

**EMOTIONAL MATURITY AMONG ADOLESCENTS WITH RESPECT
TO PARENTING STYLE IN SITAPUR DISTRICT OF UTTAR PRADESH**

*A thesis submitted to Pondicherry University
for the award of the degree of*

DOCTOR OF PHILOSOPHY

in

**HOME SCIENCE
(HUMAN DEVELOPMENT AND FAMILY STUDIES)**

by

SARLA DEVI

(Ph.D. Full Time – PU/CE/E9/PHD/2013-14)
Post Graduate and Research Department of Home Science
Bharathidasan Government College for Women
(A NAAC Re-Accredited Autonomous College affiliated to Pondicherry University)
Puducherry - 605 003



under the guidance of

Dr. V. RAJI SUGUMAR

Associate Professor and Head
Post Graduate and Research Department of Home Science
Bharathidasan Government College for Women
(A NAAC Re-Accredited Autonomous College affiliated to Pondicherry University)
Puducherry - 605 003

MARCH 2018

Dr. (Mrs.) V. RAJI SUGUMAR

Research Guide

Associate Professor and Head

Post Graduate and Research Department of Home Science

Bharathidasan Government College for Women

(A NAAC Re-Accredited Autonomous College affiliated to Pondicherry University)

Puducherry - 605 003

CERTIFICATE

This is to certify that the thesis entitled **“Emotional Maturity among Adolescents with respect to Parenting Style in Sitapur District of Uttar Pradesh”** submitted to the Pondicherry University, Puducherry, in partial fulfillment of the requirements for the award of the degree of Doctor of Philosophy in Home Science (Human Development and Family Studies). It is a record of original research done by **SARLA DEVI** during the period of her study from 2012 to 2018 in the Post Graduate and Research Department of Home Science, Bharathidasan Government College for Women (Autonomous), Puducherry under my guidance and supervision. This thesis has not formed before the basis for the award for any other degree, diploma, associateship, fellowship or any other similar titles.

Signature of the guide & Head of the Department

(Dr. V. RAJI SUGUMAR)

Place: Puducherry

Date:

SARLA DEVI

Ph.D. Scholar: Full Time (PU/CE/E9/PHD/2013-14)

Post Graduate and Research Department of Home Science

Bharathidasan Government College for Women

(A NAAC Re-Accredited Autonomous College affiliated to Pondicherry University)

Puducherry - 605 003

DECLARATION

I hereby declare that the thesis entitled **“Emotional Maturity among Adolescents with respect to Parenting Style in Sitapur District of Uttar Pradesh”** is submitted to the Pondicherry University, Puducherry, in partial fulfillment of the requirements for the award of the Degree of Doctor of Philosophy in Home Science (Human Development and Family Studies). It is a record of original research done by me during the period of my study from 2012 to 2018 in the Post Graduate and Research Department of Home Science, Bharathidasan Government College for Women (Autonomous), Puducherry, under the guidance and supervision of **Dr. V. RAJI SUGUMAR**, Associate Professor and Head of the Department of Home Science, Post Graduate and Research Department of Home Science, Bharathidasan Government College for Women (Autonomous), Puducherry and that the thesis has not formed before the basis for the award for any degree, diploma, associateship fellowship or any other similar titles.

Place: Puducherry

Date:

Signature of the Candidate

(SARLA DEVI)

ACKNOWLEDGEMENT

My all praises and thanks to the God, the Almighty, for his infinite grace and kindness.

I extend my gratitude to the former Principals of Bharathidasan Government College for Women (Autonomous) **Dr. N. Soundaravalli, Dr. S. Varalakshmi, Dr. Souriapragasam, Dr. Sasi Kanth Dash** and the present principal **Dr. P. Poongavanam** for giving me this opportunity to conduct research in the Department of Home science.

I express my deep sense of gratitude to my Guide, **Dr. V. Raji Sugumar**, Post Graduate and Research Department of Home Science, Bharathidasan Government College for Women, Puducherry for her constant encouragement and support throughout the research period. Without her advice, expertise and meticulous guidance this research would not have materialized.

I am thankful to **Dr. Josephine Nirmala Many**, former Head of the Department of Home Science, Bharathidasan Government College for Women (Autonomous) Puducherry, for her wholehearted support and invaluable help rendered during my study period.

I am thankful to **Dr. Vishnuverdhan** Associate Professor Department of Statistics (Pondicherry University) Pondicherry and **Dr. Niraimadhi Anandhan** for the statistical guidance

I express my deep sense of gratitude to **Anitha A.**, Research Scholar of Home Science, Bharathidasan Government College for Women, for her support, suggestions, and her help in the analysis of data and statistical computations.

My special thanks to **Savita D.** for her empathy, valuable comments and inputs throughout my study period.

I would like to express my appreciation to **Dr. Mrs. Soma Shukla** corporate trainer and counselor for her help in conducting the Intervention Programme. I would like to express my heartfelt gratitude to **Dr. Ashwani Kumar Singh**, Assistant Professor Regency Teachers Training College Sitapur (Affiliated University- CSJM University Kanpur, UP) his help in conducting the Intervention Programme.

My thanks are due to **Dr. Shalini Agarwal**, Assistant professor Department of Human Development and Family Studies, School for Home Science, Babasaheb Bhimrao Ambedkar University, Lucknow (U.P.), for their support and valuable inputs throughout my study period. I would like to thank all my colleagues for their critical comments and constant motivation which have been a source of encouragement.

I wish to express my heartfelt gratitude to all the **Principals** of secondary schools in Sitapur District of Uttar Pradesh, for having granted me permission to carry out the research and collect the data from their school students. My sincere thanks to the respondents and their parents for their support and co-operation.

A special word of appreciation is rendered to **Dr. Arun Tipandjan**, Psychologist Counseling and Research, for his continuous guidance in the development of this dissertation.

Finally, I deliver a word of thanks to my parents **Mr. Babu Ram Suman** and **Mrs. Jagdamba Devi** for their unconditional love and constant motivation. I render a word of thank to my fiancé **Navin**, sisters and my brother for their unwavering support.

Last but not the least I thank my close friends for encouraging me and for helping me to complete my study successfully. I also place on record, my sense of gratitude to one and all, who directly or indirectly, have lent their hand in this research.

SARLA DEVI

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EXECUTIVE SUMMARY

Majority of parents consider adolescent years as the most intricate period of child rearing. Generally it is observed that in addition to genetic factors, child-rearing practices play a critical role, in the development of a child in particular the disciplining practices are considered more important where parental disciplining is very essential for building healthy emotionality and personality of the child, despite rapid changes within the modern family in today's world. As emotional maturity play a central part in the behavioral pattern of an individual, parents have a major role in enhancing the emotional maturity of their adolescents because they are the first teachers of the child. Thus the present study "Emotional Maturity among Adolescents with respect to parenting style in Sitapur District of Uttar Pradesh" proceeded with the objective to assess the emotional maturity of adolescents and their parent's parenting style, to understand the factors that affect emotional maturity and to study the impact of intervention programme on the emotional maturity of adolescents.

The study was carried out in Sitapur District of Uttar Pradesh being the place of residence of the researcher and rapport established earlier. Prior permission from the selected schools to carry out the study was obtained. The sample size was 1400 comprising of 700 boys and 700 girls were chosen from both English (n=700) and Hindi (n=700) medium schools; comprising the State Board of UP and Central Board. To elicit the necessary information, the following tools were used for the study namely a self-administered pre-tested questionnaire, a standardized emotional maturity scale developed by Roma Pal (1984) and parenting practices questionnaire developed by Robinson et al. (1995).

The entire study including intervention took 42 months (Feb 2014-August 2017). The survey pertaining to this research was conducted during the working days excluding examinations and other such academic compulsions. The study was carried out in three phase where in Phase I the demographic profile of the sample group was obtained using pre tested self-administered questionnaire. In Phase II, identification of adolescents with the poor emotional maturity was done to implement the educational intervention programme whose successfulness was tested in Phase III. The final phase of the study educational intervention on emotional maturity was

structured for seven weeks with various aspects related to emotional maturity. The resource person for the intervention was picked with due diligence and expertise in the respective area.

The intervention programme was intended for those students who scored low and medium range (92-180) in emotional maturity scale assessment. Out of 1400 students recruited for the study, 1153 adolescents scored low to medium in emotional maturity scale and of these only 200 students expressed the willingness for the intervention programme. Post 7 week intervention the emotional maturity scale was re administered and post intervention scores were obtained.

The data was analyzed using SPSS software version 17.0 .The descriptive variables of the study were presented as mean, standard deviation and categorical variables was presented as number and percentage (n %). Students't' test was carried out to compare the emotional maturity score obtained from pre and post intervention programme to determine the effect of intervention. A p value of <0.05 was considered to be statistically significant.

Analysis of the results indicated no significant difference in the emotional maturity based on gender, ordinal position, religion and type of family of secondary school adolescents. However, emotional maturity of secondary school students was found to be significantly different with respect to caste and family income where adolescents belonging to OBC caste with family income of <10000 had lower levels of emotional maturity. There was also significant difference between emotional maturity in accordance to board of education and class performance of secondary school adolescents where UP board students and those with poor class performance were found to be emotionally immature. A significant difference between the 3 parenting style adopted by parents of adolescents with respect to gender, caste and family income was observed. Conversely, the board of education and performance of secondary school students significantly differed based on the parenting style. Authoritative parenting style elicited a negative correlation with various dimensions of emotional immaturity of secondary school students.

Regression analysis showed that emotional maturity level of secondary school students was influenced by class performance, board of study, birth order, authoritative parenting style, authoritarian parenting style, and permissive parenting style of adolescents. Further analysis to check the effectiveness of the 7 week intervention programme showed significant improvements in the emotional maturity level of adolescents thereby proving that proper intervention programme given at the right time promote positive emotional feeling among adolescents. Thus it is also evident that parenting style plays a crucial role in developing emotional maturity of adolescents.

CHAPTER 1

INTRODUCTION

Adolescence is the transitional phase of human development in which a child matures into an adult physically, emotionally, mentally and socially (Santrock, 1993). This is potentially a stressful phase as the adolescent's social horizon broadens they are confronted with many new feelings and emotions, which are mostly unpleasant. They tend to display the behavior and feelings of a child at one point and like an adult at others times. Thus it is uneasy to respond to an individual who is amidst the two stages of life and is marked as a period of heightened emotionality (Kroger, 2008).

The period of adolescence are characterized by a number of problems including loneliness, lack of concentration, stubbornness, drug abuse, lack of love and many more in day-to-day life which are just a manifestation of poor emotional development (Collins, 2000). As emotions dominate one's lives, they form the base from which all motivation arises. The concept of emotionally mature behavior at any level is just the reflection of normal emotional development. Moreover, emotional maturity also plays a significant part in determining whether individual's ventures are successful or not as success in life's endeavors is not determined by intelligence alone.

The term emotion of emotional maturity needs to be defined separately, so that meaning of the collective term emotional maturity becomes clear. The term 'emotions' is derived from the Latin word 'Emovere' this means to move out, stirrup. Emotions are one of the dimensions of personal experience. There are eight types of innate emotions including joy, anticipation, anger, disgust, sadness, surprised, fear and acceptance (Ashtaputre-Sisode, 2016). Emotions are present in every activity of human being. A person can be called emotionally mature if he is able to express his emotions in significant degree with responsible control (Kapri and Rani, 2014). According to The Penguin Dictionary of Psychology, emotional maturity is the state in which one's emotional reactivity is considered appropriate and normal for an adult in a given society.

The emotional development of an individual starts right from infancy and passes through the various stages of growth and development. At the stage of adolescence stage emotional development reaches its maturity. The emotional maturity of an individual is mostly influenced by the family. Family forms the base for emotional learning (Goleman, 1995; Van Wel, 2000). Psychologists, educationists and sociologists, suggests that the family provides the basic environment for building healthy emotionality and personality of a child by satisfying their emotional need, to live and to be loved within the family bounded by interpersonal relationship (Herman 2007). Adolescent transition from childhood to adulthood could be a smooth process if assisted by the guidance of securing, nurturing and understanding parents in an emotionally conductive family environment (Sinha & Singh 1998, Winnicott, 2012).

Parenting is the most rewarding work of adult life. Nothing brings more joy and pride than a happy, productive, and a loving child. Parents are considered the primary agents of socialization and they occupy the most important place in a child's life (Goleman, 1995). In Indian culture, parents are given the place next only to God – given admiration and respect. Celebrated Indian epics, such as Ramayana and the Mahabharata, provide scripts of lifelong devotion to parents; and traditional Indian values stress continuity rather than discontinuity in family ties from childhood to adulthood (Larson, 2003). In Indian culture, parenting is a much longer process where there is prolonged dependence of child on the parents (Saraswathi and Ganapathy 2003).

