

# Influence of Modernization on Emotional Maturity of Adolescents and Their Attitudes towards Socio-Economic Status

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***Abstract---**The Adolescents build up the worry about the sentiments of others and an expanded limit with regards to offering passionate encounters to others in childhood. Youngsters can't control their emotions. Adolescents create the ability to tolerate the pressure in various social circumstances. The accentuation is in restraint. The young adult feels a sort of entombing opportunity to explore and encounter in a cosy individual way. The juvenile creates limit concerning worry about the sentiments of others, and expanded limit concerning sharing passionate encounters research is the fullest improvement when a young person can endure himself someone else is similarly as significant as his own. It implies he starts to cherish his neighbours as much as himself. Passionate advancement being from the home condition of the baby, and during pre-adulthood, it extended past home and neighbourhood. These loyalties are related to companions and pioneers of different fields. The feeling of adoration is significant in young people and identified with sexual motivation; it is an aftereffect of the results of physiological aggravations. The feeling of devotion and warmth create from the very earliest stages in the real living being.*

***Keywords---**Modernization, Emotional Maturity, Adolescents, Attitudes, SES*

## I. INTRODUCTION

### **Adolescence**

Adolescence starts when kids become explicitly fully grown and completes when they arrive at the time of legal development. Puberty is partitioned into two events; early and late pre-adulthood. It is the age when the average young adult enters the senior year of secondary school. Adolescents are generally perceived by their folks about adults as nearly entering the grown-up universe of work, of setting off for college, or of getting professional preparing or the like.

Puberty is a significant period. In life, a few periods are notable for their physical and some for their mental impacts. Adolescence is substantial for both. Fast and significant physical turns of events, particularly during the early young adult time frame, quick spiritual advancement additionally happen. These offer ascent to the requirement for mental

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change and the need for building up new perspectives, esteems and interests. The puberty period is likewise necessary. Youthfulness faces physical and psychological issues.

Ambron 1975 inferred that "Juvenile is the extension among adolescence and adulthood." It is a period of a quick turn of events, of developing sexual development, finding one's genuine self-shielding individual qualities, and discovering one's professional and social bearings. Likewise, it is a period of testing, pushing against one's abilities and the impediments as poured by grown-ups.

Feelings are incredible rousing powers all through the range of human life, influencing the person's goals, activities, and considerations and subsequently necessitating the justification to understand the significance of qualities and feelings, which contribute significantly to the advancement of a strong character. Opinions are significant in each phase of life. However, they assume the most extreme job during the puberty time frame.

As indicated by Franz Alexander, youths are youngsters and ladies who are organically fully-developed but, in many regards, kids as he says.

One has the feeling that they don't have the foggiest idea of managing themselves in their recently procured status. Their frailty shows itself in hesitance, both about their body and their character. Adolescents don't have the foggiest idea of how to manage their hands and feet; there is an absence of suddenness in their minutes and discourse and a steady exertion to defeat their cumbersomeness of sentiments. A fully-developed body is dependent on an unpracticed psyche.  
(1)

In this manner, mental or passionate development isn't equivalent to physiological development. We anticipate that individuals should turn out to move rationale as they become more seasoned mentally; however, they don't generally do so. Physiological growth can be retarded by specific conditions. However, it unavoidably shows up not so with mental development. Adulthood connotes the achievement of physical development, yet it doesn't consequently give us passionate development.

Genuinely developed people, then again, have a superior comprehension of the connections among themselves and other people [including people in authority] and are in a unique situation to adapt to the issues of life on a reasonable premise. Understanding requires adaptability, a quality that is additionally normal for sincerely developed people. Class incorporates or suggests the capacity to take a gander at an item or an occasion from various purposes of perspectives.

Every one of the means toward passionate development that we have recorded – getting, resilience, acknowledgement, and regard – includes to some degree more noteworthy enthusiastic contribution or hazard. To comprehend, we should open our brains and set up to investigate conduct from an assortment of view focuses. This choice includes some enthusiastic risk since it raises the likelihood that we may need to change some recently fixed ideas. Resilience includes more hazard than comprehension since it expects us to suspend judgment in managing specific issues

that recently exited our antagonistic or guarded conduct. To suspend judgment under such conditions takes self – discipline another quality of enthusiastic development.

As we become more significantly developed inwardly, we wind up liberated to build up our abilities for self-course, confidence, duty, and efficiency. So, as we become progressively self-mandated, that is as we come to depend on our capacity to accumulate realities and to assess them. This manner liberated from relying upon the supposition and course of others, we end up in a superior situation to comprehend, endure, acknowledge and regard ourselves as well as other people. As we understand the real factors of life and figure out how to adapt to its issues, we become progressively self-ordered and better ready to assume greater liability for our activities and our relations with others.

