IMPACT OF DEMOGRAPHIC VARIABLES ON SOCIAL MATURITY, AND EMOTIONAL MATURITY

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ABSTRACT

In a country, emotional strain is becoming more prevalent. At the adolescent stage, it is steadily increasing and is influenced by a variety of circumstances. Emotions are designed to help the organism cope with situations that require a lot of effort to survive. Emotions are intertwined with desires, needs, and passions. Emotional and social maturity is important determinants of personality patterns, and they also aid in the control of an adolescent's development. The present study is aimed to study the Social maturity and Emotional maturity in relation to school adjustment of secondary school students in the Guntur district of Andhra Pradesh. A total of twelve objectives, 6 hypotheses, and nine demographical variables were framed to study the Social maturity and Emotional maturity in relation to school adjustment—a sample of 1000 secondary school students from different areas in the Guntur District of Andhra Pradesh. The sample was drawn by using random sampling technique. The tools of data collection were the Social Maturity Scale, a standardized scale by Dr Nalini Rao and emotional maturity scale developed by Dr Yashvir Singh and School Adjustment Inventory standardized by A.K.P. Sinha and R.P. Sinha.

KEYWORDS: *Emotional Maturity, Social Maturity, Adolescence, Globalization*

INTRODUCTION

"A study of Social maturity Emotional maturity, in relation to school adjustment of secondary school students"

OPERATIONAL DEFINITIONS OF KEY TERMS

Emotional Maturity

Emotional maturity is characterized as responding appropriately to situations, managing your emotions, and communicating maturely with others. It also entails a thorough understanding of oneself, the world, and the realities of life. Emotional maturity can be operationally defined in the context of the current study as a score on the Emotional Maturity Scale. (Y. Singh and M. Bhargava,1991).

Social Maturity

According to Hurlock, a socially mature individual conforms not so much because he approves of established patterns of behaviour or is afraid of others but because he understands that each individual must be willing to fit his desires into the Society's pattern as a whole has approved.

The phrases social and maturity are combined to form the term social maturity. The term "social" refers to "living in communities," while "maturity" refers to "adjusting himself to the social" world around him. As a result, social maturity refers to achieving social maturity to develop positive relationships with family, friends, neighbours, and other members of our Society. Hurlock's social maturity is demonstrated by adherence to group norms, morals, and traditions and a sense of oneness.

SCHOOL ADJUSTMENT

According to Eysenck and Arnold, adjustment is "a situation in which the individual's desires, on the one hand, and the environment's demands, on the other hand, are completely satisfied." I. the process by which the individual and the objective or social environment can achieve a harmonious relationship; and ii. The process by which the individual and the objective or social environment can achieve a harmonious relationship. According to Boring et al., adjustment is the process by which a living body maintains a balance between its needs and the factors influencing its fulfilment. Adjustment, according to Munn, is a continuous process of addressing one's needs rather than a one-time event that involves practically all aspects of human conduct.

OBJECTIVES OF THE STUDY

The following objectives are framed for the present study by the researcher.

- To find out the level of social maturity of the secondary school students and classify them.

- To find out the social maturity of the secondary school students in different dimensions.

- To find out the influence of the following variables on the social maturity of the secondary school students

    - Gender

    - Locality.

    - Type of institutions

    - Type of school

    - Medium of instruction

    - Cast reservation

    - Parental education background

    - Parental Income.

    - Number of Sibling

- To find out the level of Emotional maturity of the secondary school students and classify them.

- To find out the Emotional maturity of the secondary school students in different dimensions.

- To find out the influence of the following variables on the Emotional maturity of the secondary school students.

- Gender

- Locality.

- Type of institutions

- Type of school

- Medium of instruction

- Cast reservation

- Parental education background

- Parental Income.

- Number of Sibling

- To find out the level of the school adjustment of the secondary school students and classify them.

- To find out the school adjustment of the secondary school students in different dimensions.

- To find out the influence of the following variables on school adjustment of the secondary school students.

  - Gender

  - Locality.

  - Type of institutions

  - Type of school

  - Medium of instruction

  - Cast reservation

  - Parental education background

  - Parental Income.

  - Number of Sibling

  - To find out the Relation between Social Maturity and Emotional Maturity of the secondary school students.

  - To find out the Relation between Social Maturity and School adjustment of the secondary school students.

  - To find out the Relation between Emotional Maturity and School adjustment of the secondary school students.

HYPOTHESES OF THE STUDY

The hypothesis is a tentative generalization which provides the basis for the whole study to be tested by facts. It is a wise and intelligent guess, supposition, inference, hunch, provisional statement, a tentative generation to the existence of some fact, condition or relationship relative to some phenomena which serves to explain already known facts in a given area of knowledge and which guides the search for new truth based on empirical evidence.

