correlation difference in mean scores of Emotional Maturity and Behavioural Problems of Adolescents based on their total sample and sub-sample.

5.4 METHODOLOGY IN BRIEF

The present study was undertaken to assess the Emotional Maturity and Behavioural Problems of adolescents. The sample comprised of 400 adolescents from kanyakumarai district. Normative survey method is adopted in the present study. Tool used in the present study were Emotional Maturity scale and Behavioural Problems rating scale and General data sheet. After the collection of the data, the sample were subjected to different types of statistical treatments like arithmetic mean, standard deviation, t-test, ANOVA, scheffe's procedure and Pearson's product moment correlation.

5.5 MAJOR FINDINGS AND CONCLUSION

Following were the important findings of the present investigation

1. There exists significant difference in the mean scores of Emotional Maturity of adolescents based on their gender. This findings is supported by the following results($t=3.14$, $p<0.01$, which is significant at 0.01 level)
2. There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their locale. This findings is supported by the following results($t=1.12$, $p>0.01$, which is not significant at any level)
3. There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their community. This findings is supported by the following results($t=0.08$, $p>0.01$, which is not significant at any level)

4. There exists significant difference in the mean scores of Emotional Maturity of adolescents based on their class. This findings is supported by the following results($F=4.80$, $p<0.01$, which is significant at 0.01 level)
5. There exists significant difference in the mean scores of Emotional Maturity of adolescents based on their type of management. This findings is supported by the following results($F=5.20$, $p<0.01$, which is significant at 0.01 level)
6. There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their type of family. This findings is supported by the following results($t=1.56$, $p>0.01$, which is not significant at any level)
7. There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their income. This findings is supported by the following results($t=0.68$, $p>0.01$, which is not significant at any level)
8. There exists significant difference in the mean scores of Emotional Maturity of adolescents based on their order of birth. This findings is supported by the following results($t=1.64$, $p>0.01$, which is not significant at any level)
9. There exists significant difference in the mean scores of Emotional Maturity of adolescents based on their educational qualification of mother. This findings is supported by the following results($F=8.31$, $p<0.01$, which is significant at 0.01 level)

10. There exists no significant difference in the mean scores of Emotional Maturity of adolescents based on their educational qualification of father. This findings is supported by the following results($F=2.21$, $p>0.01$, which is not significant at any level)
11. There exists significant difference in the mean scores of Behavioural Problems of adolescents based on their gender. This findings is supported by the following results($t=9.38$, $p<0.05$, which is significant at 0.01 level)
12. There exists no significant difference in the mean scores of Behavioural Problems of adolescents based on their locale. This findings is supported by the following results($t=0.98$, $p>0.01$, which is not significant at any level)
13. There exists significant difference in the mean scores of Behavioural Problems of adolescents based on their community. This findings is supported by the following results($F=3.23$, $p<0.05$, which is significant at 0.05 level)
14. There exists significant difference in the mean scores of Behavioural Problems of adolescents based on their class. This findings is supported by the following results($F=3.90$, $p<0.05$, which is significant at 0.05 level)
15. There exists no significant difference in the mean scores of Behavioural Problems of adolescents based on their type of management. This findings is supported by the following results($F=0.60$, $p>0.01$, which is not significant at any level)

16. There exists no significant difference in the mean scores of Behavioural Problems of adolescents based on their type of family. This findings is supported by the following results($t=0.37$, $p>0.01$, which is not significant at any level)
17. There exists significant difference in the mean scores of Behavioural Problems of adolescents based on their income. This findings is supported by the following results($t=0.29$, $p>0.01$, which is not significant at any level)
18. There exists significant difference in the mean scores of Behavioural Problems of adolescents based on their order of birth. This findings is supported by the following results($t=0.26$, $p>0.01$, which is not significant at any level)
19. There exists significant difference in the mean scores of Behavioural Problems of adolescents based on their educational qualification of mother. This findings is supported by the following results($F=1.58$, $p>0.01$, which is not significant at any level)
20. There exists significant difference in the mean scores of Behavioural Problems of adolescents based on their educational qualification of father. This findings is supported by the following results($F=0.85$, $p>0.01$, which is not significant at any level)
21. There exists low negative significant correlation difference in the mean score of Emotional Maturity and Behavioural Problems of Adolescents based on their total sample and selected sub-sample.