### **Emotional Maturity**

Morgan, underscoring the significance of feelings in life, composes that opinions are fundamental primitive powers of incredible force and impact planned ordinarily to empower the life form to adapt to conditions that request the near exertion for endurance or achievement or to add shading and flavor to our living. Chance feeling in the life of the creatures, the experience would have been with no goal. Without compassion, social family life would have stopped, and progress would have checked. The word *feeling* has gotten from the Latin word more "to move out" attitude might characterize as the worked up state of the creature, including inward and outside change in the body.

Youthful offers the meaning of feelings as "A feeling incorporates instinctive changes because of expanded movement of naturally sensory system and feeling begins inside the mental circumstances." It communicated in affection, dread, outrage, chuckling and tears, and so forth.; it includes sentiment of celebration or discouragement and drive to activity and attention to observation. Most individuals are animals of emotions or feelings and our feeling control our conduct. Feeling in the life form is a dominant interior modification that works for the person's fulfilment and government assistance. Youth is set apart by heightened emotionality. The historical backdrop of the world loaded with the courageous woman deeds of kids when numerous teenagers sacrificed their lives at the opportunity of the nation.

Passionate advancement must prompt enthusiastic development. Enthusiastic development, anyway, is relative, not total, 5, 10, or 14 years of age are. Genuinely full grown if their passionate conduct is consistent with their degree of improvement must prompt even though all the three gatherings are youthful when contrasted and the 20 years of age. An individual keeps on developing progressively as long as he lives, and the procedure of development rarely finished. A decent instructive program causes figures out how to pick up in a passionate event.

## **II. Theoretical Back Ground**

### **Jame's Lange hypothesis of feeling**

According to this hypothesis, the experience of feeling is about a psychological resonance of the profound changes that place during a living being's reaction to the circumstance. Substantial changes follow legitimately upon the view of an energizing truth (incitement) and over the sentiment of these progressions, and they happen in feelings. The arrangement, as indicated by current hypothesis circumstance mental state real articulation; James Lange hypothesis dismiss this succession and states this grouping circumstance real unsettling influence mental state as it were, we ought

not to say "we meet a bear, are terrified and afterwards run" rather we should state "we meet a bear there for James Lange hypothesis might be said to demand two propositions. That feeling is only a natural sensation and that substantial articulation and natural aggravations, which are supposed to be impacts of feelings are their courses.

### **James Lange theory**

As per goals began therapist William James and later clarified by clinician Carl Lange, feelings rely upon input from the body opposite prominent attitude which recommends that we cry since well feel sorry because we stickle, apprehensive because we tumble (James 1890). the "James Lange" hypothesis suggests that the physiological excitement is the feeling and the abstract and psychological segments are eventual outcomes.

James and Lange recommended that the specific feeling we experience relies upon direct discrete and various examples of mental change that an organization every emotion you can perceive how Aaronic work can concerning bloodstream to the cerebrum be somewhat steady of this hypothesis. However, the way that the general substantial dependable to enthusiastic excitement is the equivalent for every single compelling feeling isn't strong one of the primary researchers to mention this objective fact was water gun (1972), who scrutinized the James, Lange approach and offered his hypothesis in its place.

### **Sherrington theory**

Sherrington performed certain nerve cutting operations on his laboratory dog and concluded that animals gave evidence of emotional character and showed anger, disgust, fear and joy. These experiments indicated that the emotions were not the relates of some cellular changes in the body. Organic changes can even be produced artificially without the presence of emotions.

### **Factors influencing emotional maturity during Adolescence**

An assortment of factors, even into the constitution of a kid's family life only things, maternal, items and individual mentalities (to give some examples) in differing degree contribute an offer toward nature complex called "family" (Jones 1967). It would be worthwhile, along these lines to plot a portion of the variables after that the effect of the home depends.

### **Physical factors**

The physical elements in the household families; however, in no way, shape or form the most significant "yet can't and ought not be over looked. It has been seen by social researchers that a roomy and very much completed home unquestionably gives a superior domain when contrasted with a little and filthy home. The impact of home condition in the helpless areas of society is maybe the most exceedingly terrible. ; portrayal homes down given spaliding (1880) " period harmed demeanour helpless homes takes sprout to check youth everything holds. Youngsters in such home never appreciate the security and freedom such kids act as though conceived in jail and keep the chain of the duration of their lives. Legitimate administration of their home impacts the kids with it. Proficiency and aptitude in the board add to the next hand level of opportunity from work, weariness and stress bring about an environment most unbeneficial to all relatives (Rice 1976; 1977).

### **Financial factors**

The financial elements have a lot to do, for example, with the kind of home a youngster may wind up in after birth. Helpless salary forces restrictions on the whole physical setting of the inadequate home pay additionally make a

circumstance of pressure and strain that the little one can't that as it may, detect and impacted by (Bieri and Lobeck (1961), Skills (1966), Kulwant 1966) Schoolar (1972).