In the statistical hypothesis, the sample should represent the whole population. This can be ensured in random sampling where the population units have equal chances of being represented. The hypothesis to be tested in this study is the "Null Hypothesis". Ordinarily, a null hypothesis is a statement of belief that there is no relation to the independent and dependent variables. Once it is formulated, it will be either accepted or rejected, depending on the outcome. For the present study, the following hypotheses were framed:

Hypotheses 1

The secondary school students are possessing high social maturity.

- **Hypothesis 1A)** There would be no significant difference between boys and girls of the secondary school students in their social maturity.

- **Hypothesis 1B)** there would be no significant difference between rural and urban secondary school students in their social maturity.

- **Hypothesis 1C)** There would be no significant difference between government and private the secondary school students in their social maturity.

- **Hypothesis 1D)** There would be no significant difference in residential and non residential secondary school students in their social maturity.

- **Hypothesis 1E)** There would be no significant difference between Telugu and English medium of the secondary school students in their social maturity.

- **Hypothesis 1F)** There would be no significant difference in reserved and un-reserved of the secondary school students in their social maturity.

- **Hypothesis 1G)** There would be no significant difference in literate and illiterate parents of secondary school students in their social maturity.

- **Hypothesis 1H)** There would be no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their social maturity.

- **Hypothesis 1I)** There would be no significant difference one sibling and more than one sibling of the secondary school students in their social maturity

Hypotheses 2

The secondary school students are possessing high emotional maturity.

- **Hypothesis 2A)** There would be no significant difference between boys and girls of the secondary school students in their emotional maturity.

- **Hypothesis 2B)** there would be no significant difference between rural and urban secondary school students in their emotional maturity.

- **Hypothesis 2C)** There would be no significant difference between government and private the secondary school students in their emotional maturity.

- **Hypothesis 2D)** There would be no significant difference in residential and non residential secondary school students in their emotional maturity.

- **Hypothesis 2E)** There would be no significant difference between Telugu and English medium of the secondary school students in their emotional maturity.

- **Hypothesis 2F)** There would be no significant difference in reserved and un-reserved of the secondary school students in their emotional maturity.

- **Hypothesis 2G)** There would be no significant difference in literate and illiterate parents of secondary school students in their emotional maturity.

- **Hypothesis 2H)** There would be no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their emotional maturity.

- **Hypothesis 2I)** There would be no significant difference one sibling and more than one sibling of the secondary school students in their emotional maturity.

Hypotheses 3

The secondary school students are possessing high school adjustment.

- **Hypothesis 3A)** There would be no significant difference between boys and girls of the secondary school students in their school adjustment.

- **Hypothesis 3B)** there would be no significant difference between rural and urban secondary school students in their school adjustment.

- **Hypothesis 3C)** There would be no significant difference between government and private the secondary school students in their school adjustment.

- **Hypothesis 3D)** There would be no significant difference in residential and non residential secondary school students in their school adjustment.

- **Hypothesis 3E)** There would be no significant difference between Telugu and English medium of the secondary school students in their school adjustment.

- **Hypothesis 3F)** There would be no significant difference in reserved and un-reserved of the secondary school students in their school adjustment.

- **Hypothesis 3G)** There would be no significant difference in literate and illiterate parents of secondary school students in their school adjustment.

- **Hypothesis 3H)** There would be no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their school adjustment.

- **Hypothesis 3I)** There would be no significant difference one sibling and more than one sibling of the secondary school students in their school adjustment.

Hypothesis 4

There would be no significant relation between social maturity and Emotional maturity of secondary school students.

Hypothesis 5

There would be no significant relation between social maturity and School adjustment of secondary school students.

Hypothesis 6

There would be no significant relation between School adjustment and Emotional maturity of secondary school students.

Type of Hypothesis

The null hypothesis is selected for the present study.

Geographical Area of the Study

Out of the 26 districts in Andhra Pradesh, Guntur District is conveniently selected for this study.

Population for the Study

The population for the study consisted of secondary school students studying in the 9th class in high schools in the Guntur district. As per the information the Andhra Pradesh government received from the 9 class populations, 59.655 students are studying in the year 2021–2022.

Sampling Techniques

A stratified random sample of 1000 secondary school students in the Guntur district was selected for this study.

Methodology of the Study

The term "survey method" is defined by Webster's dictionary as It is not concerned with individual traits, but rather with aggregated statistics of the entire population or a representative sample of the population. Descriptive studies offer as a focused source of vital knowledge for educational stakeholders. They aid in determining the current state of educational programmes and making required improvements. As a result, the survey method was chosen for data collection in this study.

Tools Used for the Present Study

- Social Maturity Scale standardized scale by **Dr. Nalini Rao**

- Emotional Maturity scale by **Yashvir Singh (1977)**

- School Adjustment Inventory standardized scale by (AISS) by **A.K.P. Sinha and R.P. SinhaData analysis.**

Objective Wise Analysis in Social Maturity

- **Objective 1:** To find out the level of social maturity of the secondary school students and classify them.