It has generally been observed that in addition to genetic factors, parenting styles adopted by parents play a vital role in the development of the adolescent. As adolescence is generally described as a period of “storm and stress” (Sandra and Omar, 2003), it is a very difficult period both for the adolescents themselves and for the parents who strive to guide their adolescent children through these strategic years (Shalini and Acharya, 2013). The influence that parents have on adolescents is great, and the parenting style may make or break a successful child.

Parents generally feel ambiguous about adolescent maturity, and their movement away from the family. They are quick to notice that as children enter adolescence, they often resist spending time with the family (Steinberg, 1990). Some of the reasons given for the difficulties of parenting an adolescent include loss of control over the adolescent and fear for the adolescent's safety due to increased independence. The primary reasons cited for parental stress includes the adolescent's crave for freedom, their failure to follow parental advice. Moreover, most parents want their children to become productive and able to cope with the world. The older methods of parenting do not work in today's society (Steinberg, 1992). Hence, it becomes a challenging job for parents to deal with adolescents.

In order to develop a desirable parenting style for adolescents, parents need to understand adolescents during these challenging years. Acceptance by their parents is important to adolescents, but they want to be accepted on their own terms, as persons who are becoming adults and not as children. Adolescents believe they have a voice in important decisions involving the entire family and they desire to be treated with fairness and consideration. This often makes parents ambiguous, as they do not know whether, to treat their adolescent like a child or an adult.

The rearing of adolescents is not accomplished in the same way and with the same outcomes by all parents. Adults vary in their parenting styles and in the manner in which they socialize their children. This variation is linked to different individual characteristics of parents, and as well, to the features of the proximal and distal contexts within which families are embedded. It is also associated with differences in other contextual factors relating for instance, to parental education, family social support, parental mental health, family stability, etc. (Saraswathi, 1999).

Although, parent - child relationships undergo transformation during adolescence, the adolescent's level of adjustment depends on the quality of their relationships with their parents. Attachment to parents remains highly important during adolescence. Adolescents seem to need the security provided by supportive parents in order to become more independent and autonomous individuals (Kobak 1993; Kenny & Rice, 1995). Parents need to recognize the continued importance of

their relationship with their adolescents, despite the changes that occur in the nature of their interactions (Collins and Laursen 2009). All parents incorporate both love and limits in their style of parenting. It is the balance of love and limits that determine the parenting style of the parent. Recent conceptualizations of parent – child attachment endorse the view that children’s emotionality and regulation of emotions are related to the quality of parent child relationships

Thus it is evident that family environment, parent- child relationship and parenting style have a significant role in the emotional maturity and psychological development of adolescents. However, in the Indian context there are hardly any studies on emotional maturity, let alone on adolescence and parental contribution to their emotional development, hence the investigator felt the imperative need to study the influence of parenting styles on the emotional maturity of adolescents.

1.1 STATEMENT OF THE PROBLEM

Adolescence is the most intricate developmental stage during which cognitive, social, emotional, and contextual changes occur simultaneously (Collins et al, 2000). Further during this period children create their own identity, try to enhance the skills required for socially responsible behavior and experience emotions in a stronger and more persistent manner (Santrock, 1993).

As children enter into adolescence phase of life they are more susceptible to emotional problems and how they cope with it and as well as with others relies on the family and the parenting style. Family forms the base for emotional learning, as emotional bonding and adequate communication among children and parents can make children emotionally and socially proficient, liable, self-regulating and confident (Goleman, 1995). Parenting is a complex process which involves bi-directional relationships between members of two generations (Ford & Lerner 1992). If the adolescents are not given appropriate care and concern by their parents, it may affect their emotional development leading to the hindrance of one’s overall development. This motivated the investigator to conduct a study on “Emotional

maturity among adolescents with respect to parenting style in Sitapur district of Uttar Pradesh. Moreover, the investigator aims to find answer to the following questions:

- What is the impact of parenting style on the emotional maturity of adolescents?
- Do demographic variables have an influence on the emotional maturity of adolescents and their parent's parenting style?
- How does the intervention programme impact the emotional maturity of adolescents?

1.2 NEED OF THE STUDY

The purpose of the present study is to assess the emotional maturity among secondary school adolescents in the age group of 13 to 18 years in relation to parenting style. Adolescents in this age group are under several pressures at home and also outside. It is also well known that during adolescence a child goes through a lot of changes physically, emotionally and socially. These changes have a great impact on them.

After reviewing the literature, the investigator considers lack of emotional maturity as one of the major causes of disruptive acts among adolescents. Consciously, or unconsciously the home environment moulds the behavior, personality, and attitude, level of aspiration, aptitude and self esteem of the child. The emotional maturity is also affected by home environment as they play an important role in shaping emotional maturity of an individual. The modern era of globalization and liberalization has not only changed the economy of our nation but also embarked a great revolution in the society and culture as a whole. These ongoing changes in the society have affected the perceptions of people and their lifestyles causing stress and anxiety even to small children. Adolescence which is considered an age of storm and strife is bound to have more pressures which affect their emotional maturity. If parents want their children to achieve better they should provide and maintain a highly friendly atmosphere at home (Spera, 2005).

Good parenting skills help to improve the emotional maturity and self-efficiency of the child. Baumrind (1991) has recognized three parenting styles namely authoritative, authoritarian and permissive. The three styles vary primarily based on the degree of affection and control exercised. Each parenting style creates a different emotional environment and is valuable in understanding its role on emotional well being of children. Thus it is convincing that if the conditions at home are amiable then emotional maturity among adolescents is perceived to be high and which further will have a bearing on self esteem and mental health of the members.

Since emotional maturity is a pre requisite for a successful personal and professional life, the investigator visualized the need to assess emotional maturity of secondary school students with special reference to parenting style. With few studies on emotional maturity, studies exploring the effect of parenting style and home environment and the development of emotional maturity of adolescents are sparse. Hence, this study aims to mitigate this gap in research by exploring the relationship of emotional maturity and parenting style.

1.3 SIGNIFICANCE OF THE STUDY

Given that parenting style is crucial for emotional maturity among adolescents, the present study is sought to examine the role of parenting styles in predicting the emotional maturity among secondary school adolescents in Sitapur district of Uttarpradesh. The findings from the present study will provide useful insights in identifying the parenting style that best suits to present globalised familial situation. The study is expected to help the parents, teachers, and administrators to provide such an environment where adolescence can feel free, take a decision by themselves and where they can live emotionally stable, so that their potentialities can be used to promote their personality. An understanding of the relationships among parenting styles and emotional maturity would also be helpful in family counseling, framing public policy and to spread the message on effective and efficient parenting during parent teacher association meetings.

1.4 RELATED THEORIES

A brief review of theories based on which the objectives and variables of the present study were framed are presented in this section.

According to Crow and Crow (1962), the emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that affect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behavior.

According to Geoghagen et.al. (1963) a person is considered emotionally mature when his responses to a situation are (a) appropriate to his degree of development. (b) proportionate to the demands of situation. However, Murray (2003) stated that there is no correlation between chronological age, intellectual age, social age or emotional age. Just because someone is 'grown-up' by chronological age does not mean they are 'grown-up' emotionally. Chronological maturity and intellectual maturity combined with emotional immaturity is not common and is potentially dangerous. A person whose body and mind is adult, but whose emotional development is that of a child can wreak havoc in the life of the individual as well as others.

A number of ethical parenting styles have been proposed, some based on the authoritarian model of strict obedience to scriptural law, and others based on empathy with the emotional state of a child. Diana Baumrind (1967) developed one of the best known theories of parenting style. It was proposed that parents fall into one of three categories: authoritarian (telling their children exactly what to do), indulgent (allowing their children to do whatever they wish), or authoritative (providing rules and guidance without being overbearing). The theory was later extended to include negligent parents (disregarding the children, and focusing on other interests).

Erik Erikson (1959), proposed eight life stages through which each person must develop. In each stage, they must understand and balance two conflicting forces, and so parents might choose a series of parenting styles that helps each child as

appropriate at each stage. The first five of his eight stages occur in childhood: The virtue of hope requires balancing trust with mistrust, and typically occurs from birth to one year old. Will balances autonomy with shame and doubt around the ages of two to three. Purpose balances initiative with guilt around the ages of four to six years. Competence balances industry against inferiority around age 7 to 12. Fidelity contrasts identity with role confusion, in ages 13 to 19. The remaining adult virtues are love, care and wisdom.

According to Rudolf Dreikurs (1968), pre-adolescent children's misbehavior is caused by their unfulfilled wish to be a member of a social group. He argued that they then act out a sequence of four mistaken goals, first they seek attention. If they do not get it, they aim for power, then revenge and finally feel inadequate. This theory is used in education as well as parenting, forming a valuable theory upon which to manage misbehavior. Other parenting techniques should also be used to encourage learning and happiness.

Frank Furedi (2002) is a sociologist with a particular interest in parenting and families. He believes that the actions of parents are less decisive than others claim. Similarly in 1998, an independent scholar Judith Rich Harris published 'The Nurture Assumption,' in which she argued that scientific evidence especially behavioral genetics showed that all different forms of parenting do not have significant effects on children's development. The purported effects of different forms of parenting are all illusions caused by heredity, the culture at large, and children's own influence on how their parents treat them.

Thus, based on the above stated theories the present study focused on the relationship between emotional maturity of adolescence and parenting style.

1.5 OPERATIONAL DEFINITIONS

Adolescence: Pipher (1994) describes adolescence as a stage where there is extreme obsession with the self as well as a number of development including physical, emotional, intellectual, academic, social and spiritual take place.

Emotional maturity: According to Walter D. Smitson (1974), Emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra-personally.

Parenting style: Parenting style is operationally defined as a constellation of attitudes towards the child that are communicated to the child and that when taken together create an emotional climate in which parent's behavior are expressed (Darling and Steinberg, 1993). The three important parenting style analyzed in the study are Authoritative, Authoritarian and Permissive.

- **Authoritative/Democratic:** This is a parenting practice where the parents are both demanding and controlling who at the same time are also warm and receptive to their children's needs. They listen to their children's opinions in taking any decisions.
- **Authoritarian parenting style:** This refers to a parenting practice where the parents are demanding and highly controlling. These parents set rules and expect obedience and tend to force their expectations on the child.
- **Permissive parenting style:** This parenting style refers to a parenting practice where the parents are non-demanding and non-controlling. They give complete freedom and if they establish rules, they rarely enforce them.

1.6 OBJECTIVES OF THE STUDY

The specific objectives of the study are:

- To assess the emotional maturity among secondary school adolescent students with respect to selected socio-demographic, cultural and educational attributes.
- To study the parenting style adopted by the parents of the sample group and to assess its impact on emotional maturity of adolescents.
- To evolve a conceptual model for emotional maturity.
- To plan, implement and evaluate the intervention programme on emotional maturity.

1.7 VARIABLES USED IN THE STUDY

Dependent and independent variables used for analysis of the results are given below:

- a) **Dependent variable:** Emotional maturity
- b) **Independent variables:**
 - Demographic details - Age, sex, medium of instruction, type of board, class performance, location, type of family, ordinal position and family income.
 - Parenting style.

1.8 HYPOTHESES OF THE STUDY

Based on the objectives of the study, the hypotheses were formulated in order to analyse the emotional maturity level of secondary school students in relation to their parenting style:

- H1.** There will be a significant difference in emotional maturity of adolescents based on demographic variables.
- H2.** There will be a significant difference in parenting style based on demographic variables.
- H3.** There will be a significant relationship between emotional maturity of adolescents and parenting style of their parents.
- H4.** There will be a significant contribution of parenting style and demographic factors to emotional maturity of adolescents
- H5.** There will be a significant effect of intervention on the emotional maturity of adolescents

1.9 LIMITATIONS OF THE STUDY

1. The study was conducted only for secondary school students
2. The researcher measured the academic achievement of students only with respect to class performance, marks obtained and participation in various co-curricular activities as reported by the class teacher (secondary data).

1.10 PLAN OF THE THESIS

The research consists of five main chapters placed in the following sequential order:

1. **Introduction:** This chapter highlights the statement of the problem, rationale for choosing the study, scope of the study, related theories, operational definitions, objectives of the study, variables used in the study and limitation of the study.
2. **Review of literature:** Highlights the available literature with regard to emotional maturity Vs emotional intelligence, emotional maturity across cultures and biological determinants of emotional intelligence. Factors contributing to emotional maturity with special reference to parenting style and its role in modeling a child.
3. **Methodology:** This part explains the plan of the study carried out at different phases and includes the details of various analyses done.
4. **Results and discussion:** This section deals with the findings of the study. The results are expressed as number, percentages, mean, standard deviation, t-test, correlation and regression. Further, this section also describes the conceptual model which was evolved out of the results.
5. **Summary and conclusion:** The entire research is presented in a nutshell and future direction for researchers and policy makers are given in summary and conclusion.