### **Social factors**

The social elements might be remotely considerably more effect on the kid as opposed to financial and physical factors on occasion there is an incredible assortment of social affecting there may very from being entire acceptable to be decidedly awful. Extraordinary among these and the guardians along with different relationship, congenial and so on. That outcome from guardians serves the principal mingling operators inside the family climate. It is in the family that a kid realizes what he is and what his folks and kin aside from him (Brieg, 1958).

### **Guardians and Child relationship**

One of the most significant factors that decided the nature of a youngster family lives his relationship with his folks. The inclination and mentalities, which as a rule result from this relationship scarcely create in the fullest measure in later years. On the off chance that they have been missing during youngster's initial life. Father and mother alone can flexibly the elusive assumptions that make a home a right home. Investigations of youngsters raised in various circumstances draw out the cutler head of parental contact. The passionate existence of such kids generally seen as stressed from regularly in multiple manners. Physical prosperity demonstrated to be Influenced by nearness nonappearance parental contacts (Douglas 1970) Ferri (1973). He can scarcely hope to their self-assurance in later years. Absence of contact with father may demonstrate negative, mainly on account of young men. Who view of his disregard are left improvement upon the mother or left without parental direction.

### **Modification in home, school and society**

When the youngster enters in teenagers, his social jobs and obligation change for which he isn't intellectually getting quick change over to new employment requires modification, and it requires some investment to change old propensities for youth in home, school and society, this change over to new social duty makes passionate pressure in him the procedure of we pointing from absolute reliance to autonomy makes enthusiastic aggravations in immaturity.

### **Rigid attitudes of Parents**

Guardians are answerable for making passionate unsettling influences in the development of teenagers since they don't comprehend their issues. Indian guardians neglect to give appropriate direction and advising their young people children and little girls. They don't change their unbending and traditionalist mentalities towards them. They despise everything to treat them as youngsters and don't give them any duty or look for their feeling in family matters. The inflexible mentalities towards their young people, children and little girls cause prudent irregularity in them.

### **Social desires**

Guardians and society anticipate that youths should act like a grown-up which is neither physically nor intellectually arranged. The juvenile is in a fix since he is neither a youngster nor an adult. His jobs are not unmistakably characterized he neglects to meet social desires which cause enthusiastic aggravations.

### **Modification with individuals from another gender**

As the youngster enters youths, he got mindful of his sex job the juvenile is a lot of aware of his sex job. Another gender yet young adult is not set up to meet this social conduct of making companionship, with the individual from the other gender. This issue causes passionate unevenness in young people, and high emotionality experienced. In shut social

orders like our own free creation of juvenile young men and young ladies isn't allowed because of social restraints and restrictions.

### **Strict clash**

Each youngster prepared in a specific strict condition, explicit virtues and severe perspectives. Kids don't scrutinize the realness of instructing of than guardians yet in young adult young men, and young ladies don't follow each they aimlessly instead they fundamentally inspect the strict convictions and qualities in more extensive setting and question the toughness of ordinary virtues of the reasons for increased genuinely in young people.

### **Professional issues**

The most squeezing issue for Indian young adult, which is the reason for emotionality is the weakness for disappointment employment. At the point when he discovers the absence of grown-ups with no methods for much work, the aggravations and changeless uneasiness create in him.

### **School disappointment**

School disappointment causes passionate pressures that young people may flee from dread of disappointment.

### **Strife with companions**

Young adult comes in strife with their companions who neglect to get them.

### **Incompetency**

A few times, teenagers own psychological and physical incompetency causes passionate unsettling influences. The young adult job changes, and it requires some investment to conform to new circumstances which would go to uplifted feeling (Hurlock 1973).

There are altogether genuinely planned for youths going to end secondary school or start school. To increase enthusiastic fitness and development, children need to experience these stages and victories at them. To pick up the elevated level of passionate event.

### **Significance of enthusiastic development during Adolescence**

The accessible writing demonstrated that not many investigations are available around there, i.e., kind of school and passionate development. Thus, this investigation was planned with the accompanying targets.

### **Objectives of the study**

- To study the emotional maturity of adolescents in private and Municipal schools.
- To know the grade differences in the emotional maturity of adolescents.
- To find out the differences in emotional maturity among boys and girls.

### **Hypotheses**

- There is a significant difference in the emotional maturity of adolescents between private and municipal schools.
- There is a significant grade difference in the emotional maturity of adolescents.
- There is a significant difference in emotional maturity between boys and girls.