- **Hypotheses 1:** The secondary school students are possessing high social maturity

Table 1: Whole Sample of Social Maturity in Secondary School Students

Sample	Size	Mean	% Mean	S.D
Whole	1000	220.74	61.31	7.35

Finding

The above table (1) finding reveals that the hypothesis is "there is high social maturity in secondary school students" it can be rejected as the secondary school students possess average level of social maturity.

Table 2: Classification of Secondary School Students on the Basis of their Social Maturity

S. No.	Level of Awareness	No. of Students	Percentage
1	Low	246	24.09%
2	Moderate	517	52.37%
3	High	237	23.54%

Finding

Table (2), Classification of social maturity the finding reveals that the secondary school pupils have a moderate level in their social maturity.

Area Wise Analysis in dimensions of Social Maturity

- **Objective 2:** To find out the social maturity of the secondary school students in different dimensions.

Table 3: Area Wise Different Dimensions in Social Maturity

S. No.	Dimensions	Mean	SD	% of mean
1.	Work Orientation (WO)	36.22	0.71	60.36
2.	Self Direction(SD)	27.28	0.64	54.56
3.	Ability to take Stress(AS)	24.17	0.82	60.425
4.	Communication(CM)	39.26	0.83	65.43
5.	Enlightened Trust (ET)	23.09	0.89	46.18
6.	Cooperation (CO)	17.46	0.88	43.65
7.	Social Commitment (SC)	18.19	0.87	30.31
8.	Social Tolerance (ST)	18.66	0.88	37.32
9.	Openness to Change(OC)	16.41	0.83	41.025

Finding

The above table 3 finding reveals that in dimensions of interpersonal adequacy of social maturity, the sub area of communication (CM) is highly performed among secondary school students, both boys and girls, having communication skills in their social maturity than other dimensions of social maturity.

Variable Wise Analysis in Social maturity,

- **Objective 3:** To find out the influence of the following variables on the social maturity of the secondary school students.

- **Hypothesis 1A)** There would be no significant difference between boys and girls of the secondary school students in their social maturity.

Table 4: Comparison of Social Maturity of Boys and Girls of Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Boys	496	218.85	7.38	1.78	0.45	3.95[**]
Girls	504	219.63	7.21			

** Significant at 0.05 Level

Finding

From the above table (4), it is found that the "t" value is 3.95, which is significant at the 0.05 level. Hence, the hypothesis is that "There would be no significant difference between boys and girls of the secondary school students in their social maturity."It can be rejected for the variable "Gender" at the 0.05 level of significance. The result shows that gender has an impact on their social maturity.

- **Hypothesis 1B)** there would be no significant difference between rural and urban secondary school students in their social maturity.

Table 5: Comparison of Social Maturity among Rural and Urban Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Rural	496	217.71	7.64	2.06	0.45	4.57[**]
Urban	504	219.77	6.89			

**Significant at 0.05 Level

Finding

From the above table (5), it is found that the "t" value is 4.57, which is significant at 0.05 levels. Hence, the hypotheses are, "there would be no significant difference between rural and urban secondary school students in their social maturity". It can be rejected for the variable "locality" at the 0.05 level of significance. The result shows that the locality has an impact on their social maturity.

- **Hypothesis 1C)** There would be no significant difference between government and private the secondary school students in their social maturity.

Table 6: Comparison of Social maturity of Government and Private Schools

Variable	Sample Size	Mean	S.D.	Mean Difference	S .Ed	't' value
Government	496	218.29	7.30	0.92	0.46	2.0[**]
Private	504	219.21	7.39			

**Significant at 0.05 Level

Finding

From the above table (6), it is found that the "t" value is 2.0, which is significant at the 0.05 level. Hence, the hypothesis is that "There would be no significant difference between government and private the secondary school students in their social maturity". It can be rejected for the variable "type of institution" at the 0.05 level of significance.

- **Hypothesis 1D)** There would be no significant difference in residential and non residential of secondary school students in their social maturity.

Table 7: Comparison of Social maturity of Residential and Day-Scholar Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	t value
Residential	496	217.90	7.38	1.71	0.46	3.71[**]
Non residential	504	218.61	7.23			

** Significant at 0.05 Level

Finding

From the above table (7), it is found that the t value is 3.71, which is significant. Hence, the hypothesis is that there would be no significant difference in residential and non residential of secondary school students in their social maturity. It can be rejected for the variable "type of school". It is significant at the 0.05 level of significance. Both residential and non-residential secondary school students have different levels in their social maturity.

- **Hypothesis 1E:** There would be no significant difference between Telugu and English medium of the secondary school students in their social maturity.