CHAPTER – 2

REVIEW OF LITERATURE

Unlike the generations before, today's adolescents tend to face greater challenges in life due to technological advancements and life style changes where the parent child relationship has become highly volatile. Parents, family and the atmosphere at home play a major role in the healthy development of an adolescent. Hence, it is essential to provide a conducive environment to the growing adolescent at home.

Understanding and meeting the demands of one's adolescent amidst their own marital and career issues has evolved as a huge challenge to the parents of these young adolescents. Moreover, each parent tend to employ a different type of parenting style while handing their children which depends partly on their own childhood experiences, ideologies, current situation and their need to derive success. As different types of parenting styles have varying impacts on the adolescents, there is a need to understand the association between different parenting styles and the emotional maturity of adolescents.

Hence, a thorough review of the literature pertaining to the study entitled "Emotional maturity among adolescents with respect to parenting style in Sitapur district of Uttar Pradesh" was done and is discussed under the following headings:

2.1 Studies related to emotional maturity

- 2.1.1. Emotional maturity and demographic factors
- 2.1.2. Emotional maturity and education
- 2.1.3. Emotional maturity and psychological well-being

2.2 Studies related to parenting style

- 2.2.1. Parenting styles and demographic factors
- 2.2.2. Parenting style and education
- 2.2.3. Parenting style and emotional maturity

2.3 Studies related to emotional maturity intervention programme

2.1 STUDIES RELATED TO EMOTIONAL MATURITY

Emotions play a crucial role in one's life as people in general are expected to have an optimal level of emotional maturity to achieve a balance in life and in order to be effective. The level of emotional maturity also affects the way a person behaves, especially in the case of adolescents who are in the period of heightened emotionality it becomes highly essential to understand the factors that influence the emotional maturity of adolescents. Hence, studies on the emotional maturity of adolescents are discussed below.

2.1.1 Emotional maturity and demographic factors

Duhan et al (2017) conducted a study to assess the emotional maturity of adolescents of 16-17 years of age, studying in 11th standard. Majority of the males were found to be emotionally mature than the females, however, a non-significant negative correlation was found between age, sex and emotional maturity. Further, a positive correlation between educational level, father's occupation and emotional maturity of adolescents which indicated that with an increase in the educational level of adolescents and father's occupation, the level of emotional maturity of adolescent increases.

Kumar and Sunilima (2016) researched the effect of gender and locality on emotional maturity of undergraduate students at university of Lucknow. There was no much difference in the levels of emotional maturity with respect to locality. However, the rural girls had less emotional maturity than the rural boys.

Bindu (2016) examined the emotional stability, a major component of emotional maturity of 180 adolescents from both private and government schools of Haryana in order to understand from a comparative perspective. Results revealed no much difference in the emotional maturity of adolescents from government and private schools.

Shafiq and Khan (2016) aimed to assess the parenting styles among adolescents from nuclear and joint families with an objective to study its emotional maturity of adolescents. Results indicated significant differences between the adolescents from nuclear and joint families.

Kaliaselvan and Maheshwari (2016) analyzed the socio economic status and emotional maturity of 160 post graduate students from Bharathidasan University College, Perambalur. It was found that 45.5% of the respondents have moderate level of emotional maturity.

Priya and Raina (2016) conducted a study the effect of demographic factors on the emotional adjustment of adolescents. Hence, 150 adolescents from four selected English medium schools in the Shimla district of Himachal Pradesh. Results revealed significant difference in emotional adjustment with respect to gender, where boys were found to have better emotional adjustment than the girls. Furthermore, it was also reported that demographic factors such as family size and birth order had no significant effect on the emotional adjustment of adolescents in Himachal Pradesh.

Joshi (2015) conducted a research on the emotional maturity of higher secondary level students with respect to gender, locality and stream of education. Out of the total sample of 480 students, 14.79% students were found to have high emotional maturity, 71.46% had average and 13.75% of the students were found to have low emotional maturity.

Mallick et al (2014) studied the emotional maturity and achievement of higher secondary students. In this study researchers found that there was no significant difference between male and female higher secondary students with respect to level of emotional maturity and achievement in economics. However, higher secondary school students were found to be emotionally unstable. Further no significant difference was found in emotional maturity of government and private school students.

Anand et al (2014) studied impact of different factors on emotional maturity of adolescents studying in coeducational english medium schools at Kanpur. Analysis of the results revealed that majority of girls exhibited anger and happiness as an effect of emotional maturity.

Kaur and Manjeet (2013) investigated the emotional maturity of adolescent boys and girls from private and government schools located in Chandigarh. No significant difference was found in emotional maturity of adolescents with respect to gender and type of school.

Dutta et al (2013) assessed the emotional maturity of secondary school students in Lakshmipur and Sonitpur districts of Assam. This study was conducted among 1000 students from 32 government and private secondary schools in Assam. Results revealed no significant difference in the emotional maturity of adolescents with respect to gender, locality and type of school.

Singh (2012) conducted a study comparing the emotional maturity of rural and urban senior secondary school students. No significant difference was found in emotional maturity of senior secondary school students in terms of gender and locality.

Shilpa (2012) studied the emotional maturity of adolescents using emotional maturity scale developed by yashvir singh and mahesh bhargava among 50 boys & 50 girls studying in various colleges in Bangalore. Results indicated that there was no significant relationship between gender and emotional maturity. Although, majority of the students were found to be emotionally unstable.

Subbarayan and Visvanatha (2011) aimed to measure the emotional maturity of college students using the emotional maturity scale standardized by Roma Pal. Surprisingly, college students were found to be extremely unstable where significant difference existed among the gender, religion and caste of college students.

Bhayal and Mathur (2010) aimed to study the emotional maturity of adolescent girls (17-21years) from urban and rural background. Results indicated no significant difference in the emotional maturity of girls from rural and urban areas.

Jadhav (2010) aimed to study the relationship between home environment and emotional maturity of college students of Belgaum district. Results indicated a positive significant relationship between home environment and emotional maturity of both boys and girls from rural area, those from low-socioeconomic status studying in private colleges and among students of more than 20 years of age. However, no significant relationship was found between the home environment and emotional maturity of urban students studying in government colleges with high socio economic status and less than 20 years of age.

In a study by Sharma et al (2009), girls were reported to be emotionally mature than boys. Similarly, Bhanwer (2009) revealed that adolescent boys were less emotionally matures those girls in Amritsar City.

Aleem (2005) had found that there was a significant difference in emotional stability of male and female college students from Delhi, where female students had less emotional stability compared to male students.

Kaur (2000) studied the relationship between emotional maturity, school, home and psychological environment. With respect to gender, results indicated that girls were emotionally mature than the boys. Further, rural students were found to have high emotional maturity than urban students.

2.1.2 Emotional maturity and education

Rai and Khanal (2017) aimed to understand the relationship between emotional maturity, emotional intelligence to the academic achievement of college students in Sikkim. A high positive correlation was shown between emotional intelligence and academic achievement. However, no significant correlation was found between emotional maturity and academic achievement of college going students.

Kumar and Mishra (2016) investigated the relationship between emotional maturity and academic achievement of adolescent students. Results revealed a positive correlation between emotional maturity and academic achievement thereby indicating the importance of emotional maturity in the academic achievement of students.

Pugalenth and Gunasekar (2015) evaluated the emotional maturity and academic achievement of 100 secondary school students. Surprisingly, no significant difference in emotional maturity and academic achievement of secondary schools students were found with respect to gender.

Rosa and Prithi (2012) aimed to study the relationship between emotional maturity and academic stress of higher secondary school students who have working and non-working mothers. Results indicated that children of working mothers were more emotionally mature than those children who have non-working mothers.

Sharma (2012) investigated the relationship between the emotional maturity and adjustment processes of first year and final year female undergraduate students studying in colleges affiliated to the University of Rajasthan in Jaipur city. When compared to final year students, the first year students were found to have less emotional maturity. This in turn was found to cause difficulty in emotional adjustment to various demands from around them.

Kumar and Tiwari (2012) conducted a comparative study on the emotional maturity of school going students (8th to 12th std students) with respect to internet surfing. Out of the 100 students, 50 were internet users and the other 50 were non-internet users. Results indicated superior emotional maturity of non-internet users, when compared to internet users. Further, boys were found to have better emotional maturity than the girls.

Singh and Thukral (2011) aimed to study the emotional maturity and academic achievement of high school students where the objective of the study was to

investigate the association between emotional maturity and academic achievement of high school students, to understand the effect of gender and regional differences on the emotional maturity of high school students. The findings showed no significant association between emotional maturity and academic achievement with respect to gender and locality (urban and rural areas).

Kaur (2001) aimed to examine the emotional maturity of adolescents in relation to intelligence, academic achievement and environment catalysts. A positive significant correlation occurred between general intelligence and emotional maturity of students where those who had high I.Q level were found to have high emotional maturity. Further, those who had high I.Q levels also maintained a good academic achievement. A positive correlation existed among intelligence, academic achievement and environmental catalyst to emotional maturity.

2.1.3 Emotional maturity and psychological well-being

Kaur and Singh (2016) investigated the relationship between self-esteem and emotional maturity of 200 senior secondary school students from Ludhiana. Findings revealed significant relationship between the self-esteem and emotional maturity of adolescents. A significant difference in emotional maturity of male and female senior secondary school students. However no significant difference existed in the self-esteem of adolescents with respect to gender.

Jain et al (2015) studied the emotional maturity and self-concept of 100 senior secondary school students with respect to the type of school. Surprisingly, analysis of the results showed significant difference in the emotional maturity and self-concept of adolescents from different type of schools.

Singh (2014) intended to assess the mental health of adolescents with respect to their emotional maturity and parent child relationship. A significant positive association was found with both the emotional maturity and parent-child relationship of parents indicating that greater the emotional maturity and parent child relationship better the mental health of adolescents.

Jain and Pasrija (2014) investigated the level of adjustment and emotional maturity of 140 senior secondary school with respect to gender and type of schools (government and private schools). Results indicated no significant difference in the emotional maturity and adjustment levels of senior secondary school students with respect to gender and type of schools.

Sinha (2014) aimed to study the relationship between emotional maturity and adjustment of college students from different colleges in Ranchi. Results revealed a significant positive correlation between the level of emotional maturity and adjustment of students. Furthermore, significant difference existed between the boys and girls with respect to their emotional maturity and adjustment levels.

Kumari (2013) conducted a study to assess the association between emotional maturity and adjustment of college students. Results indicated that students with high emotionally mature were found to be well-adjusted thereby showing the positive correlation. On the other hand, a significant negative relationship was found between emotional immaturity and adjustment of college students thereby indicating that lesser the maturity poorer the level of adjustment.

Mahmoudi (2012) aimed to assess the emotional maturity of 160 female post graduate students from different colleges in Yasouj city. Further, the investigator explored the association of emotional maturity and adjustment of the selected college students. Results revealed a high significant positive correlation between emotional maturity and overall adjustment of college students.

Lakshmi and Krishnamurthy (2011) conducted a study among 220 higher secondary schools students from various schools in Coimbatore with the aim to assess their level of emotional maturity. Significant difference was found in the emotional maturity of students with respect to their gender, locality and type of family.

From the above review of studies related to emotional maturity, it seems obvious that demographic factors such as gender, place of residence, parent's occupation, family income or socio-economic status have an impact on the emotional maturity of adolescents. Further, emotional maturity was found to have an association with educational attributes and psychological well-being of adolescents.

2.2 STUDIES RELATED TO PARENTING STYLE

Parenting style is a set of standard strategies that parent use to rear a child. There are many different types, theories and opinions on parenting styles, each of which tend to have varying effects on the children. Often one's parenting style is affected by both themselves and by the children's temperament and is largely influenced by their culture and one's own childhood experience. As children require a good home environment to develop optimally, it is important to study the impact of parenting styles on the adolescents. Hence, a review of literature related to parenting styles are discussed in this section as follows.

2.2.1. Parenting styles and demographic factors

Abraham (2014) aimed to study the parenting styles of mothers and found that there was almost an equal number of authoritative and permissive mothers. However, parenting style was found to be influenced by the type of family, education and employment status of mother where the employed mothers were found to be more authoritative than the unemployed mothers.