### III. REVIEW OF RELATED LITERATURE

Denham et al. (1994) Sarni, (1990) and Strag (1993) considered that in our way examination, age emphatically connected to expanding intellectual capacity to get others, yet not too passionate expressiveness or the acknowledgement and acknowledgement of one's enthusiastic encounters; might be expected to some extent to the considerable increase in understanding feelings that happen in toddlerhood. Be that as it may, that feeble relationship among age and our research centre proportions of expressiveness and passionate insight may likewise be halfway artificial; the upgrade materials picked to be reasonable. By even, the most youthful youngsters examined hear and on account of our research facility measure, idle expressiveness amassed across factor for which we expected contrasting age relations.

Gold Fard 1943, 1945, Bowlby 1952, 1956, Fischer 1952, Yarrow 1964, Herbet 1975 and Berman 1979 expressed that enthusiastic development isn't an intrinsic quality yet grows gradually with understanding and their age; it is additionally not stated in which all issues of order and assessment an endeavour to coordinate emotions, thinking and conduct. There is a guarantee of the fast mental turn of events, expanded intensity of thought and thinking uncommon fitness and capability of the people proof are in the bounty that shows the nearness of a progression of passionate issues among organized youngsters.

The investigations revealed so far clarify the evaluation and its impact on passionate development. The writing introduced in this segment manages the effects of sexual orientation on the emotional development of puberty.

Parminder Kaur (2019). Investigation of enthusiastic development of young people corresponding to their alteration. "Youthfulness is a time of anxiety, tempest and conflict" as properly expressed by Stanley Hall. It is a range of life when the individual faces various issue identified with is social, passionate, Psychological, physical perspectives and so on. From among these issues, the enthusiastic questions merit referencing as immaturity is a time of passionate precariousness and feelings not levelled out. These devoted issues assume a critical job in moulding the character and changes examples of the person. There are pressures, melancholy and disappointments which influence the passionate parts of a person. These pressures or sorrows become impediments in the enthusiastic advancement of the teenagers, which, like this, affects their change designs. The current exploration is done on the example of 200 understudies. The outcome shows there is a stark contrast in the degree of passionate development of male and female teenagers (undergrads). The result additionally shows no remarkable difference in the degree of modification of male and female youths (understudies). There is a critical distinction between the modification example of male and female young people (understudies) having more and less passionate development. It uncovered that there exists a crucial connection between Emotional Maturity and Adjustment example of young people.

Pooja Bhagat (2016) uncovered in the relative investigation of change among auxiliary school young men and young ladies.; The study on an example of 200 understudies of ninth class concentrating in Government and Private Schools of Samba area of Jammu Division. The aftereffects of the investigation indicated that global changes of young ladies are more prominent than young men. Young ladies sincerely and instructively more balanced than their partners. Young men socially progressively balanced.

#### IV. RESEARCH METHODOLOGY

In this part, the subtleties of strategies followed explicitly the area of the investigation portrayal of test and instrument utilized for the examination clarified. The significant target of the study is to look at the impact of kind of school, evaluation and sexual orientation on passionate development of young people. To quantify the emotional development, the young people, considering IX class whose age go is between 13-16 years were chosen. Both the young men and young ladies remembered for the investigation. Enthusiastic development scale created by Singh and Bhargava (1971) was received to quantify the passionate development of the youths.

##### Selection of the sample and De-limitation

The sample chosen for the current investigation was from the schools situated in East Godavari region. The all-out schools chosen for the examination are - schools located in East Godavari locale

The all-out example comprised of 100 examining IX Class understudies from various administration schools selected by utilizing the delineated arbitrary testing procedure.

Table 1. Sample Distribution of students category wise

S.No.	Variable	Category	No. of students	Total
1.	Gender	Male	50	100
		Female	50	
2.	Management	Local Bodies	20	100
		Private unaided	4	
		Private aided	10	
		Registered	55	
		Un-registered	11	
3.	Area	Urban	70	100
		Rural	30	
4.	Medium	Telugu	50	100
		English	50	



### **Tool utilized for the current study**

The device utilized for the current examination was an enthusiastic development scale created by Singh and Bhargava (1971).

### **Description of the Tool**

The level gauges the various parts of passionate development. 'The elements of the scale are

- (a) Emotional instability
- (b) Emotional relapse
- (c) Social maladjustment
- (d) Personality breaking down
- (e) Lack of autonomy.

Passionate development scale has a sum of 48 things; these things conveyed more than five measurements. Enthusiastic instability has ten elements, passionate relapse ten things, social maladjustment ten items, and character breaking down ten words, and absence of freedom has eight things (Emotional Maturity Scale given in Annexure).

### **Administration**

The agent has been taken earlier consent from the schools and regulated the scale to a gathering of 20 respondents one after other. Necessary directions were given. All the 100 young people were given the enthusiastic development scale, and the respondents filled it.