CONCLUSION

In conclusion, it can be stated that there is a significant difference in Emotional Maturity of adolescents based on the variable gender, class, type of management and educational qualification of mother. And also there is a significant difference in Behavioural Problems of adolescents based on the variable Gender, Community and Class. Sex influence behavioural problems. Boys exhibit more Behavioural Problems than Girls. There exists low negative correlation between Emotional Maturity and Behavioural Problems adolescents. There exists low negative significant correlation with reference to background variable such as Gender, Locale, Income, Order of Birth, Educational Qualification of Mothers and Educational Qualification of Father.

5.6 EDUCATIONAL IMPLICATION OF THE STUDY

The findings of this study, helps to create awareness among teachers about the Emotional Maturity and Behavioural Problems exhibited by adolescents. The teachers and the school authorities should take proper measures to overcome the Behavioural Problems and give proper guidance about the stability of their Emotions. The study reveals that most of the girls have Emotional Maturity that boys. So counseling can be given for boys to develop emotional maturity. And also the boys exhibit more Behavioural Problems than girls. So special attention should be given to boys and they should be provided opportunities to express their deviant behaviour in a more socially acceptable manner. The teachers can be given in-service training for various levels. Emotional Maturity and Behavioural Problems of adolescents based on their Educational Qualification of Mother. So, for the uneducated mother guidance

and counseling can be given to increase the emotional maturity and to decrease the Behavioural Problems of adolescents.

5.7 SUGGESTIONS FOR FURTHER STUDY

1. A study can be undertaken to find out the factors which affect Emotional Maturity.
2. The present study is confined only to adolescents. Similar studies can be conducted for arts and science students.
3. The same study can be conducted for tribal adolescents also.
4. A comparative study of the Emotional Maturity and Behavioural Problems of orphan can be conducted.
5. The study can be replicated at all levels of education.

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N.V.K.S.D. COLLEGE OF EDUCATION**ATTOOR****2013-2014****GENERAL DATA SHEET**

Name of the student :
Gender : Male / Female
Locale : Rural / Urban
Community : FC/BC/MBC/SC/ST
Class : Secondary/High school/Higher secondary
Type of management : Government/Aided/Private
Type of family : Joint /Nuclear
Order of birth : First/Others
Income : Below 5,000/Above 5,000
Educational Qualification
of Mother : Below SSLC/Above SSLC/Graduate
Educational Qualification
of Father : Below SSLC/Above SSLC/Graduate

APPENDIX-B

EMOTIONAL MATURITY SCALE

Final Draft

(Prepared by M.Sathiya and Dr.R.P.Deepa)

2012-2013

Instruction:

Certain statements related to emotional maturity given below. Read carefully each statement and put a tick mark (√) against Always/sometime/Never. Attend all statements without any omissions. Your responses will be kept confidential and used for research purpose only.

Sl.No	Statements	Always vg;nghOJk;	Sometime rpyNeuq;fspy;	Never ,y;iy
Emotional Awareness				
1.	I have stress when things go wrong. vdf;FjtWfs; NehpLk; NghJkhd mOj;jj;Jf;F cs;shNtd;			
2.	I set goals beyond my capability. ehd; vd;Dilajpwikf;FNkyhdNehf;fk; itg;Ngd;			
3.	I face reality and take appropriate action. cz;ikiavjpHnfhz;Lmjw;FVw;wthW nray;gLNtd;			
4.	I listen to music to take away my emotional pain. kdntOr;rptypfisNghf;Ftjw;Fghly;fi sNfl;Ngd;.			
5.	I am a serious minded person. ehd; xUtpisah;l;lw;wkdKilatd;			
6.	I am aware of a strong feeling of vitality with in my body in each moment. xt;nthU epkplj;jpYk; ehd; capNuhl;lkhd czHNthL ,Ug;Ngd;.			
7.	I am actively embracing healthy self care			

	vd; MNUhf;fpakhdtho;Tf;fhfvd;idehN dftdpf;fpNwd;.			
8.	I have the capacity to relate to people in a consistent cooperative manner. midtUk; xj;Jioj;Jnry;yf;\$bajpwikvdf;Fcz;L			