Chang (2007) aimed to determine the effects of parenting styles on the self-esteem of selected 156 teenagers from central New Jersey and to assess their overall satisfaction with parents and themselves. Results showed no significant difference between the race and type of parenting style. However, the Asian American parents when compared to their Caucasian counterparts were more authoritarian in nature of parenting their children. Furthermore, authoritative parenting was found to be associated with higher self-esteem and satisfaction.

Dwairy (2004) examined the relationship between the parenting styles and psychosocial adjustment and its impact on both gifted and non-gifted arab adolescents. The results indicated that parents of gifted adolescents were more authoritative and less authoritarian than the parents of non-gifted adolescents. A significant positive correlation with authoritative parenting style and mental health of both gifted and non-gifted adolescents was found. Conversely, a negative correlation was found between the authoritarian parenting style and mental health of the gifted adolescent thereby indicating the crucial influence of authoritarian parenting style. Further analysis of the attitude of gifted adolescents towards their parents revealed a positive association when compared to non-gifted adolescents. The gifted adolescents were also found to have high self-esteem with lesser identity disorders, phobias and conduct disorders.

Karavasilis et al (2003) investigated the associations between parenting style and quality of child-mother attachment among 202 middle school children and 212 adolescents. Results showed an overall positive association between authoritative parenting (higher scores on all three dimensions) and secure attachment, whereas neglect parenting (lower score on all three dimensions) predicted avoidant attachment. Besides, an exclusive pattern of relationship emerged between particular dimensions of parenting and each attachment style across both age groups.

Mahmoud (1997) assessed the parenting styles of mothers and found that mothers from a higher socio-economic background tend to be more authoritative and encourage their children's freedom or independence when compared to mothers of lower socio-economic level.

A research by Steinberg et al. (1992) to study the impact of authoritative parenting on the success of adolescent schools students revealed a higher likelihood of authoritative parents to influence and be involved in the school related activities of their adolescents.

2.2.2. Parenting style and education

Zahedhani et al (2016) aimed to study the influence of parenting style on academic achievement and career path of students in Iran. There was a significant negative relationship between authoritarian parenting style and educational success. However, results also showed a significant negative relationship between authoritarian parenting style and career path of the students, educational success and career path of the students.

Peter et al (2016) studied the influence of parenting styles on 263 adolescent students' academic achievement in Kenya. Results indicated a significant association of parenting styles on the academic performance of the adolescents.

Kashabu et al (2014) investigated the relationship between demographic characteristics, parenting styles and academic achievement of elementary school students. A significant association among education and occupation of parents to parenting style of parents was found. Results also indicated an association between authoritarian parenting style, socio economic status and economic level.

Maries (2014) aimed to study the role of parents in the academic performance of adolescents from schools in Kerala. It was found that father's education and parenting style have a significant association.

Therese et al (2014) studied the influence of parenting styles on the academic achievement of 813 adolescents. Researchers revealed significant results stating the contribution of authoritarian and authoritative parenting styles to the academic achievement of adolescents.

Radhika and Joseph (2013) investigated the association between parenting styles and academic performance of school children. Results indicated that majority of mothers followed authoritative parenting style whereas others followed authoritarian style and very few followed neglectful parenting style. With respect to the academic performance of children, parents who had authoritative parenting style were able to derive better academic outcome than parents with authoritarian and neglectful parenting styles.

Aiyappa and Acharya (2012) surveyed the influence of parenting style on academic achievement of 973 pre university college students in Karnataka. Results revealed a significant negative correlation between the authoritarian parenting style and academic achievement of students indicating that more the authoritarian parenting style lower the academic achievement of adolescents.

Baharudin et al (2010) studied the parenting attitude, style and its effect on the children's academic achievements. The attitude and parenting style of parents were found to have a significant influence on the academic achievement of their children.

2.2.3. Parenting style and emotional maturity

Yashoda and Devi (2016) aimed to assess and compare the emotional maturity of adolescents in Hyderabad with respect to their parental attitude. Results revealed significant association between parental attitudes and emotional maturity of adolescents. Furthermore, a significant difference in the emotional maturity of adolescents occurred with respect to gender.

Zarra-Nezhadl et al (2015) investigated the association between parenting styles and children's emotional development. Parents of 152 children were recruited for the study in order to assess their parenting style and child's temperament. Results showed that mother's level of psychological control was associated with low levels of negative emotions among children with difficult or inhibited temperament. Conversely, father's psychological control was found to be associated with high levels of negative emotions among children with difficult temperament. However, no associations were found between parenting styles and positive emotions of children.

Kumar (2014) aimed to assess the emotional maturity of adolescents with respect to their family relationship. Results indicated that there is a significant difference in the emotional maturity with respect to gender and family relationship of adolescent students.

Okorodudu (2010) investigated the influence of parenting styles on adolescents' delinquency. Parents with neglectful parenting style such as being unresponsive and uninvolved was found to have negative impact on the behavior of adolescents. Furthermore, the investigator stated that parents who were positively oriented in their parenting styles would make their adolescent socially competent and goal-directed.

Izaz and Mahmoud (2009) studied the relationship between perceived parenting styles and the psychological issues such as depression, anxiety and level of frustration tolerance in 232 female students. Results showed a positive relationship between parental authoritarianism and depression and anxiety. Results also indicated a moderately significant relationship between paternal permissiveness and depression and anxiety. However, no relationship existed in the case of maternal permissiveness.

Terry (2004) aimed to determine the relationship between the delinquent behavior of college students and their parents' parenting style. The study was conducted among a limited number of sample size (n=38) which examined all the types of parenting styles namely, authoritative, authoritarian, indulgent, and uninvolved. The authoritarian parenting practices were found to be highly correlated with the delinquent behavior of students especially those with difficult temperament and low family cohesion.

Thus, the significant role of parenting styles and attitudes in the emotional maturity and psychological development of adolescents seems evident in the above presented review of previous studies.

2.3 STUDIES RELATED TO EMOTIONAL MATURITY INTERVENTION PROGRAMME

In today's materialistic world adolescent are undergoing too much pressure than they used to have a decade ago. They experience greater difficulties in relationships; and more severe problems, such as depression, anxiety and suicidal thoughts. Counseling through proper intervention helps students to understand

themselves, the world around them and to adjust themselves more efficiently and appropriately to other fellow beings. Counseling promotes emotional maturity, personality development, self-responsibility, creativity and ability to solve problem. Hence, studies reporting on the intervention programme done to intervene the emotional maturity of individuals are briefly reviewed in this section.

Daly et al (2016) aimed to evaluate the impact of yoga as an intervention on the emotional regulation of high school students. Further, the potential mediating effects of mindful attention, self-compassion, and body awareness from yoga and the relationship between yoga and emotion regulation were examined. A 16 week yoga intervention was planned where high school students were randomly assigned to physical exercise (PE) and yoga. Analysis of the pre-post data revealed an increased emotional regulation among those who undertook yoga when compared to the PE group. However no significant relationship was found between the changes in emotional regulation and the proposed mediating variables. Thus, yoga can be used as an intervention to increase emotional regulation among adolescents as they provide greater benefits than PE.

Swamy et al (2014) aimed to assess the level emotional maturity and test the effectiveness of an intervention programme among selected professional students from Mangalore. Preliminary results indicated the prevalence of average to low levels of emotional maturity among 63.38%. Furthermore, the education status of mother, parent's health status, history of mental illness were found to have significant association with the emotional maturity of students. Hence, 8 week counselling session was planned and the emotional maturity was measure in the 9th week to assess the effect of intervention. Significant reduction in the mean scores of poor emotional maturity among the students was found after the counselling session provided as an intervention. Therefore, counselling was found to be very effective in improving the emotional maturity of the students.

Velayudhan (2012) assessed the effect of behavioral intervention programmed for anxiety and depression of medical students. Findings suggest that a well-planned proper intervention was helpful in building self-confidence and adjustment skills which aided in reducing the level of anxiety and depression. Thus, it can be recommended to create a positive effect on the lives of students.

Wyman et al (2010) created a model to strengthen emotional self-regulation of children for which two hundred and twenty six kindergarten children with elevated behavioral and social classroom problems were selected to participate in the intervention. Children were taught skills such as monitoring of emotions, self-control, regaining equilibrium in 14 lessons through school-based mentors. Results revealed a reduction in problems related to behavior control, peer social skills, off task behaviors etc. A 46% decrease in disciplinary referrals and a 43% decrease in suspension was achieved as a result of the 4 month intervention programme thereby suggesting the effectiveness of an intervention programme.

From the above review, the beneficial effect of intervention on the behavioral problems of individuals is evident. Though several intervention studies have been carried out to intervene behavior or emotional related issues, no much studies are available particularly with proven intervention programmes for emotional maturity. Moreover, emotional maturity plays a crucial role in the successful development of an individual and is often a precursor to psychological instability issues such as anxiety, depression. Hence, planning an appropriate intervention programme for adolescents with lower emotional maturity might prove beneficial in the lives of adolescents.

CHAPTER – 3

METHODOLOGY

This study “**Emotional maturity of secondary school adolescents with respect to parenting style in Sitapur district of Uttar Pradesh**” is a descriptive cross sectional study with ex-post facto research design.

This study was carried out in three phases briefly described as:

3.1 Phase I: To elicit the demographic profile of the secondary school adolescents using self-administered questionnaire and to assess the emotional maturity of secondary school adolescents and their parent’s parenting style using emotional maturity scale (Romapal, 1984) and parenting practices scale (Robinson et.al, 1995).

3.2 Phase II: To find out secondary school adolescents having unstable emotional maturity for educational intervention training programme.

3.3 Phase III: To plan, implement and evaluate the intervention programme on the emotional maturity of secondary school adolescents. This phase adopted a pretest-posttest design.

The methodological explanation for each phase are discussed as follows.

3.1 PHASE I:

This phase deals with the methodology involved in the collection and analysis of socio-cultural demographic details of the secondary school adolescents in Sitapur district, Uttar Pradesh. The methodology for phase 1 is discussed under the following headings.

- 3.1.1 Selection of area
- 3.1.2 Selection of sample
- 3.1.3 Selection of tools
- 3.1.4 Conducting the study
- 3.1.5 Analysis of the study

3.1.1 Selection of Area

The study was carried out in Sitapur district in the state of Uttar Pradesh, India. This area was chosen as it is the home town of the researcher thereby enabling the researcher to carry out the study with ease. Further, no such study is found in Sitapur district of Uttar Pradesh. Out of the 173 senior secondary registered schools (Directorate of School Education, Sitapur) in Sitapur district of Uttar Pradesh, a total of 11 schools comprising of 6 English medium and 5 Hindi medium was selected.

Plate 1 – Location of the study



3.1.2 Selection of Sample

Stratified proportionate random sampling technique (Gupta, 2004) was used to collect data using questionnaires in Phase I. The sample size for the study was determined as optimum number required to enable valid inferences to be made about the population using power sampling technique. Accordingly, 1400 secondary school adolescents inclusive of both boys and girls were selected as sample for the study. After explaining about the required participant compliance, questionnaires were administered.

Based on the criteria specified below, 1400 secondary school adolescents adolescent boys and girls were selected for this study from Sitapur district of Uttar Pradesh. The inclusion criteria for this study were:

- Age range of 13-18 years
- Secondary school adolescent students (class IX –XII)
- Both gender (boys and girls)
- Either English or Hindi medium schools
- Willingness of both adolescents and their parents

The participants who did not meet the above mentioned criteria was excluded from the study.

3.1.3 Selection of tools

The following tools were used for data collection:

- A self-administered questionnaire was developed to elicit information regarding social, cultural and demographic information of the adolescents (Appendix-1). Adolescent's participation in co-curricular activities from their performance record was used as secondary source of data.

- Emotional maturity scale by K.M. Roma Pal (1984) was used to assess the adolescence's emotional maturity level pre-post the intervention programme.
- Parenting Practices Questionnaire (Robinson et.al, 1995) was used to determine the parenting style of the parents.

Description of the tool:

a. Emotional maturity scale: The emotional maturity scale developed and validated by Roma Pal (1984) was used to examine emotional maturity of the students selected for the study. The emotional maturity scale is a self- reporting five point scales. The scale consisted of 40 questions with sub fields of emotional instability, emotional regression, faulty social adjustment, lack of independence, flexibility and adaptability. Questions of the scale are in declarative form demanding information for each in any of the five options- Strongly agree, agree, moderate, disagree and strongly disagree. The total score of emotional maturity scale is 200. As per the manual of emotional maturity scale, higher the score, lesser the emotional maturity while lower the score, higher emotional maturity. The scores are interpreted in the following manner: A score of 58-72 indicates that respondent is extremely stable, a score of 73-91 indicates that the respondent is moderately stable, a score of 92-114 indicates emotional unstableness, and a score of 115-180 indicates that the respondent is extremely unstable (**Appendix II**).

b. Parenting Practices Questionnaire: All the parents of the secondary school students selected in Phase I of the study were invited and parenting practices questionnaire by Robinson et al. (1995) was administered. The questionnaire consisted of 30 items which help to identify three different parenting styles namely Authoritative (Democratic) (13 questions), Authoritarian (13 questions), and Permissive Parenting Style (4 questions). The respondents will have to choose either “never / always” or score 1 to 5 that matches their style of parenting. Based on the total score obtained the parents will be classified into one of the 3 parenting styles (**Appendix III**).