Table 8: Comparison of Social Maturity of Medium Instruction

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Telugu Medium	504	219.52	7.46	0.47	0.46	1.02
English Medium	496	219.99	7.24			

Not Significant at 0.05 Level

Finding

From the above table (8), it is found that the "t" value is 1.02, which is not significant at the 0.05 level. Hence, the hypothesis is that "There would be no significant difference between Telugu and English medium of the secondary school students in their social maturity". It can be accepted for the variable "medium of instruction" at a 0.05 level of significance. The result shows that the medium of instruction has no impact on the social maturity of secondary school students.

- **Hypothesis 1F)** There would be no significant difference in reserved and un-reserved of the secondary school students in their social maturity.

Table 9: Comparison of Social Maturity of Cast Reservation Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed Value	't' value
Reserved	512	219.96	7.10	0.42	0.46	0.91
Unreserved	488	219.54	7.61			

Not Significant at 0.05 Level

Finding

From the above table (9), it is found that the t value is 0.91, which is significant. Hence, the hypothesis is that "there would be no significant difference in reserved and un-reserved of the secondary school students in their social maturity. It can be accepted for the variable "cast reservation". It is significant at the 0.05 level of significance. Both reserved and unreserved secondary school students have the same levels in their social maturity.

- **Hypothesis 1G)** There would be no significant difference in literate and illiterate parents of secondary school students in their social maturity.

Table 10: Comparison of Social Maturity of Secondary School Students of Literate Parents and Illiterate Parents

Variable	Sample Size	Mean	S.D.	Mean Difference	SED Value	t- value
Literate Parents	512	218.85	7.20	0.20	0.46	0.43
Illiterate Parents	488	218.65	7.52			

Not Significant at 0.05 Level

Finding

From the above table (10), it is found that the "t" value is 0.43, which is not significant. Hence, the hypothesis is "There is no significant difference in the social maturity of secondary school students of literate and illiterate parents." It can be accepted for the variable "Parental educational background" at a 0.05 level of significance. Illiterate parents and literate parents are at the same level in their social maturity as secondary school pupils.

- **Hypothesis 1H)** There would be no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their social maturity.

Table 11: Comparison of Social Maturity of Secondary School Students Parents of with Annual Income below Rs.1, 00,000 and Above Rs.1, 00,000

Variable	Sample Size	Mean	S.D.	Mean Difference	SED	't' value
Below Rs. 1,00,000	512	218.51	7.41	0.5	0.46	1.08
Above Rs. 1,00,000	488	219.01	7.29			

Not Significant at 0.05 level

Finding

From the above table (11), it is found that the "t" value is 1.08, which is not significant at the 0.05 level. Hence, the hypothesis is that "there is no significant difference in the social maturity of secondary school students of parents with an annual income below Rs. 1, 00,000 and above Rs. 1, 00,000. It can be accepted for the variable "Parental annual income" at a 0.05 level of significance.

- **Hypothesis 1I)** There would be no significant difference one sibling and more than one sibling of the secondary school students in their social maturity

Table 12: Comparison of Social Maturity of Secondary School Students Number of Siblings

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
More than one	793 207	219.35 158.41	7.806 8.076	1.34	0.635	2.11*
One	207	218.01	7.29			

** Significant at 0.05

Finding

From the above table (12), it is found that the "t" value is 2.11, which is significant. Hence, the hypothesis is "There would be no significant difference one sibling and more than one sibling of the secondary school students in their social maturity**.**" It can be rejected for the variable "number of sibling" at a 0.05 level of significance.

Objective Wise Analysis in Emotional maturity

- **Objectives 4:** To find out the level of Emotional maturity of the secondary school students and classify them.

- **Hypothesis 2:** There is high emotional maturity in secondary school students.

Table 13: Emotional Maturity of Secondary School Students

Sample	Size	Mean	% Mean	S.D
Whole	1000	157.53	65.62	5.16

Findings

From the mean value of table (13), it is evident that there was above average extrovert emotional maturity in secondary school students. The hypothesis that "there is high emotional maturity in secondary school students" can be rejected as secondary school students possess average extrovert emotional maturity.

Analysis of Classification in Emotional Maturity

Table 14: Classification of the Scores of Emotional Maturity of Secondary School Pupils

S. No.	Level of Awareness	No. of Students	Percentage
1	Low	244	23.25%
2	Moderate	558	55.55%
3	High	215	21.20%

Findings

The level of awareness is higher in moderate pupils than in low and high-achieving pupils in their emotional maturity as secondary school students.

Area Wise Analysis in Emotional Maturity

- **Objectives 5:** To find out the Emotional maturity of the secondary school students in different dimensions.