Emotional Understanding				
9.	My Self –esteem is based on my luck vd; Rakjpg;Gvd;DilamjpH\;lj;ijmbg;gila hfnfhz;Ls;sJ..			
10.	I can handle my problems. vd;dhy; gpur;ridfisifahsKbAk;			
11.	I get frustrated whenever. ehd; vg;nghOJk; Vkhw;wk; milNtd;.			
12.	I know how who to respond the challenge in my life. vd; tho;f;ifapd; rthiyvjpHnfhs;svdf;FnjhpAk;			
13.	I expect approval from others to feel good about my self. Ra kjpg;igngwk;wthplk; mDkjpngwNtz;Lk; vd;WczHfpNwd;			
14.	I know exactly how I feel when I am disturbed. kdmikjpia ,of;Fk;NghJvg;gbkdtUj;jk; milNtd; vd;Wvdf;FnjhpAk;			
15.	I fully understand that I have no control over that people. mLj;jtHfisfl;Lg;gLj;Jk; Mw;wy; vd;dplkpy;iyvd;gJed;whfnjhpAk;			
16.	When I fail exam I do not blame others. ehd; ghpl;irapy; Njhy;tpailAk; NghJkw;wtHfisFiw \$w khl;Nld;			

17.	I am able to identify my mistakes easily. vd;DilajtWfisfz;Lgpbf;fvd;dhy; KbAk;			
18.	I am disturbed easily for silly matters. rpW tp\aq;fSf;Fk; vd; kdmikjp fiyAk;.			
19.	I fear others will think there's something wrong with me. kw;wtHfs; vd; kPJFiw fhz;ghHfs; vd;Wgag;gLfpNwd;.			
20.	I hope well with rejection, though I don't enjoy it. Gwe;js;Sjy; Vw;gLk;NghJ mjid kfpo;r;rpfukha; vLf;fkhl;Nld; vd;wek;gpf;if vdf;F cs;Sj			
21.	I can solve problem of my friends easily vd; ez;gHfspd; gpur;ridfSf;F vspjpy; jPHTfhz;Ngd;.			
22.	I take responsibility for my past life rather than to blame others. kw;wtHfisFiw \$Wtijfhl;bYk; vd; fle;jfhy tho;f;iff;F ehd; jhd; nghWg;G Vw;Ngd;.			
23.	I rarely judge others quickly. ehd; kw;wtHfis vspjpy; kjpg;gpLNtd;			
24.	When I am in conflict I keep quite. Kuz;ghL Vw;gLk;NghJ mikjpfhg;Ngd;			
25.	I have trouble speaking in public or to strangers I don't know. mwpKfkW;wthplk; NgRk; NghJ Fog;gk; milfpNwd;.			
26.	I tend to make snap decisions. ehd; jPBHKbTvLf;fcl;gLj;jgLfpNwd;.			
27.	Taking responsibility frightens me and so I avoid it. nghWg;Gfs; vLg;gJ vd;id gaKWj;JfpwJ mjdhhy; mjidehd; jtpHfpNwd;.			

Emotional Assertiveness				
28	I am very confident in my abilities. vd;Dila jpwikapd; kPJvdf;F kpFe;j ek;gpf;if cz;L			
29	I share my most intimate feelings with others. ehd; vd;Dila kdtUj;jj;ij kw;wthplk; gfpHe;Jnfhs;Ntd;			
30	I feel pleasure in reading books. ehd; Gj;jfk; thrpg;gjhy; ,d;gk; milfpNwd;			
31	I share my thoughts and feelings with my parents. ehd; vd;Dila fUj;JfisAk;> kdtUj;jq;fisAk; vd; ngw;Nwhhplk; gfpHe;Jnfhs;Ntd;			
32	I avoid jealousy with others . ehd; kw;wtHfis ghHj;Jngwhik nfhs;tijjtpHf;fpNwd;.			
33	I am generally an anxious person. ehd; nghJthfftiyg;gLk; egH			
34	I am able to communicate my needs and perspectives to others. vd;Dila Njitfis gw;wp kw;wthplk; \$w vd;dhy; KbAk;			
35	I am able to control and direct my attention away from negative thoughts. vd;dhy; vjpHkiwahd vz;zq;fspypUe;J vd;idtpyf;f KbAk;			
36	I look for solution rather than just worrying. ehd; tUj;jk; milahky; tpilfhzKw;gLNtd;			
37	I am committed to realizing my full potential. ehd; vd; KO nray;jpwid epiwNtw;w vd;id xg;Gtpg;Ngd;.			
38	I am experiencing an undercurrent of gratefulness through my walking moment. vd;Dila mDgtq;fspypUe;J ed;wpAs;stdhf fUjp mjid vd;Dila elj;ij nray;fSf;F vLj;Jnfhs;Ntd;			