3.1.4. Conducting the Study

A pilot study on 10% (N=140; 70 male and 70 female) of the main sample size (N = 1400) was carried out. The purpose of this study was explained to the sub sample subjects and the tools chosen for the study were disseminated to collect the information. This pilot study was conducted to test the efficacy of the questionnaires and to make any modifications if needed, before gathering data from the larger group of respondents.

The questionnaires were re-administered to the sub-sample after a specified time period to test the reliability and validity. Reliability verifies whether repeating the test/questionnaire under the same conditions produces the same results. Validity expresses the degree to which the tool measures the intended purpose. The validity of the questionnaire was determined by subject experts. Reliability of the questionnaire was tested using the coefficient of correlations whose value was found to be 0.72 showing a pretty good correlation between the questionnaires administered at 2 different time points. The questionnaires were translated to regional language Hindi and again re- translated to English in order to check for language validity.

The present study was conducted in Sitapur, Uttar Pradesh during the period of Feb 2014-August 2017 (42 months). The study was conducted after obtaining the approval of the protocol, ethical clearance from the institute research ethics committee of Bharathidasan Government College for Women, Puducherry and permission from all the Heads of the Institutions. The questionnaire was translated in regional language (Hindi) for better understanding by the adolescents and their parents and also for ease of data collection. Prior to commencement of the main study, the need and scope of the study was explained to the staff, students and their parents of the selected schools. All the subjects selected for the study were requested to sign consent letter after which self-administered questionnaires were given.

Plate 2 – Secondary school adolescents filling up the questionnaire



Plate 3 – Parents filling up the questionnaire



3.1.5. Analysis of Data:

The data collected through questionnaires were classified and tabulated in accordance with the objectives of the study for analysis and to arrive at meaningful and relevant inferences. The data were analyzed using SPSS (Statistical package for Social Science) Version 17. The descriptive variables of the study were presented as mean, standard deviation and categorical variables was presented as number and percentage (n %). ANOVA, students 't' test, and multiple linear regression was used to determine the association of variables like parenting style, mother's occupation, qualification, ordinal position and family type on emotional maturity.

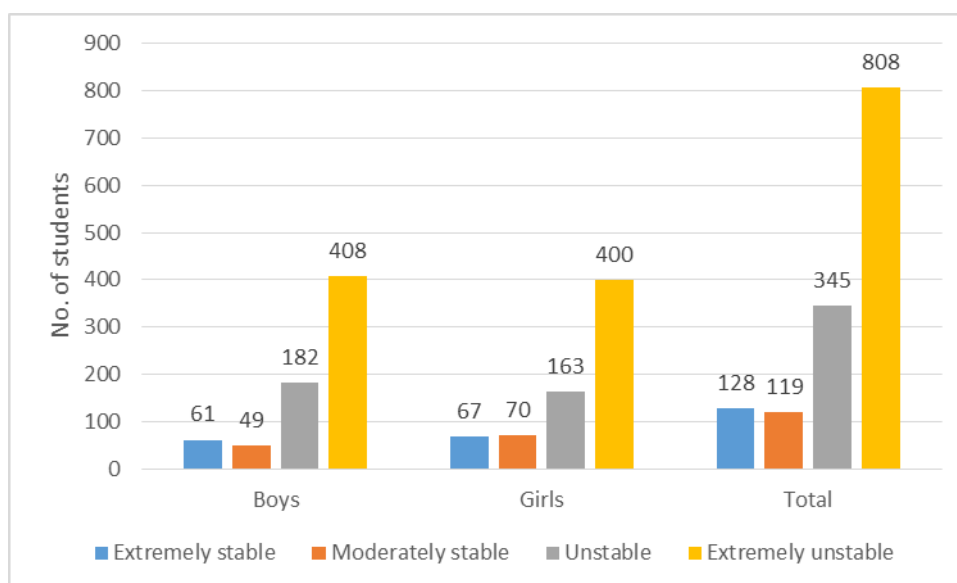
3.2 PHASE II:

This phase involves identifying adolescents who have unstable emotional maturity in order to implement the educational intervention training programme. Results of the emotional maturity of adolescents obtained from Phase I are displayed in Figure 1.

Table 3.1: Emotional maturity of Adolescents

Emotional Maturity	Boys	Girls	Total
Extremely stable	61	67	128
Moderately stable	49	70	119
Unstable	182	163	345
Extremely Unstable	408	400	808

Figure 1: Emotional maturity of Adolescents



The data presented in Figure 1 reveals that only 9.1% were extremely stable whereas 24.6 % were unstable and 57.7% were extremely unstable. Hence, the educational intervention programme meant to improve emotional maturity would be appropriate for those adolescents who have unstable and extremely unstable emotional maturity (N= 1153).

3.3. PHASE: III

This phase is a pretest posttest design (Gupta, 2002) that involves the planning, implementing, and evaluation of the intervention programme on emotional maturity of secondary school adolescents.

The methodology for Phase III is discussed under the following headings:

3.3.1. Selection of sample

3.3.2. Research tools used

3.3.3. Conducting the educational intervention programme

3.3.4. Analysis of the data

3.3.1. Selection of sample

The educational intervention programme was planned for the students who secured scores ranging from 92 to 180 in emotional maturity scale that is indicative of unstable and extremely unstable emotional maturity. Out of 1153 adolescents who had unstable emotional maturity, 200 (Boys:95;Girls:105) students willingly participated in the intervention programme.

3.3.2. Research tools used

The tool which was used in Phase I to assess the emotional maturity of secondary school adolescents was also used in this phase.

3.3.3. Conducting the educational intervention programme

An educational interventional training module targeted on the emotional maturity of secondary school adolescents was developed exclusively for the students to be benefited. The training programme for the secondary school adolescents was designed based on the following objectives:

1. To create an understanding of emotional maturity and the importance of emotions.
2. To develop emotional maturity

The educational intervention and training programme was organized once a week for seven weeks and each session lasted for 90-120 minutes. The level of participation was very good as all the session was more interactive and at the end of 7th week a recapping was done by the researcher. The Emotional Maturity Scale was once again administered to the participants at the end of the intervention program.

The sessions of the intervention programme rendered to the secondary school adolescents are tabulated below in Table 3.1.

Table 3.2 Module for Emotional Maturity Intervention/Training Programme

Week	Date/Day	Description of Module	Duration	Subject (Intervention/Training)	Method
Week 1	19/07/2017 Wednesday	Ice breaker session	30 minutes		
		Introduction: Emotional Maturity & Emotions	1 hour 30 minutes	Definition of terms : ✓ Emotions ✓ Emotional maturity ✓ Self-awareness ✓ Self-confidence ✓ Emotional self-awareness.	Introductory session
Week 2	26/07/2017 Wednesday	Importance of emotions and emotional maturity	1 hour 30 minutes	- Understanding one's emotions - Emotional stability/ emotional instability - Emotions serve a biological purpose	Interaction session
Week 3	02/08/2017 Wednesday	Emotions and the brain	1 hour 30 minutes	- Relationship between the rational and emotional part of the brain. - Amygdala memory bank (A central part of the brain)	PowerPoint and Chart presentation

Week 4	8/08/2017 Tuesday	Developing emotional maturity	2 hour	<ul style="list-style-type: none"> - Communicating with effective emotions. - Concept of Vivekananda on emotional maturity. - Students were divided in to team and each team were given a critical situation to solving the problem, to read and understand the situation in a proper way and tackle the problem emotionally. 	Lecture and Creative activities
Week 5	14/08/2017 Monday	Situational analysis with emotions	1 hour 30 minutes	To identify emotions during different situations.	Situational analysis tool
Week 6	21/08/2017 Monday	The ability based model of emotional intelligence. (Social environment and in social relationships)	2 hour	<ul style="list-style-type: none"> - The ability to perceive emotion - Integrate emotion to assist thought - Understand and to regulate emotions - To promote personal growth 	Lecture

				<ul style="list-style-type: none"> - Perception of emotions - Use and management of emotions 	
Week 7	28/08/2017 Monday	Other aspects of emotional maturity	1 hour 30 minutes	<ul style="list-style-type: none"> - Emotional instability - Emotional regression - Faculty social mal-adjustment - Flexibility and adaptability. 	Video presentation

Plate 4 – Interaction between trainer and adolescents



Plate 5 – Trainer giving lecture to the students



Plate 6 – Role play performed by the students



Plate 7 – Brain storming session



Plate 8 – Participant clarifying doubts with trainer



Plate 9 – Distributing hand outs



Plate 10 – Pre-test



Plate 11 – Post-test

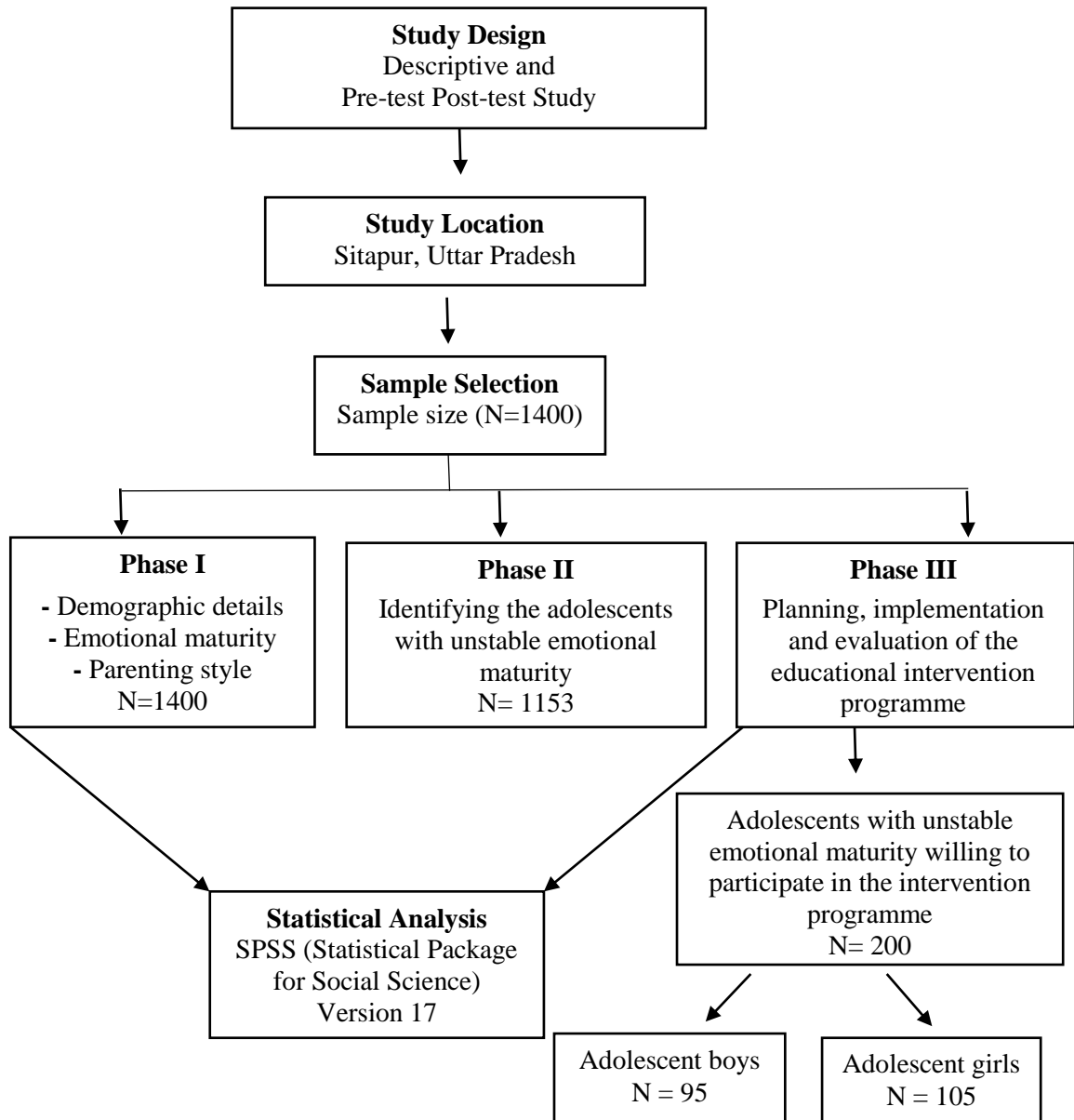


3.3.4 Analysis of the data:

To find the impact of intervention programme on secondary school adolescents, an analysis of pre-post test values were done using SPSS software (Version 17). Students't' test was carried out to compare the emotional maturity score obtained from pre and post intervention programme to determine the effect of intervention. $P < 0.05$ was considered to be statistically significant.