Table 15: Different Dimensions of the Emotional Maturity

Dimensions of Emotional Maturity	Mean	% of Mean	SD
1. Emotional Stability	32.31	64.62	1.05
2. Emotional Progression	33.13	66.26	1.01
3. Social Adjustment	32.32	64.64	1.04
4. Personality integration	33.22	53.10	0.99
5. Independence	26.55	66.375	1.07
6. Overall Emotional Maturity	157.53	65.62	5.16

Finding

From the above result, it is clear that the total dimensions of the emotional maturity of secondary school students, the dimensions of independence, are highly performed in emotional maturity compared to other dimensions of emotional maturity. The students have an average level of emotional maturity in the dimensions of independence.

Percentage of Mean Value of Different Dimensions of Emotional Maturity

Variable Wise Analysis in Emotional Maturity

- **Objective 6:** To find out the influence of the following variables on the Emotional maturity of the secondary school students.

- **Hypothesis 2A:** There would be no significant difference between boys and girls of the secondary school students in their emotional maturity.

Table 16: Comparison of Emotional Maturity of Boys and Girls Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Boys	496	155.53	5.28	0.93	0.32	2.90[*]
Girls	504	156.46	5.01			

** Significant at 0.05 Level

Finding

From the above table (16), it is found that the "t" value is 2.90, which is significant at the 0.05 level. Hence, the hypothesis is that there is no significant difference in the emotional maturity of boys and girls in secondary school students. It can be rejected for the variable "Gender" at a 0.05 level of significance.

- **Hypothesis 2B:** there would be no significant difference between rural and urban secondary school students in their emotional maturity.

Table 17: Comparison of Emotional Maturity of Rural and Urban Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Rural	504	156.34	5.36	0.69	0.32	2.15[**]
Urban	496	155.65	4.94			

** Significant at 0.05 Level

Finding

From the above table (17), it is found that the "t" value is 2.15, which is significant at the 0.05 level. Hence, the hypothesis that **"there** would be no significant difference in the emotional maturity of rural and urban secondary school students" It can be rejected for the variable "locality" at a 0.05 level of significance. The result shows that locality impacts on the emotional maturity of secondary school students.

- **Hypothesis 3C:** There would be no significant difference between government and private the secondary school students in their emotional maturity.

Table 18: Comparison of Emotional maturity of Government and Private Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Government	496	155.74	5.24	0.51	0.32	1.59
Private	504	156.25	5.08			

Not Significant at 0.05 Level

Finding

From the above table (18), it is found that the "t" value is 1.59, which is not significant at the 0.05 level. Hence, the hypothesis is that "there would be no significant difference in the emotional maturity of government and private secondary school students." It can be rejected for the variable **"Type of Institute"** because it is not significant at a 0.05 level of significance. The result shows that the variable "type of institute" has no impact on the emotional maturity of secondary school students. Government and private secondary school students have same levels in their emotional maturity.

- **Hypothesis 2D:** There would be no significant difference in the Emotional maturity of residential and day-scholar secondary school students.

Table 19: Comparison of Emotional maturity of Residential and Day-Scholar Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Residential	496	155.87	5.14	0.25	0.32	0.78
Non Residential	504	156.12	5.19			

Not Significant at 0.05 Levels

Finding

From the above table (19), it is found that the "t" value is 0.78, which is not significant at the 0.05 level. Hence, the hypothesis is that **"there would be no significant difference in the emotional maturity of residential and non-residential secondary school students."** It can be accepted that the variable **"Type of school"** is not significant at the 0.05 level of significance. The result shows that the variable "type of school" has no impact on the emotional maturity of secondary school students. Residential and non-residential secondary school students are at the same level in their social maturity.

- **Hypothesis 2E:** There would be no significant difference in the Emotional maturity of Telugu medium and English medium secondary school students.

Table 20: Comparison of Emotional maturity of Telugu Medium and English Medium Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Telugu Medium	504	156.16	5.12	0.33	0.32	1.03
English Medium	496	155.83	5.21			

Not Significant at 0.05 Level

Finding

From the above table (20), it is found that the "t" value is 1.03, which is not significant at the 0.05 level. Hence, the hypothesis is that "there would be no significant difference in the emotional maturity of Telugu-medium and English-medium secondary school students." It can be accepted for the variable "medium of instruction" at a 0.05 level of significance. The result shows that the variable medium of instruction has no impact on their emotional maturity as secondary school students.

- **Hypothesis 2F:** There would be no significant difference in the Emotional maturity of reserved and unreserved secondary school students.

Table 21: Comparison of Emotional Maturity of Reserved and Unreserved Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed Value	't' value
Reserved	512	156.89	5.04	0.2	0.32	0.62
Unreserved	488	157.09	5.29			

Not Significant at 0.05 Level

Finding

From the above table (21), it is found that the t value is 0.62, which is not significant. Hence, the hypothesis is that there would no significant difference in the emotional maturity of reserved and unreserved secondary school students. It is accepted for the variable "cast reservation".