Emotional Honesty				
39.	I feel encouraged when I do my best to achieve the goal. ehd; vd; ,yf;ifmilacj;jkkhdnraiynra;Ak;NghJCf;fk; miltjhfczHfpNwd;.			
40.	I make friends and familiarity easily. vd;dhy; ez;gHfisAk;> neUq;fpa njhlHGcs;stHfis vspjpy; cUthf;fKbAk;.			
41.	I am true to myself and the needs of the situation I am in most of the time. ehd; vy;yh #o;epiyfspYk;vd;f;FehNdcz;ikAs;stdhf ,Ug;Ngd;			
42.	I often blame my parents. ehd; vd;Dila ngw;Nwhiu Fiw \$WNtd;.			
43.	I am sensitive to the tease of my peer groups. rfkhztHfs; vd;idNfyp nra;Ak; NghJvspjpy; czHr;rptag;gLntd;			
44.	I blame others for my own mistake. vd;Dila jtWfSf;fhf kw;wtHfis ehd; Fiw \$WNtd;.			
45.	I am afraid that being honest will make my more difficult. NeHikahf ,Ug;gJ vd;id kpfTk; fyf;filia nra;Ak; vd;W mQ;RfpNwd;.			
46.	I indulge in feelings of self pity. jd;dpuf;fk; vd;id kfpor; nra;tjhf czHfpNwd;			

BEHAVIOURAL PROBLEM RATING SCALE

(Prepared by Uma V.S and Dr. S.Sreelatha)

(2008)

INSTRUCTION:

Some of the behavioral problems exhibited by adolescents are given below. Encircle the statement which describes expressed behavior being evaluated. The facts collected through this will be used for preparing my thesis and it will be kept confidential.

I.CLASS ROOM PROBLEMS

Sl.No	Statement	Always vg;nghOJk ;	Sometime rpyNeuq; fspy;	Never ,y;iy
1	Laziness Nrhk;Ngwp			
2	Inattention ftdkpd;ik			
3	Difficulty in obeying rules and regulations rl;lk;>epge;jidfisfPo;gbafbdbk;			
4	Absent mindless edtpypepiy			
5	Day dreaming gfy; fdT			
6	Truancy gs;spapy; nry;yhky; Rw;WtJ			
7	Late coming jhhkjhfgs;spf;FtUtJ			
8	Irregular xOq;fw;W			
9	Sleeping during class hours tFg;GNeuk; J}q;FtJ			
10	Making fun of others kw;wtHfisNfypnra;tJ			
11	Whispering during class hours tFg;GNeuk; ,ufrpakhfNgRtJ			

12	Reading other materials during teaching MrpphaHfw;gpf;Fk; NghJNtWghlk; thrpg;gJ			
13	Chewing chocolates during class hours tFg;GNeuk; kpl;lha; cz;gJ			
14	Out of seats ,Ug;gplk; tpl;LePq;Fjy;			
15	Refusing to do assigned work cdf;FnfhLf;fg;gl;INtiyakWg;Gnrhy;jy;			