The schematic representation of the present study's methodology is presented in Figure 2.

Figure 2. Schematic Representation of the Methodology



CHAPTER 4

RESULTS AND DISCUSSION

This chapter deals with the outcome of the data analysis. The results are interpreted following which appropriate discussions are presented. The results are presented in the following sequence:

- 4.1 Demographic profile of the selected sample group
- 4.2 Emotional maturity of secondary school adolescents
- 4.3 Parenting style adopted by the parents of secondary school adolescents
- 4.4 Relationship between different dimensions of emotional maturity and parenting styles of secondary school adolescents.
- 4.5. Factors affecting the emotional maturity of secondary school adolescents
- 4.6 Intervention scores and its evaluation

4.1 DEMOGRAPHIC PROFILE OF THE SELECTED SAMPLE GROUP

In this section, an attempt has been made to understand the socio-cultural and demographic details of the senior secondary school adolescents. The socio-cultural and demographic details selected for the present study is stratified based on gender and includes age, place of residence, religion, caste, type of family, birth order, family size, family income, food habits and house ownership.

Table 4.1 –Personal Details of the respondents

Personal details	English Medium		Hindi Medium		Total
	Boys N(%)	Girls N(%)	Boys N(%)	Girls N (%)	N (%)
Age					
13 Years	30 (8.5)	47 (13.5)	27 (7.7)	31 (8.8)	135 (9.6)
14 Years	89 (25.4)	100 (28.7)	75 (21.5)	74 (21.1)	338 (24.15)
15 Years	125 (35.6)	107 (30.7)	101 (28.9)	130 (37.0)	463 (33.1)
16 Years	66 (18.8)	79 (22.6)	87 (24.9)	88 (25.1)	320 (22.9)
17 Years	35 (10.0)	14 (4.0)	40 (11.5)	23 (6.6)	112 (8)
18 Years	6 (1.7)	2 (6)	19 (5.4)	5 (1.4)	32 (2.3)

Place of residence	130 (37.0)	93 (26.6)	155(44.4)	194 (55.3)	572 (40.85)
Urban	221 (63.0)	256 (73.4)	194 (55.6)	157 (44.7)	828 (59.15)
Rural					
Religion					
Hindu	286 (81.5)	285 (81.7)	274 (78.5)	315 (89.7)	1160(82.85)
Muslim	54 (15.4)	54 (15.5)	68 (19.5)	32 (9.1)	208 (14.85)
Sikh	10 (2.8)	10 (2.9)	6 (1.7)	4 (1.1)	30 (2.15)
Christian	1 (0.3)	0	1 (0.3)	0	2 (0.15)
Others	0	0	0	0	0
Caste					
SC	64 (18.2)	62 (17.8)	106 (30.4)	90 (25.6)	322 (23)
OBC	94 (26.8)	77 (22.1)	132 (37.8)	133 (37.9)	436 (31.15)
General	191 (54.4)	208 (59.6)	111 (31.8)	127 (36.2)	637 (45.5)
ST	2 (0.6)	2 (0.6)	0	1 (0.3)	5 (0.35)
Minority	0	0	0	0	0
Type of family					
Nuclear	209 (59.5)	221 (63.3)	195 (55.9)	200 (57.0)	825 (58.9)
Joint	142 (40.5)	128 (36.7)	154 (44.1)	151 (43.0)	575 (41.1)
Birth order					
Only child	26 (7.4)	15 (4.3)	16 (4.6)	15 (4.3)	72 (5.15)
First born	126(35.9)	140 (40.1)	108 (30.9)	118 (33.6)	492 (35.15)
Middle born	81 (23.1)	102 (29.2)	122 (35.0)	131 (37.3)	436 (31.15)
Last born	118 (33.6)	92 (26.4)	103 (29.5)	87 (24.8)	400 (28.6)
Family income					
< 10000	22(6.3)	32(9.2)	4(1.1)	8(2.3)	66(4.7)
10001 – 30000	196(55.8)	186(53.3)	181(51.9)	172(49.0)	735(52.5)
30001- 50000	111(31.6)	114(32.7)	123(35.2)	109(31.1)	457(32.6)
> 50001	22(6.3)	17(4.9)	41(11.7)	62 (17.7)	142(10.1)

Food habits					
Vegetarian	226 (64.4)	242 (69.3)	254 (72.8)	290 (82.6)	1012 (72.3)
Non-vegetarian	125 (35.6)	107 (30.7)	95 (27.2)	61 (17.4)	388 (27.7)
House ownership					
Own	290 (82.6)	276 (79.1)	316 (90.5)	299 (85.2)	1181 (84.35)
Rented	61 (17.4)	73 (20.9)	33 (9.5)	52 (14.8)	219 (15.65)

From the table 4.1, it is inferred that about 80% boys and girls in English medium and 75% boys and 83% girls in Hindi medium were within the age group of 14-16 years. There was minimal number of respondents below 14 and above 16 years of age respectively. More than half of the respondents (59%) were from rural area and 63% boys and 73% girls from rural area were studying in English medium school. Majority of girls from urban area were studying in Hindi medium school.

Nearly 83% of the selected sample belonged to Hindu religion (around 80% boys and 86% girls) followed by Islam (17% boys and 12% girls). This part of Northern India, Uttar Pradesh was once dominated by Mughal emperors hence Muslim represents the second largest religion reported by the respondents. Sikh and Christianity were reported by 2 and 0.3% of respondents respectively. Analysis of caste distribution showed that 54% boys and 60% girls in English medium, 32% boys and 36% girls in Hindi medium belonged to general caste. About 38% boys and girls in Hindi medium belonged to the OBC category. Only less than one-fourth of the selected participants belonged to the SC category.

Regarding the type of family, the trend of disintegration of joint family system was evident in the present study too with close to 60% selected respondents from nuclear family setup. About 60% boys and 63% girls in English medium and 56% and 57% boys and girls respectively from Hindi medium of education were from nuclear families. Further, majority of the adolescents (52.5%) had a family income ranging between Rs 10001-30000. The analysis on ordinal position with respect to boys showed that 36% and 35% were first and middle born respectively. About 34% in English medium and 30% in Hindi medium were born as last child. Among the

female respondents 40% and 34% from English and Hindi medium were first born and about 29% and 32% were middle born.

Out of the selected participants greater proportion (72%) were vegetarians. The distribution of vegetarian was also found to be higher among girls with 76% and 69 % of boys. To discuss on the ownership of home among the selected respondents 91% boys and 85% girls in Hindi medium, 83% boys and 79% girls in English medium had their own house. The information pertaining to educational attributes of the respondents stratified based on gender and medium of education is presented in table 4.2.

Table 4.2 – Educational attributes of the respondents

Educational Profile	English Medium		Hindi Medium		Total N (%)
	Boys N(%)	Girls N(%)	Boys N(%)	Girls N(%)	
Board of study					
CBSE	351 (100)	349 (100)	0	0	700 (50)
UP board	0	0	349 (100)	351 (100)	700 (50)
Type of education					
Single sex	0	0	0	151 (43.0)	151 (10.8)
Co education	351 (100)	349 (100)	349 (100)	200 (57.0)	1249 (89.2)
Class studying					
9 th	115 (32.8)	120 (34.4)	83 (23.8)	52 (14.8)	370 (26.4)
10 th	117 (33.3)	112 (32.1)	135 (38.7)	140 (39.9)	504 (36.0)
11 th	87 (24.8)	72 (20.6)	31 (8.9)	120 (34.2)	310 (22.1)
12 th	32 (9.1)	45 (12.9)	100 (28.7)	39 (11.1)	216 (15.4)
Performance in the class					
Good	200 (57.0)	176 (50.4)	172 (49.3)	183 (52.1)	731 (52.2)
Moderate	124 (35.3)	107 (30.7)	121 (34.7)	97 (27.6)	449 (32.1)
Poor	27 (7.7)	66 (18.9)	56 (16.0)	71 (20.2)	220 (15.7)

The presented study included equal proportion of participants from the CBSE and UP board of study. Majority ($\approx 90\%$) of the selected respondents were in co-education system of education. The participants in English medium belonged to co-education system of education and all the boys and 57% girls from Hindi medium

belonged to the coeducation system of education. Regarding the class, about 36% (33% boys and 32% girls in English medium and 39% boys and 40% girls in Hindi medium) were studying in class 10.

Analysis on class performance revealed, more than half (52.2%) had good performance. This includes 57% boys and 50% girls from English medium and 49% boys and 52 % girls from Hindi medium. About 35% boys from English and Hindi medium exhibited moderate performance compared to 31% and 28% girls respectively.

4.2 EMOTIONAL MATURITY OF SECONDARY SCHOOL ADOLESCENTS

This section 4.2 deals with details pertaining to emotional maturity of secondary school student's on the basis of various attributes of socio demographic including birth order, caste, place of residence, religion, type of family, family income and educational attributes like board of education and performance in class. The classification of respondents on the basis of gender is given in table 4.3.

Table 4.3: Emotional maturity level of secondary school adolescents based on gender

Dimensions of Emotional Maturity	Gender	N	Mean	Std. Deviation	Std. Error Mean	t value	p
Emotional Instability	Boys	700	24.63	5.43	0.21	0.13	0.89 ^{NS}
	Girls	700	24.59	5.68	0.21		
Emotional Regression	Boys	700	23.86	5.43	0.21	-0.46	0.64 ^{NS}
	Girls	700	24	5.91	0.22		
Faulty Social Adjustment	Boys	700	22.74	5.37	0.2	-0.51	0.60 ^{NS}
	Girls	700	22.89	5.72	0.22		
Lack of Independency	Boys	700	23.45	5.49	0.21	0.10	0.91 ^{NS}
	Girls	700	23.42	5.86	0.22		
Flexibility and Adaptability	Boys	700	24.4	5.42	0.2	-0.01	0.98 ^{NS}
	Girls	700	24.4	5.72	0.22		
Overall Emotional Maturity	Boys	700	119.08	24.03	0.91	-0.16	0.86 ^{NS}
	Girls	700	119.3	26.03	0.98		

Note. NS-Not Significant

From table 4.3, it is evident that there was no significant difference between various aspects of emotional maturity and gender. Majority of the students were found to be emotionally instable with a mean score of 24.6 ± 5.4 for boys and 24.6 ± 5.6 for girls. Faulty social adjustment had the least score of 22.7 ± 5.4 for boys and 22.9 ± 5.9 for girls.

The results from the present study corroborates with the findings of Mallick et al (2014), Dutta et al (2013), Kaur (2013), who reported there was no significant difference between the emotional maturity level of adolescent students with respect to gender. Another study from the Aligarh district of UP also showed no significant difference between gender and emotional maturity of secondary school students (Shafiq and Thaqib, 2015). Bunker & Meena (2015) states that in the present circumstances boys and girls are equally educated and face similar challenges and thereby there is no significant difference in the emotional maturity level of adolescents based on gender.

The emotional maturity level of secondary school adolescents in relation to their ordinal position is specified in table 4.4

Table 4.4 Emotional maturity level of secondary school adolescents based on birth order

Dimensions of Emotional Maturity	Sources of Variation	Sum of Squares	df	Mean Square	F	p
Emotional Instability	Between Groups	92.507	3	30.84	1.00	0.39 ^{NS}
	Within Groups	43059.2	1396	30.85		
	Total	43151.7	1399			
Emotional Regression	Between Groups	151.043	3	50.35	1.57	0.20 ^{NS}
	Within Groups	44838.6	1396	32.12		
	Total	44989.7	1399			
Faulty Social Adjustment	Between Groups	113.713	3	37.9	1.24	0.30 ^{NS}
	Within Groups	42858.7	1396	30.7		
	Total	42972.5	1399			

Lack of Independency	Between Groups	184.768	3	61.59	1.92	0.13 ^{NS}
	Within Groups	44892.8	1396	32.16		
	Total	45077.6	1399			
Flexibility and Adaptability	Between Groups	59.18	3	19.73	0.64	0.59 ^{NS}
	Within Groups	43343.4	1396	31.05		
	Total	43402.6	1399			
Overall Emotional Maturity	Between Groups	2161.36	3	720.46	1.15	0.33 ^{NS}
	Within Groups	874901	1396	626.72		
	Total	877062	1399			

Note. NS-Not Significant

There was no significant difference between the various aspects of emotional maturity level and the birth order of the selected secondary school students. Recent study by Priya and Raina (2016) conducted among adolescent school children in Himachal Pradesh showed that emotional maturity level of adolescent had no significant difference with respect to the ordinal position of the child. This is similar to above mentioned findings of the present study.