### **Scoring and Interpretation**

Passionate development scale is self-detailing a five-point range. The five alternatives given on the level are without question, much, unsure, most likely and never. The things expressed extent appropriate response was a particular state, particularly a score of 5 is given for much 4, for unsure 3 for most likely 2, and for the negative answer of never a rating 1 is to be granted. Along these lines, the higher score on a scale brings down the level of enthusiastic development and tight clamp versa. The conceivable base score was 240.

### **Pre-test Pre-test**

To test the reasonableness of the scale and any adjustments in the test, are vital pre-test-test done on 20 youngsters. After pre-test-test, it realized that the test was appropriate for kids and are following bearings without any problem. Henceforth the agent felt that there was no requirement for additional change.

### **Data Collection**

The information gathered by utilizing the poll passionate development scale, from every one of the 20 teenagers covering kind of school, various evaluations and sex. The understudies were given guidelines before filling the survey. There is no set in stone responses for the inquiries. The subjects need to offer their reaction to the investigation in the response sheet by giving a tick mark. For simple understanding, the scale given in bilingual structure that is English and Telugu. In the wake of gathering the necessary information, it was pooled and arranged for measurable investigation.

### Statistical Analysis

As the current study is of a higher amount of subjective, gathered information was broke down utilizing both subjective and quantitative methods. Quantitative data dissected with straightforward measurable procedures. The examination has been done by the illustrative factual investigation, for example, figuring proportions of focal inclination like Mean and ascertaining dimensions of scattering like Standard Deviation. For testing the invalid theory, the 't' - test and Analysis of Variance have been utilized by the examiner. The 't' test used to test the invalid speculations when the information was associated from coordinated gatherings. Investigation of (ANOVA) change with Scheffe's Post Hoc Test (if ANOVA is huge) was utilized to discover the impact, assuming any, of the factors, examined. The information was coded and arranged for examination using the measurable bundle for research programming program (SPSS).

## V. ANALYSIS AND INTERPRETATION OF DATA

After the evaluation of information, different factual estimates, for example, Means, Standard Deviations, 't' – Value and Analysis of Variance (ANOVA) have been determined and introduced in this section.

Table 2. Overall perceptions of students towards Emotional Maturity of Adolescents in IX class students of East Godavari district.

Aspect	N	Min.	Max.	Mean	Mean Per cent	Std.Dev.
Emotional instability	100	10	50	23.37	46.74	5.6
Emotional Regression	100	10	50	23.89	47.78	7.06
Social maladjustment	100	10	50	20.81	41.62	6.05
Personality disintegration	100	10	50	19.22	38.44	6.39
Lack of independence	100	8	40	19.65	49.13	4.28

As seen from the above table students showed less opinion concerning Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence towards Emotional Maturity of Adolescents in IX class students of East Godavari district. The mean value the above aspects are 23.37, 23.89, 20.81, 19.22 and 19.65, respectively.

Table 3. Significant difference between male and female students towards Emotional Maturity of Adolescents in IX class students

Aspect	Gender	N	Mean	Std. Dev.	t-value	df
Emotional instability	Male	50	23.56	5.65	0.34 <sup>NS</sup>	98
	Female	50	23.18	5.61		
Emotional Regression	Male	50	24.66	7.40	1.09 <sup>NS</sup>	98
	Female	50	23.12	6.69		
Social maladjustment	Male	50	20.70	5.96	0.18 <sup>NS</sup>	98
	Female	50	20.92	6.19		
Personality disintegration	Male	50	19.82	6.12	0.94 <sup>NS</sup>	98
	Female	50	18.62	6.66		
Lack of independence	Male	50	19.84	5.04	0.44 <sup>NS</sup>	98
	Female	50	19.46	3.39		

NS: Not Significant

Table 3 observed that the mean opinion scores of male students concerning Emotional Instability (23.56) are slightly higher than the mean score of female students (23.18). The calculated value of 't-value' is 0.34, which is not significant. This shows that there is no significant difference between male and female students respect to Emotional Instability. Hence, the null hypothesis is accepted.

About Emotional Regression, the mean opinion scores of male students (24.66) are slightly higher than the mean score of female students (23.12). The calculated value of 't-value' is 1.09, which is not significant. This shows that there is no significant difference between male and female students respect to Emotional Regression. Hence, the null hypothesis is accepted.

About Social Maladjustment, the mean opinion scores of female students (20.92) are slightly higher than the mean score of male students (20.70). The calculated value of 't-value' is 0.18, which is not significant. This shows that there is no significant difference between male and female students respect Social Maladjustment. Hence, the null hypothesis is accepted.

About Personality Disintegration, the mean opinion scores of male students (19.82) are slightly higher than the mean score of female students (18.62). The calculated value of 't-value' is 0.94, which is not significant. This shows that there is no significant difference between male and female students respect to Personality Disintegration. Hence, the null hypothesis is accepted.