- **Hypothesis 2H:** There would no significant difference in the Emotional maturity of secondary school students of literate and illiterate parents.

Table 22: Comparison of Emotional Maturity of Secondary School Students of Literate Parents and Illiterate Parents

Variable	Sample Size	Mean	S.D.	Mean Difference	Standard Error of Mean Difference	't' value
Literate Parents	512	155.92	5.25	0.14	0.32	0.43
Illiterate Parents	488	156.06	5.08			

Not Significant at 0.05 Levels

Finding

From the above table (22), it is found that the "t" value is 0.43. This is not significant, hence. The hypothesis is that "there is no significant difference in the emotional maturity of secondary school students of literate and illiterate parents." It can be accepted for the variable "Parental educational background" at a 0.05 level of significance.

- **Hypothesis 2I:** There would be no significant difference in the Emotional maturity in secondary school students of parents with an annual income below Rs.1, 00,000 and above Rs.1, 00,000.

Table 23: Comparison of Emotional Maturity of Secondary School Students of Parents with an Annual Income Below Rs.1, 00,000 and Above Rs.1,00,000

Variable	Sample Size	Mean	S.D.	Mean Difference	S ED value	't' value
Below Rs. 1,00,000	512	155.74	5.19	0.51	0.32	1.68
Above Rs. 1,00,000	488	156.25	5.13			

Not Significant at 0.05 Levels.

Finding

From the above table (23), it is found that the "t" value is 1.68, which is not significant at the 0.05 level. Hence, the hypothesis is that "There is no significant difference in the emotional maturity of secondary school students of parents with an annual income below Rs. 1,00,000 and above Rs. 1,00,000." It can be accepted for the variable "Parental educational background" at a 0.05 level of significance. The result shows that the parents' educational background has no impact on the emotional maturity of secondary school students. Both parents' below 1 lakh and above 1 lakh are at the same level in their emotional maturity.

- **Hypotheses 2G)** There would be no significant difference one sibling and more than one sibling of the secondary school students in their emotional maturity.

Table 24: Comparison of Emotional Maturity of Secondary School Students One Sibling and More Siblings

Variable		Mean	S.D.	Mean Difference	S. Ed value	't' value
More than One	793	156.65	9.355	2.34	0.735	3.18*
	207	158.41	8.076			
One	207	154.31	9.356			

Significant at 0.05 Level

Finding

From the above table (24), it is found that the "t" value is 3.18, which is significant at the 0.05 level. Hence, the hypothesis is that there would be no significant difference one sibling and more than one sibling of the secondary school students in their emotional maturity.

It can be rejected for the variable "number of siblings" at a 0.05 level of significance. The result shows that the number of siblings has an impact on the social maturity of secondary school students; both of the students from one sibling and those from more than one sibling are different in their emotional maturity. More than one sibling have better than one sibling.

Objective Wise Analysis in School Adjustment

- **Objective 7:** To find out the level of the school adjustment of the secondary school students and classify it.

- **Hypothesis 3:** There would be high school adjustment in secondary school students.

Table 25: School adjustment of Secondary School Students

Sample	Size	Mean	% Mean	S.D
Whole	1000	45.65	76.08	7.2

Findings

From the mean value of table 25, it is evident that there was above average extrovert school adjustment in secondary school students. The hypothesis that "there would be high school adjustment in secondary school students" can be rejected as secondary school students possess above average extrovert in school adjustment.

Analysis of Classification in School Adjustment

Table 26: Classification of Secondary School Students on the Basis of their School Adjustment

S. No.	Level of Awareness	No. of Students	Percentage
1	Low	242	24.2
2	Moderate	615	61.5
3	High	143	14.3

Finding

The above table reveals that secondary school pupils have a moderate level of school adjustment. Most students appear to be adjusting well to their new school environment and communicating effectively with their peers.

Area Wise Analysis in dimensions of School adjustment

- **Objective 8:** To find out the school adjustment of the secondary school students in different dimensions.

Table 27: Area Wise Analysis in Dimensions of School Adjustment

Serial No	Adjustment Areas	Mean	SD	% of Mean
1	Emotional	12.71	3.08	63.55
2	Social	17.33	2.41	86.65
3	Educational	15.61	1.71	78.05

Finding

The above table finding reveals that area Wise Analysis in dimensions of school adjustment. One of the dimensions of social adjustment is high performance in school adjustment than other dimensions among secondary school students. The students have a high level of social adjustment, as evidenced by their ability to communicate with their parents, siblings, and society.

Variable Wise Analysis in School Adjustment

- **Objective 9:** To find out the influence of the following variables on school adjustment of the secondary school students.

- **Hypothesis 3A:** There would be no significant difference between boys and girls of the secondary school students in their school adjustment.