The results of one way ANOVA to compare the emotional maturity level of selected sample of students in relation to caste is given in table 4.5a.

Table 4.5a Emotional maturity level of secondary school adolescents based on caste

Dimensions of Emotional Maturity	Sources of Variation	Sum of Squares	df	Mean Square	F	p
Emotional Instability	Between Groups	592.296	3	197.43	6.48	0.000 ^{**}
	Within Groups	42559.4	1396	30.49		
	Total	43151.7	1399			
Emotional Regression	Between Groups	428.722	3	142.91	4.48	0.004 ^{**}
	Within Groups	44561	1396	31.92		
	Total	44989.7	1399			

Faulty Social Adjustment	Between Groups	193.169	3	64.39	2.1	0.98 ^{NS}
	Within Groups	42779.3	1396	30.64		
	Total	42972.5	1399			
Lack of Independency	Between Groups	1268.42	3	422.81	13.47	0.000 ^{**}
	Within Groups	43809.1	1396	31.38		
	Total	45077.6	1399			
Flexibility and Adaptability	Between Groups	395.305	3	131.77	4.28	0.005 ^{**}
	Within Groups	43007.3	1396	30.81		
	Total	43402.6	1399			
Overall Emotional Maturity	Between Groups	12616.9	3	4205.62	6.79	0.000 ^{**}
	Within Groups	864445	1396	619.23		
	Total	877062	1399			

Note. NS-Not Significant, **- Significant at 0.01 level

Table 4.5b Tukey's post hoc test – Emotional maturity of adolescents based on caste

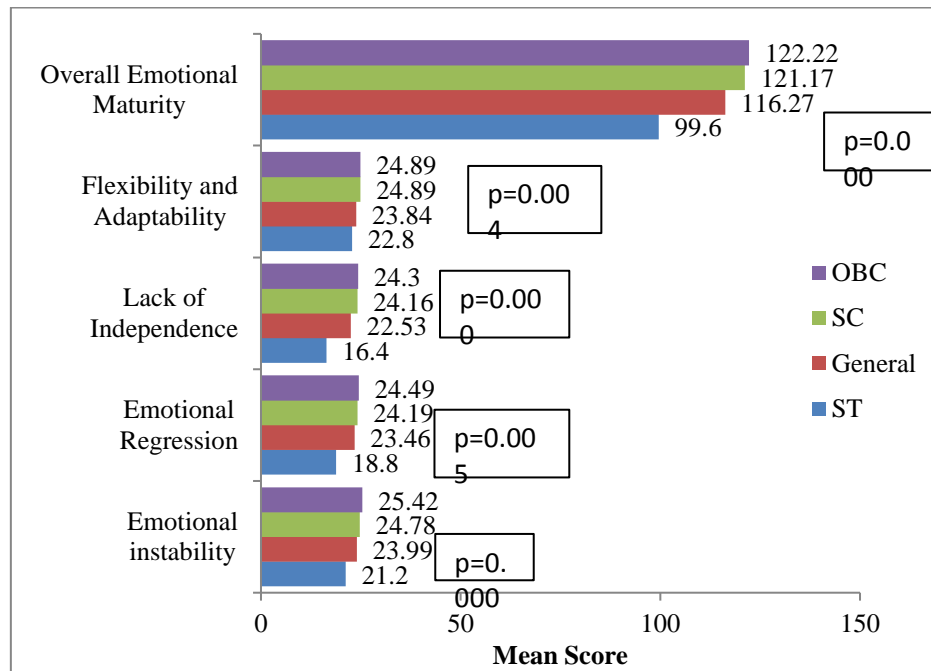
Dimensions of Emotional Maturity	Caste	N	Subset for alpha = .05	
			1	2
Emotional instability	ST	5	21.2	
	General	637	23.99	
	SC	322	24.78	
	OBC	436	25.42	
Emotional Regression	ST	5	18.8	
	General	637		23.46
	SC	322		24.19
	OBC	436		24.49
Lack of Independence	ST	5	16.4	
	General	637		22.53
	SC	322		24.16
	OBC	436		24.3
Flexibility and Adaptability	ST	5	22.8	
	General	637	23.84	
	OBC	436	24.89	
	SC	322	24.89	

Overall Emotional Maturity	ST	5	99.6	
	General	637	116.27	116.27
	SC	322		121.17
	OBC	436		122.22

From the table 4.5a it is evident that there is significant difference between emotional maturity level and caste of secondary school adolescents. Further with respect to caste the various dimensions of emotional maturity was significantly different at $p < 0.001$ for emotional instability ($F=6.5$) and lack of independency ($F=13.5$) at $p < 0.05$ for emotional regression ($F=4.5$) and flexibility and adaptability ($F=4.3$) and given in figure 3. The results of tukey's post hoc tests (table 4.5b) showed that emotional instability, emotional regression, lack of independency, flexibility and adaptability was more common among the selected secondary school students belonging to the OBC caste compared to others.

Bunker and Meena (2015) in their study carried out among adolescent students showed significant difference among adolescent's from general and schedule tribe caste on overall and five factors of emotional maturity i.e. emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence factor. Subbarayan and Visvanatha (2011) also found a significant difference between the caste and emotional maturity of students. In the present study the investigator observed a significant difference between 4 dimensions of emotional maturity and adolescents from OBC caste. Thus, this caste has a considerable role in the development of emotional maturity among adolescents.

Figure 3: Emotional maturity level based on caste of secondary school adolescents



The results of one way ANOVA with respect to the emotional maturity level of secondary school students based on religion is given in table 4.6

Table 4.6 Emotional maturity level of secondary school adolescents based on religion

Dimensions of Emotional Maturity	Sources of Variation	Sum of Squares	df	Mean Square	F	P
Emotional Instability	Between Groups	8.562	2	4.28	0.14	0.87 _{NS}
	Within Groups	43143.2	1397	30.88		
	Total	43151.7	1399			
Emotional Regression	Between Groups	21.627	2	10.81	0.34	0.72 _{NS}
	Within Groups	44968.1	1397	32.19		
	Total	44989.7	1399			
Faulty Social Adjustment	Between Groups	35.51	2	17.76	0.58	0.56 _{NS}
	Within Groups	42936.9	1397	30.74		
	Total	42972.5	1399			

Lack of Independency	Between Groups	16.682	2	8.34	0.26	0.77 NS
	Within Groups	45060.9	1397	32.26		
	Total	45077.6	1399			
Flexibility and Adaptability	Between Groups	35.348	2	17.67	0.57	0.57 NS
	Within Groups	43367.2	1397	31.04		
	Total	43402.6	1399			
Overall Emotional Maturity	Between Groups	519.458	2	259.73	0.41	0.66 NS
	Within Groups	876543	1397	627.45		
	Total	877062	1399			

Note. NS-Not Significant

The investigator observed no significant difference between the various dimensions of emotional maturity level based on the religion of the secondary school adolescent students as presented in table 4.6.

This contradicts the findings of Subbarayan and Visvanatha (2011) who reported there was a significant difference between religion and emotional maturity level of college students. In the present study, no significant difference between religion and emotional maturity may be due to the fact that majority of the selected secondary school adolescents were from same caste and number of respondents from other caste was negligible.

The results pertaining to the Emotional maturity level of secondary school adolescents based on place of residence is given in table 4.7.

Table 4.7 Emotional maturity level of secondary school adolescents based on place of residence

Dimensions of Emotional Maturity	Place of residence	N	Mean	Std. Deviation	Std. Error Mean	t value	p
Emotional Instability	Urban	572	24.92	5.72	0.24	1.73	0.08 ^{NS}
	Rural	828	24.39	5.43	0.19		
Emotional Regression	Urban	572	24.08	5.72	0.24	0.82	0.40 ^{NS}
	Rural	828	23.83	5.64	0.2		
Faulty Social Adjustment	Urban	572	22.76	5.64	0.24	-0.31	0.75 ^{NS}
	Rural	828	22.85	5.47	0.19		
Lack of Independency	Urban	572	23.81	5.92	0.25	2.08	0.37 ^{NS}
	Rural	828	23.17	5.49	0.19		
Flexibility and Adaptability	Urban	572	24.73	5.56	0.23	1.82	0.06 ^{NS}
	Rural	828	24.18	5.57	0.19		
Overall Emotional Maturity	Urban	572	120.3	25.8	1.08	1.38	0.16 ^{NS}
	Rural	828	118.42	24.48	0.85		

Note. NS-Not Significant

From the table above (table 4.7) it is apparent that there is no significant difference between the place of residence of selected participants and the different dimensions of emotional maturity.

Similar findings were no significant difference between emotional maturity and place of residence (urban/rural)of adolescents was also reported by Dutta et al (2013), Singh (2012), Singh and Thukral (2011). However, results of a study by Lakshmi and Krishnamurthy (2011) among secondary school students from Coimbatore contradicted the above findings.

Table 4.8 projects the findings of t – test with respect to the emotional maturity level of secondary school students in relation to type of family.

Table 4.8 Emotional maturity level of secondary school adolescents based on type of family

Dimensions of Emotional Maturity	Type of Family	N	Mean	Std. Deviation	Std. Error Mean	t value	P
Emotional Instability	Nuclear	825	24.49	5.58	0.19	-9.54	0.34 ^{NS}
	Joint	575	24.78	5.52	0.23		
Emotional Regression	Nuclear	825	23.95	5.54	0.19	0.16	0.86 ^{NS}
	Joint	575	23.9	5.86	0.24		
Faulty Social Adjustment	Nuclear	825	22.82	5.47	0.19	0.10	0.99 ^{NS}
	Joint	575	22.81	5.65	0.24		
Lack of Independency	Nuclear	825	23.4	5.69	0.2	-0.23	0.81 ^{NS}
	Joint	575	23.47	5.67	0.24		
Flexibility and Adaptability	Nuclear	825	24.36	5.58	0.19	-0.34	0.72 ^{NS}
	Joint	575	24.46	5.56	0.23		
Overall Emotional Maturity	Nuclear	825	119.02	24.83	0.86	-0.30	0.76 ^{NS}
	Joint	575	119.43	25.36	1.06		

Note. NS-Not Significant

The findings from the analysis suggest here is no significant difference between the family type of adolescents and the different dimensions of emotional maturity. Similar to the results of the present study, Subbarayan & Visvanathan (2011) concluded that the family type adolescent belong to did not have significant effect on the emotional maturity of the students. The findings of the present study was also comparable to the findings reported by Roja et al., (2013). The findings discussed above are paradoxical to those reported by Singh et al., (2014); Shafiq and Khan (2016).

The emotional maturity level of secondary school students based on family income is presented in table 4.9a.

Table 4.9a Emotional maturity level of secondary school adolescents based on family income

Dimensions of Emotional Maturity	Sources of Variation	Sum of Squares	df	Mean Square	F	P
Emotional Instability	Between Groups	2521.02	3	840.34	28.87	0.000**
	Within Groups	40630.7	1396	29.11		
	Total	43151.7	1399			
Emotional Regression	Between Groups	2808.14	3	936.05	30.98	0.000**
	Within Groups	42181.5	1396	30.22		
	Total	44989.7	1399			
Faulty Social Adjustment	Between Groups	4370.14	3	1456.71	52.68	0.000**
	Within Groups	38602.3	1396	27.65		
	Total	42972.5	1399			
Lack of Independency	Between Groups	1947.08	3	649.03	21.01	0.000**
	Within Groups	43130.5	1396	30.9		
	Total	45077.6	1399			
Flexibility and Adaptability	Between Groups	1945.28	3	648.43	21.84	0.000**
	Within Groups	41457.3	1396	29.7		
	Total	43402.6	1399			
Overall Emotional Maturity	Between Groups	65433.1	3	21811.1	37.52	0.018*
	Within Groups	811629	1396	581.4		
	Total	877062	1399			

Note. ** Significant at 0.01 level, Significant at 0.05 level

Table 4.9bTukey’s post hoc test – Emotional maturity of adolescents based on family income

Dimensions of Emotional Maturity	Family Income	N	Subset for alpha = .05			
			1	2	3	4
Emotional Instability	>50001	142	22.21			
	30001-50000	457	23.49			
	10000-30000	735		25.5		
	<10000	66			27.5	
Emotional Regression	>50001	142	21.36			
	30001-50000	457	22.71			
	10000-30000	735		24.96		
	<10000	66			26.48	
Faulty Social Adjustment	>50001	142	19.66			
	30001-50000	457		21.37		
	10000-30000	735			23.96	
	<10000	66				26.78
Lack of Independency	>50001	142	21.8239			
	30001-50000	457	22.1575			
	10000-30000	735		24.4		
	<10000	66		24.92		
Flexibility and Adaptability	>50001	142	22.4014			
	30001-50000	457	23.3063			
	10000-30000	735		25.3		
	<10000	66		26.29		
Overall Emotional Maturity	>50001	142	107.479			
	30001-50000	457	113.046			
	10000-30000	735		124.125		
	<10000	66			131.985	

Table 4.9a shows significant different at $p < 0.001$ level was noted for family income and dimensions of emotional maturity, emotional instability ($F=28.9$), emotional regression ($F=31$), faulty social adjustments ($F=52.3$) lack of independency ($F=21$), flexibility and adaptability ($F=21.8$). The difference in the emotional maturity of adolescent students with respect to family income is depicted in figure 4. The mean score of parents with higher family income was found to be lowest.