II. ANTISOCIAL BEHAVIOUR

Sl.No	Statement	Always	Sometime	Never
1	Stealing jpULjy;			
2	Gambling #jhLjy;			
3	Using vulgar language ,opthd nrhy;iy cgNahfpj;jy;			
4	Making obscene gestures khpahijaw;w nra;if nra;jy;			
5	Exposing body parts unnecessarily mtrpakpy;yhky; clk;ig ntspg;gLj;jy;			
6	Touching others or own private body parts kw;wthpd; clk;ig njhLjy;			
7	Pick pocketing Kbr;Rkhwp			
8	Taking drugs NghijnghUs; cz;gJ			
9	Alcoholism kJ gof;fk;			
10	Smoking Gif gpbg;gJ			
11	Tobacco use Gif ,iycgNahfpg;gJ			
12	Using abusing language J\;gpuNahfk; nra;jy;			
13	Eve-teasing ngz;fisNfypnra;jy;;			
14	Draw obscene pictures khpahijaw;wglq;fistiu;jy;			
15	Use of panparag ghd;guf;Fcz;Zjy;			

III. AGGRESSION

Sl.no	Statement	Always	Sometime	Never
1	Pushing js;Sjy;			
2	Fighting rz;ilapLjy;			
3	Damaging properties cilikfisrpijTnra;jy;			
4	Throwing objects on others kw;wthpd; kPJnghUs;fisvwpAjy;			
5	Hitting jhf;Fjy;			
6	Head banging jyapy; ,bg;gJ			
7	Teasing Nfypnra;jy;			
8	Nagging Fw;wq; fz;Lnjhe;juTnfhLg;gJ			
9	Rediculing Vsdk; nra;jy;			
10	Using hateful words ntWg;ghdthHj;ijfiscgNahfpg;gJ			
11	Bullying nfhLik;gLj;Jjy;			
12	Frowning nfhLukhdghHit			
13	Facial expression Kfj;jpd; ntspg;ghL			
14	Thwarting kw;wtUf;F ,ilA+Wnra;jy;			
15	Body postures cly; thf;F			

IV.NERVOUS HABITS

Sl.No	Statement	Always	Sometime	Never
1	Shyness gag;gLjy;			
2	Over anxiety tpah\$yk;			
3	Eye blinking fz; rpkpl;Ljy;			
4	Moodiness			

	kdepiy ,y;yhky;			
5	Difficulty in making friends ez;gHfiscUthf;Ftjpy; rpukk;			
6	Self centeredness jd;idjhNdrhHe;jpUj;jy;			
7	Sluggish thinking ke;jkhdepidTfs;			
8	Sweating while questioning Nfs;tpNfl;Fk; NghJtpaHFjy;			
9	Mood swings epiyahdkdkpd;ik			
10	Hair twisting Kb KWf;FtJ			
11	Scribing on desks,note books etc Nkir>ghlGj;jfj;jpy; fpWf;fyhfvOJjy;			
12	Clenching the hands iffisnfl;bahfg; gpbg;gJ			
13	Clicking the hands iffisfps;StJ			
14	Self possessiveness jd;idjhNdtpl;Lf; nfhLf;fhjyd;ik			
15	Suicidal tendency jw;nfhivy;zk;			

V.REBELLIOUS BEHAVIOUR

Sl.No	Statement	Always	Sometime	Never
1	Talking rudely khpahijapy;yhky; Ngr;R			
2	Disobedience fPo;g;gbahik			
3	Stubbornness Kuz;Lgpbj;jy;			
4	Intolerance towards slight inference rpwpajilfs; te;jhy; nghWg;gw;wepiy			
5	Showing irritability vspjpy; Nfhgk; nfhs;Sjy;			
6	Negative responding vjpHkiwahdgjpy; \$WtJ			
7	Answering impulsively Kd; Nahridaw;wgjpy;			
8	Refuses to perform regular activities			

	jpdrhpnray;fisnra;akWg;gJ			
9	Rule breaking tpjpfiskPWjy;			
10	Mocking others kw;wtHfisghpfrpj;jy;			
11	Nick naming Nfypahff; nfhLf;fg;gl;lngaH			
12	Giggling Nfypnra;Jrphpj;jy;			
13	Social timidity Nfhioj;jdk;			
14	Keeping silence mikjpahf			
15	Intolerance to others kw;wtHfsplk; nghWikaw;wepiy			