Table 28: Comparison of School Adjustment of Boys and Girls of Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Boys	496	142.64	7.01	2.01	0.46	4.36
Girls	504	144.65	7.58			

*Significant at 0.05 Level

Finding

From the above table (28), it is found that the "t" value is 4.36, which is significant at the 0.05 level. Hence, the hypothesis is that "There would be no significant difference between boys and girls of the secondary school students in their school adjustment." It can be rejected that the variable "gender" has a 0.05 level of significance. The result shows that gender has an impact on the school adjustment of secondary school students. Both boys and girls have different levels in their school adjustment in secondary schools. Girls having better in their school adjustment when compare with boys.

- **Hypothesis 3B:** there would be no significant difference between rural and urban secondary school students in their school adjustment.

Table 29: Comparison of School Adjustment of Rural and Urban Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Rural	504	142.99	7.28	1.31	0.46	2.84[**]
Urban	496	144.30	7.40			

** Significant at 0.05 Level

Finding

From the above table (29), it is found that the "t" value is 2.84, which is significant at the 0.05 level. Hence, the hypothesis is that "there would be no significant difference between rural and urban secondary school students in their school adjustment." It can be rejected for the variable "locality" at the 0.05 level of significance. The result shows that the locality has impact on their school adjustment. The rural pupils and the urban pupils have difference level in their school adjustment. Urban pupils have better in their adjustment when compared with urban pupils.

- **Hypothesis 3C:** There would be no significant difference between government and private the secondary school students in their school adjustment.

Table 30: Comparison of School Adjustment of Government and Private Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Government	496	144.56	7.33	0.17	0.46	0.36
Private	504	144.73	7.40			

Not Significant at 0.05 Level

Finding

From the above table (30), it is found that the "t" value is 0.36, which is not significant at the 0.05 level. Hence, the hypothesis is that "There would be no significant difference between government and private the secondary school students in their school adjustment. It can be accepted for the variable "Type of Institute" at the 0.05 level of significance. The result show that the type of institution does not impact on their school adjustment in secondary school students. Government school pupils and private school pupils are having the same levels in their school adjustment.

- **Hypothesis 3D:** There would be no significant difference in residential and non residential secondary school students in their school adjustment.

Table 31: Comparison of School Adjustment of Residential and Day-Scholar Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Residential	496	143.21	7.37	0.87	0.46	1.89
Non Residential	504	144.08	7.34			

Not Significant at 0.05 Level

Finding

From the above table (31), it is found that the "t" value is 1.89, which is not significant at the 0.05 level. Hence, the hypothesis is that "There would be no significant difference in residential and non residential secondary school students in their school adjustment." It can be accepted for the variable "Type of school" at the 0.05 level of significance. The result show that the type of school does not impact in their school adjustment in secondary school students. Residential and non residential secondary school students are having the same levels in their school adjustment.

- **Hypothesis 3E:** There would be no significant difference between Telugu and English medium of the secondary school students in their school adjustment.

Table 32: Comparison of School Adjustment of Telugu Medium and English Medium Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Telugu Medium	504	144.61	7.51	0.08	0.46	0.17
English Medium	496	144.69	7.22			

Not Significant at 0.05 Level

Finding

From the above table (32), it is found that the "t" value is 0.17, which is not significant at the 0.05 level. Hence, the hypothesis is that" "There is no significant difference in the school adjustment of Telugu medium and English medium secondary school students" It can be accepted for the variable medium of instruction" at a 0.05 level of significance. The result shows that the medium of instruction has dose not impact in their school adjustment of secondary school students. Telugu medium and English medium school students have the same levels of school adjustment.

- **Hypothesis 3F:** There would be no significant difference in reserved and un-reserved of the secondary school students in their school adjustment.

Table 33: Comparison of School Adjustment of Reserved and Unreserved Secondary School Students

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Reserved	512	143.79	7.35	0.3	0.46	0.65
Unreserved	488	143.49	7.38			

Not Significant at 0.05 Level

Finding

From the above table (33), it is found that the t value is 0.65, which is not significant. Hence, the hypothesis is that "There would be no significant difference in reserved and un-reserved of the secondary school students in their school adjustment". It can be accepted for the variable "cast reservation**". It is not significant at the** 0.05 level of significance. Both reserved and unreserved secondary school students having same levels in their school Adjustment.

- **Hypothesis 3G:** There would be no significant difference in literate and illiterate parents of secondary school students in their school adjustment.

Table 34: Comparison of School Adjustment of Secondary School Students of Literate Parents and Illiterate Parents

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Literate Parents	512	143.77	7.29	0.25	0.46	0.54
Illiterate Parents	488	143.52	7.45			

Not Significant at 0.05 Level

Finding

From the above table (34), it is found that the "t" value is 0.54, which is not significant. Hence; the hypothesis is "There would be no significant difference in literate and illiterate parents of secondary school students in their school adjustment" It can be accepted for the variable "parental education background "at 0.05 level of significance. Both of The illiterate parents of secondary school pupils and literate parents of secondary school pupils are significantly having the same levels in their school adjustment.