Lack of Independence, the mean opinion scores of male students (19.84) are slightly higher than the mean score of female students (19.46). The calculated value of 't-value' is 0.44, which is not significant. This shows that there is no significant difference between male and female students respect to Lack of Independence. Hence, the null hypothesis is accepted.

Table 4. Analysis of Variance (ANOVA)- Results of students based on their management towards Emotional Maturity of Adolescents in IX class students

Aspect	Management	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Emotional Instability	Local Bodies	20	22.65	Between Groups	100.42	4	25.11	0.79 <sup>NS</sup>	0.53
	Private unaided	4	25.50						
	Private aided	10	25.50	Within Groups	3006.89	95	31.65		
	Registered	55	22.87						
	Un-registered	11	24.45	Total	3107.31	99			
Emotional Regression	Local Bodies	20	22.25	Between Groups	269.86	4	67.46	1.37 <sup>NS</sup>	0.25
	Private unaided	4	23.00						
	Private aided	10	28.00	Within Groups	4669.93	95	49.16		
	Registered	55	24.18						
	Un-registered	11	22.00	Total	4939.79	99			
Social	Local Bodies	20	19.20	Between	184.44	4	46.11	1.28 <sup>NS</sup>	0.29

maladjustment	Private unaided	4	20.00	Groups					
	Private aided	10	24.40	Within Groups	3434.95	95	36.16		
	Registered	55	20.75						
	Un-registered	11	21.09	Total	3619.39	99			
Personality disintegration	Local Bodies	20	17.40	Between Groups	372.88	4	93.22	2.41 <sup>NS</sup>	0.05
	Private unaided	4	18.00						
	Private aided	10	24.50	Within Groups	3672.28	95	38.66		
	Registered	55	19.29						
	Un-registered	11	17.82	Total	4045.16	99			
Lack of Independence	Local Bodies	20	18.30	Between Groups	52.80	4	13.20	0.71 <sup>NS</sup>	0.59
	Private unaided	4	20.50						
	Private aided	10	19.70	Within Groups	1759.95	95	18.53		
	Registered	55	19.87						
	Un-registered	11	20.64	Total	1812.75	99			

NS: Not Significant

Table 4 shows that the ANOVA results of students opinion concerning Emotional Instability basing on their management, between groups and within groups, the ‘df’ values are 4 and 95 respectively and the sum of squares are 100.42 and 3006.89 and mean squares are 25.11 and 31.65 respectively. The F-ratio is 0.79, and the p-value is 0.53, which is not significant. Hence, the null hypothesis “There is no significant difference among the students basing on their management with respect to Emotional Unstability” is accepted.

About Emotional Regression, the ANOVA results of students opinion based on their management, between groups and within groups, the 'df' values are 4 and 95 respectively, and the sum of squares are 269.86 and 4669.93 and mean squares are 67.46 and 49.16 respectively. The F-ratio is 1.37, and the p-value is 0.25, which is not significant. Hence, the null hypothesis "There is no significant difference among the students basing on their management with respect to Emotional Regression" is accepted.

About Social Maladjustment, the ANOVA results of students opinion based on their management, between groups and within groups, the 'df' values are 4 and 95 respectively, and the sum of squares are 184.44 and 3434.95 and mean squares are 46.11 and 36.16 respectively. The F-ratio is 1.28, and the p-value is 0.29, which is not significant. Hence, the null hypothesis "There is no significant difference among the students basing on their management with respect to Social Maladjustment" is accepted.

Concerning Personal Disintegration, the ANOVA results of students opinion based on their management, between groups and within groups, the 'df' values are 4 and 95 respectively, and the sum of squares are 372.88 and 3672.28 and mean squares are 93.22 and 38.66 respectively. The F-ratio is 2.41, and the p-value is 0.05, which is not significant. Hence, the null hypothesis "There is no significant difference among the students basing on their management with respect to Social Maladjustment" is accepted.

Concerning Lack of Independence, the ANOVA results of students opinion basing on their management, between groups and within groups, the 'df' values are 4 and 95 respectively, and the sum of squares are 52.80 and 1759.95 and mean squares are 13.20 and 18.53 respectively. The F-ratio is 0.71, and the p-value is 0.59, which is not significant. Hence, the null hypothesis "There is no significant difference among the students basing on their management with respect to Lack of Independence" is accepted.

Table 5. Significant difference between urban and rural area students towards Emotional Maturity of Adolescents in IX class students

Area	Area	N	Mean	Std. Dev.	t-value	df
Emotional Instability	Urban	70	23.53	5.44	0.43 <sup>NS</sup>	98
	Rural	30	23.00	6.03		
Emotional Regression	Urban	70	24.23	7.10	0.73 <sup>NS</sup>	98
	Rural	30	23.10	7.02		

Social maladjustment	Urban	70	20.93	6.03	0.30 <sup>NS</sup>	98
	Rural	30	20.53	6.17		
Personality disintegration	Urban	70	19.74	6.17	1.25 <sup>NS</sup>	98
	Rural	30	18.00	6.83		
Lack of independence	Urban	70	19.59	3.75	0.23 <sup>NS</sup>	98
	Rural	30	19.80	5.39		

NS: Not Significant

Table 5 observed that the mean opinion scores of urban area students concerning Emotional Instability (23.53) are slightly higher than the mean score of rural area students (23.00). The calculated value of 't-value' is 0.43, which is not significant. This shows that there is no significant difference between urban and rural area students respect to Emotional Instability. Hence, the null hypothesis is accepted.

About Emotional Regression, the mean opinion scores of urban area students (24.23) are slightly higher than the mean score of rural area students (23.10). The calculated value of 't-value' is 0.73, which is not significant. This shows that there is no significant difference between urban and rural area students respect to Emotional Regression. Hence, the null hypothesis is accepted.

About Social Maladjustment, the mean opinion scores of urban area students (20.93) are slightly higher than the mean score of rural area students (20.53). The calculated value of 't-value' is 0.30, which is not significant. This shows that there is no significant difference between urban and rural area students respect to Social Maladjustment. Hence, the null hypothesis is accepted.

About Personality Disintegration, the mean opinion scores of urban area students (19.74) are slightly higher than the mean score of rural area students (18.00). The calculated value of 't-value' is 1.25, which is not significant. This shows that there is no significant difference between urban and rural area students respect to Personality Disintegration. Hence, the null hypothesis is accepted.

Lack of Independence, the mean opinion scores of rural area students (19.80) are slightly higher than the mean score of urban area students (19.59). The calculated value of 't-value' is 0.23, which is not significant. This shows that there is no significant difference between urban and rural area students respect to Lack of Independence. Hence, the null hypothesis is accepted.

Table 6. Significant difference between Telugu and English medium students towards Emotional Maturity of Adolescents in IX class students

Aspect	Medium	N	Mean	Std. Dev.	t-value	df
Emotional Unstability	Telugu	50	23.10	6.26	0.48 <sup>NS</sup>	98
	English	50	23.64	4.90		
Emotional Regression	Telugu	50	24.54	7.61	0.92 <sup>NS</sup>	98
	English	50	23.24	6.48		
Social maladjustment	Telugu	50	20.96	6.66	0.25 <sup>NS</sup>	98
	English	50	20.66	5.43		
Personality disintegration	Telugu	50	19.22	7.42	0.00 <sup>NS</sup>	98
	English	50	19.22	5.25		
Lack of independence	Telugu	50	19.56	5.09	0.21 <sup>NS</sup>	98
	English	50	19.74	3.33		

NS: Not Significant

Table 6 observed that the mean opinion scores of English medium students concerning Emotional Instability (23.64) are slightly higher than the mean score of Telugu medium students (23.10). The calculated value of 't-value' is 0.48, which is not significant. This shows that there is no significant difference between English and Telugu medium students respect to Emotional Instability. Hence, the null hypothesis is accepted.

About Emotional Regression, the mean opinion scores of Telugu medium students (24.54) is slightly higher than the mean score of English medium students (23.24). The calculated value of 't-value' is 0.92, which is not significant. This shows that there is no significant difference between English and Telugu medium students respect to Emotional Regression. Hence, the null hypothesis is accepted.



About Social Maladjustment, the mean opinion scores of Telugu medium students (20.96) is slightly higher than the mean score of English medium students (20.66). The calculated value of 't-value' is 0.25, which is not significant. This shows that there is no significant difference between English and Telugu medium students respect Social Maladjustment. Hence, the null hypothesis is accepted.

About Personality Disintegration, the mean opinion scores of English medium students (19.22) is equal to the mean score of Telugu medium students (19.22). The calculated value of 't-value' is 0.00, which is not significant. This shows that there is no significant difference between English and Telugu medium students respect to Personality Disintegration. Hence, the null hypothesis is accepted.

Lack of Independence, the mean opinion scores of English medium students (19.74) is slightly higher than the mean score of English medium students (19.56). The calculated value of 't-value' is 0.21, which is not significant. This shows that there is no significant difference between English and Telugu medium students respect to Lack of Independence. Hence, the null hypothesis is accepted.