- **Hypothesis 3I:** There would be no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their school adjustment.

Table 4.35:

Table 35: Comparison of School adjustment of Secondary School Students of parents with an Annual Income below Rs.1, 00,000 and Above Rs.1, 00,000

Variable	Sample Size	Mean	S.D.	Mean Difference	S. Ed	't' value
Below Rs. 1,00,000	512	143.76	7.25	0.75	0.46	1.63
Above Rs. 1,00,000	488	144.51	7.49			

*Not Significant at 0.05 Level

Finding

From the table 35, it is evident that the school adjustment level in secondary school students of parents with an annual income below rupees one lakh, and above rupees one lakh is not significantly different, though both of them possess an average school adjustment.

Hence the hypothesis that there would be no significant difference between below 1 lack and above 1 lacks parental income of the secondary school students in their school adjustment. Can be accepted as there is a no significant difference in the school adjustment level of secondary school students of parents with an annual income below one lakh, and above rupees one lakh.

- **Hypothesis 3I)** There would be no significant difference one sibling and more than one sibling of the secondary school students in their school adjustment.

Table 36: Comparison of School Adjustment of Secondary School Students of more than One Sibling and One Sibling

Variable	Sample size	Mean	S.D.	Mean Difference	S. Ed.	t value
More than one	793 207	139.99	11.71	6.31	0.82	7.69*
One	207	146.30	9.66			

** Significant at 0.05 Level

Finding

From the above table (36), it is found that the "t" value is 7.69 .which is significant hence; the hypothesis is "There would be no significant difference one sibling and more than one sibling of the secondary school students in their school adjustment. It can be rejected for the variable 'number of sibling' at 0.05 level. More than one sibling of secondary school pupils are significantly better than one sibling of secondary school pupils in their school adjustment.

Analysis of Correlation

- **Objective10:** To find out the Relation between Social maturity and Emotional maturity of the secondary school students.

- **Hypothesis 4:** There would be no correlation between social maturity and Emotional maturity of secondary school students.

Table 37: Correlation between Social Maturity and Emotional Maturity of Secondary School Students

S. No.	Variables	Sample Size	df	'r'
1	Social Maturity	1000	998	0.23
2	Emotional Maturity	1000		

Finding

From the above table (37), it is found that the "r" value is 0.23 the calculated 'r-value is greater than the table value of 'r' at a 0.01 level of significance. Thus, hypotheses - 27 is rejected. Hence, it is concluded that there is a positive correlation between Social maturity and emotional maturity of secondary school students. From the above table, it is also clear that Social maturity and emotional maturity are positively correlated.

- **Objective11:** To find out the Relation between social maturity and school adjustment of the secondary school students.

- **Hypothesis 5:** There is no correlation between social maturity and school adjustment of secondary school students.

Table 38: Correlation between Social Maturity and School Adjustment of Secondary School Students

S. No.	Variables	Sample Size	df	'r'
1	Social Maturity	1000	998	0.18
2	School Adjustment	1000		

Finding

From the above table (38), it is found that the "r" value is 0.18 the calculated 'r-value is greater than the table value of 'r' at a 0.01 level of significance. Thus, hypothesis - 5 is rejected. Hence, it is concluded that there is a positive correlation between Social maturity and School adjustment of secondary school students. From the above table, it is also clear that Social maturity and School adjustment are positively correlated.

- **Objective 12:** To find out the Relation between Emotional maturity and school adjustment of the secondary school students.

- **Hypothesis 6:** There is no correlation between Emotional maturity and school adjustment of secondary school students.

Table 39: Correlation between Emotional Maturity and School Adjustment of Secondary School Students

S. No.	Variables	Sample Size	df	'r'
1	Emotional Maturity	1000	998	0.12
2	School Adjustment	1000		

Finding

From the above table (39), it is found that the "r" value is 0.12 the calculated 'r-value is greater than the table value of 'r' at a 0.01 level of significance. Thus, hypothesis - 6 is rejected. Hence, it is concluded that there is a positive correlation between Emotional maturity and School adjustment of secondary school students. From the above table, it is also clear that Social maturity and School adjustment are positively correlated.

CONCLUSION

The student's ability to learn grows in tandem with their age. However, when such instruments are used, students experience mental anguish, and they have no control over their emotional behaviour at this point. However, if a student understands their emotions, she or they will have fewer behavioural issues and will not engage in sexual misconduct. As soon as they reach the age of maturity, their emotional maturity increases. However, if the right information is provided, psychology can shed light on issues such as a student's type of behaviour at school. Such studies can determine whether or not a student is mature enough to deal with emotional issues. Teenagers nowadays consume everything that is presented to them via television.

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