## **VI. SUMMARY, CONCLUSIONS AND SUGGESTIONS**

Importance of emotional maturity during Adolescence

Major findings:

1. There is no significant difference between male and female students concerning Emotional Instability towards Emotional Maturity of Adolescents in IX class students of East Godavari district.
2. There is no significant difference between male and female students regarding Emotional Regression towards Emotional Maturity of Adolescents in IX class students of East Godavari district.
3. There is no significant difference between male and female students about Social Maladjustment towards Emotional Maturity of Adolescents in IX class students of East Godavari district.
4. There is no significant difference between male and female students concerning Personality Disintegration towards Emotional Maturity of Adolescents in IX class students of East Godavari district.
5. There is no significant difference between male and female students concerning Lack of Independence towards Emotional Maturity of Adolescents in IX class students of East Godavari district.
6. There is no significant difference among the students based on their school management concerning Emotional Instability towards Emotional Maturity of Adolescents in IX class students of East Godavari district.
7. There is no significant difference among the students based on their school management concerning Emotional Regression towards Emotional Maturity of Adolescents in IX class students of East Godavari district.
8. There is no significant difference among the students based on their school management concerning Social Maladjustment towards Emotional Maturity of Adolescents in IX class students of East Godavari district.

9. There is no significant difference among the students based on their school management concerning Personality Disintegration towards Emotional Maturity of Adolescents in IX class students of East Godavari district.

10. There is no significant difference among the students based on their school management concerning Lack of Independence towards Emotional Maturity of Adolescents in IX class students of East Godavari district.

11. There is no significant difference between urban and rural area students concerning Emotional Instability towards Emotional Maturity of Adolescents in IX class students of East Godavari district.

12. There is no significant difference between urban and rural area students concerning Emotional Regression towards Emotional Maturity of Adolescents in IX class students of East Godavari district.

13. There is no significant difference between urban and rural area students concerning Social Maladjustment towards Emotional Maturity of Adolescents in IX class students of East Godavari district.

14. There is no significant difference between urban and rural area students concerning Personality Disintegration towards Emotional Maturity of Adolescents in IX class students of East Godavari district.

15. There is no significant difference between urban and rural area students concerning Lack of Independence towards Emotional Maturity of Adolescents in IX class students of East Godavari district.

16. There is no significant difference between Telugu and English medium students concerning Emotional Instability towards Emotional Maturity of Adolescents in IX class students of East Godavari district.

17. There is no significant difference between Telugu and English medium students involving Emotional Regression towards Emotional Maturity of Adolescents in IX class students of East Godavari district.

18. There is no significant difference between Telugu and English medium students concerning Social Maladjustment towards Emotional Maturity of Adolescents in IX class students of East Godavari district.

19. There is no significant difference between Telugu and English medium students concerning Personality Disintegration towards Emotional Maturity of Adolescents in IX class students of East Godavari district.

20. There is no significant difference between Telugu and English medium students concerning Lack of Independence towards Emotional Maturity of Adolescents in IX class students of East Godavari district.

## **CONCLUSIONS**

The above analysis of Data regarding perceptions of IX Class students towards Emotional Maturity let the investigator draw the following conclusions.

1. This sample of IX class students holds fewer attitudes towards Emotional Maturity.

2. It concluded the variables Male and Female, Urban and Rural, Telugu Medium studying students and Medium English students, Local body, Private un-aided, Private Aided, Registered and Unregistered school students.

3. The male students are express more opinion concerning Emotional Instability, Emotional Regression, Personality Disintegration and Lack of Independence towards Emotional Maturity than the female students.

4.The female students are express more opinion concerning Social Maladjustment towards Emotional Maturity than the male students.

5.Private aided school students are express more opinion concerning Emotional Instability, Emotional Regression, Personality Disintegration and Social Maladjustment towards Emotional Maturity than the Local body, Private Unaided, Registered and Unregistered students.

6.Unregistered school students are express more opinion concerning Lack of Independence towards Emotional Maturity than the Local body, Private Aided, Private Unaided and Registered students.

7.Urban area students are express more opinion concerning Emotional Unstability, Emotional Regression, Personality Disintegration, Social Maladjustment and Lack of Independence towards Emotional Maturity than the rural area students.

8.English medium students are express more opinion concerning Emotional Instability, and Lack of Independence towards Emotional Maturity than the Telugu medium students.

9.Telugu medium students are express more opinion concerning Emotional Regression and Social Maladjustment towards Emotional Maturity than the rural area students.

10. Telugu and English medium students are express the same conclusion concerning Personality Disintegration towards Emotional Maturity than the rural area students.

### **Education implications**

1. Guidance and counselling period should include in the school time table.
2. Should be inculcated and opportunity for free expression of the student.
3. Should be maintained interpersonal relations in the student.
4. Should be developed positive thinking.
5. Should be understanding accepted and other feelings.
6. Should be developed democratic approach.
7. We should motivate the children to participate in discussions.
8. Parents should be careful attention to love protection support to their children.
9. Teachers should be driving the students.

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