The findings from tukey's post hoc (table 4.9b) suggest that secondary school students from middle and low income group was associated with the aspects of emotional maturity including emotional instability, emotional regression, faulty social adjustments, lack of independency, flexibility and adaptability compared to those from higher income group.

In line with our results, a recent study among adolescent school students in Hisar city of Haryana showed family income was positively correlated with selected aspects of emotional maturity i.e. emotional instability, regression and personality disintegration (Duhan K, 2017).

Figure 4: Emotional maturity level based on family Income of secondary school adolescents

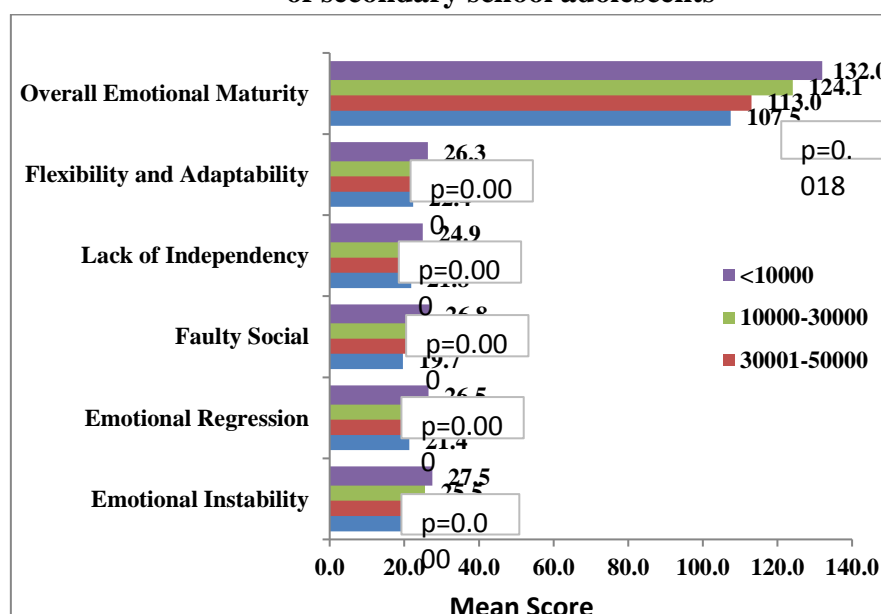


Table 4.10 deals with the emotional maturity of secondary school adolescents in relation to their board of study.

4.10 Emotional maturity level of secondary school adolescents based on board of study

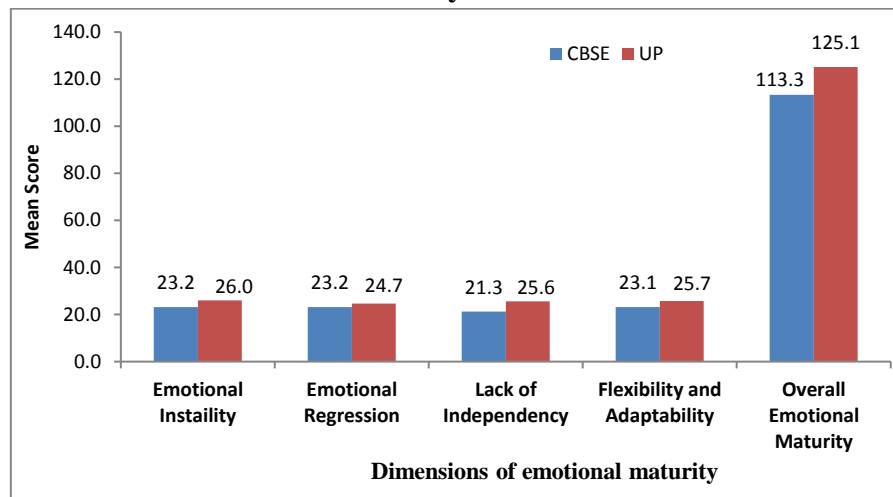
Dimensions of Emotional Maturity	Board of study	N	Mean	Std. Deviation	Std. Error Mean	t value	P
Emotional Instability	CBSE	700	23.18	5.12	0.19	-9.97	0.000**
	UP	700	26.04	5.61	0.21		
Emotional Regression	CBSE	700	23.21	5.43	0.21	-4.79	0.000**
	UP	700	24.65	5.82	0.22		
Faulty Social Adjustment	CBSE	700	22.5	5.39	0.2	-2.14	0.32 ^{NS}
	UP	700	23.13	5.67	0.21		
Lack of Independency	CBSE	700	21.27	4.45	0.17	-15.44	0.000**
	UP	700	25.6	5.94	0.22		
Flexibility and Adaptability	CBSE	700	23.11	5.13	0.19	-8.92	0.000**
	UP	700	25.69	5.69	0.22		
Overall Emotional Maturity	CBSE	700	113.26	21.96	0.83	-9.11	0.000**
	UP	700	125.12	26.49	1.00		

Note. ** Significant at 0.01 level, NS- Not Significant

The results from table 4.10 show that there was a significant difference between the dimensions emotional maturity level and the board of study of secondary school adolescents. The t value for the dimensions of emotional maturity are given as follows: emotional instability (t value= -9.97), emotional regression (t value= -4.79), faulty social adjustments (t value= -2.14) lack of independency (t value= -15.44), flexibility and adaptability (t value= -8.92) and overall emotional maturity (t value= -9.11). Adolescents from the UP board were found to have higher mean values in majority of the dimensions of emotional maturity compared to those adolescents from CBSE board of study (Figure 5).

Similar results were observed by Gakhar S. C. (2003), who conducted a study on the emotional maturity of students at secondary stage: self-concept and academic achievement and found that there was significant difference in the emotional maturity of students with respect to school of education i.e., government and private schools. However, findings from several other studies show no significant difference between the emotional maturity of secondary school students and type of school (Kaur and Manjeet, 2013; Dutta, 2013 and Bindhu, 2016)

Figure 5: Emotional maturity level based on board of education of secondary school adolescents



***significant at $p < 0.001$ level**

Table 4.11a deals with the results of one way ANOVA on the emotional maturity level of secondary school adolescents in relation to their performance in class

Table 4.11a Emotional maturity level of secondary school adolescents based on class performance

Dimensions of Emotional Maturity	Sources of Variation	Sum of Squares	df	Mean Square	F	P
Emotional Instability	Between Groups	14997.5	2	7498.76	372.09	0.000**
	Within Groups	28154.2	1397	20.15		

	Total	43151.7	1399			
Emotional Regression	Between Groups	15842.8	2	7921.42	379.67	0.000**
	Within Groups	29146.9	1397	20.86		
	Total	44989.7	1399			
Faulty Social Adjustment	Between Groups	16943.7	2	8471.83	454.69	0.000**
	Within Groups	26028.8	1397	18.63		
	Total	42972.5	1399			
Lack of Independency	Between Groups	13159.4	2	6579.72	287.98	0.000**
	Within Groups	31918.1	1397	22.85		
	Total	45077.6	1399			
Flexibility and Adaptability	Between Groups	14801.9	2	7400.93	361.5	0.000**
	Within Groups	28600.7	1397	20.47		
	Total	43402.6	1399			
Overall Emotional Maturity	Between Groups	377801	2	188900	528.57	0.000**
	Within Groups	499262	1397	357.381		
	Total	877062	1399			

Note. ** Significant at 0.01 level

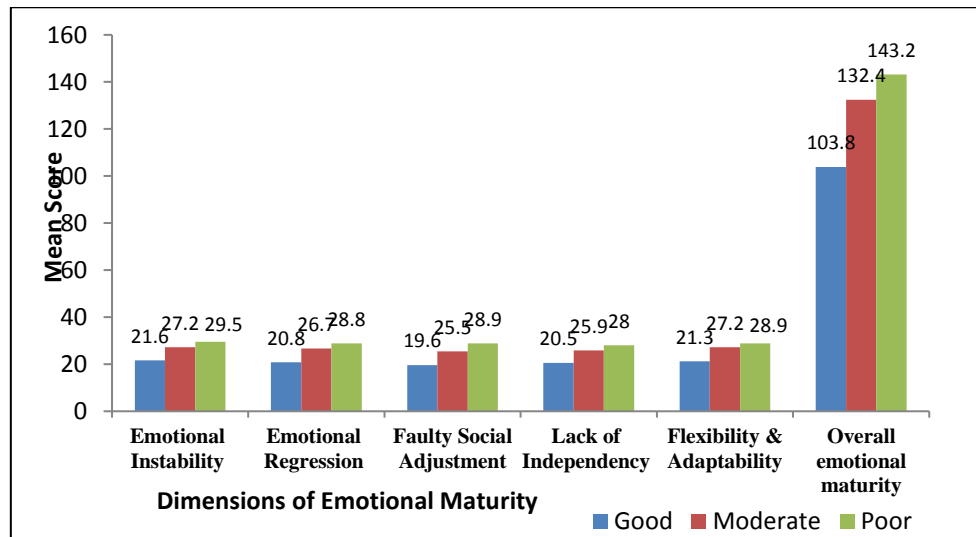
Table 4.11b Tukey's post hoc test – Emotional maturity of adolescents based on class performance

Dimensions of Emotional Maturity	Class Performance	N	Subset for alpha = .05		
			1	2	3
Emotional Instability	Good	731	21.565		
	Moderate	449		27.15	
	Poor	220			29.53
Emotional Regression	Good	731	20.7811		
	Moderate	449		26.69	
	Poor	220			28.78
Faulty Social	Good	731	19.5869		
	Moderate	449		25.49	
	Poor	220			28.09

Adjustment					
Lack of Independency	Good	731	20.5718		
	Moderate	449		25.87	
	Poor	220			27.96
Flexibility and Adaptability	Good	731	21.3365		
	Moderate	449		27.19	
	Poor	220			28.89
Overall Emotional Maturity	Good	731	103.841		
	Moderate	449		132.394	
	Poor	220			143.246

Significant difference at $p < 0.001$ level was observed between the class performance and emotional instability ($F=372.1$), emotional regression ($F=379.7$), faulty social adjustments ($F=454.7$), lack of independency ($F=288$), flexibility and adaptability ($F=361.5$) and overall emotional maturity ($F = 528.6$) of secondary school adolescents (table 4.11). The participants with highest score for emotional immaturity depicted a poor performance in class (Figure 6).

Figure 6: Emotional maturity level based on class performance of secondary school adolescents



The results of tukey's post hoc test (table 4.11b) suggest that secondary school students with poor class performance exhibited higher aspects of emotional immaturity compared to those with good or moderate performance.

Shanmuganathan & Chinnappan (2014) in a study among 1000 adolescence (385 boys and 615 girls) showed that there is a significant relationship between the emotional maturity and academic achievement of adolescent students. Similarly, Shafeeq & Thaqib (2015) in a study among class IX students from Aligarh observed a highly positive correlation between emotional maturity and academic achievement of secondary school students. The findings from the present study also showed that secondary school students with poor academic performance showed a significant association with different aspects of emotional maturity.

From the results presented in table 4.3-4.11b, it is proved that hypothesis 1 which states that “There will be a significant difference in emotional maturity of adolescents based on demographic variables” is partially accepted.

4.3 PARENTING STYLE ADOPTED BY THE PARENTS OF SECONDARY SCHOOL ADOLESCENTS

This segment 4.3 elicits information on the parenting style adopted by parents of secondary school students in relation to their socio demographic including birth order, caste, place of residence, religion, type of family, family income and educational attributes like board of education and performance in class. Table 4.12 represents the parenting style adopted by secondary school students on the basis of their gender.

Table 4.12 Parenting style of parents based on gender of secondary school adolescents

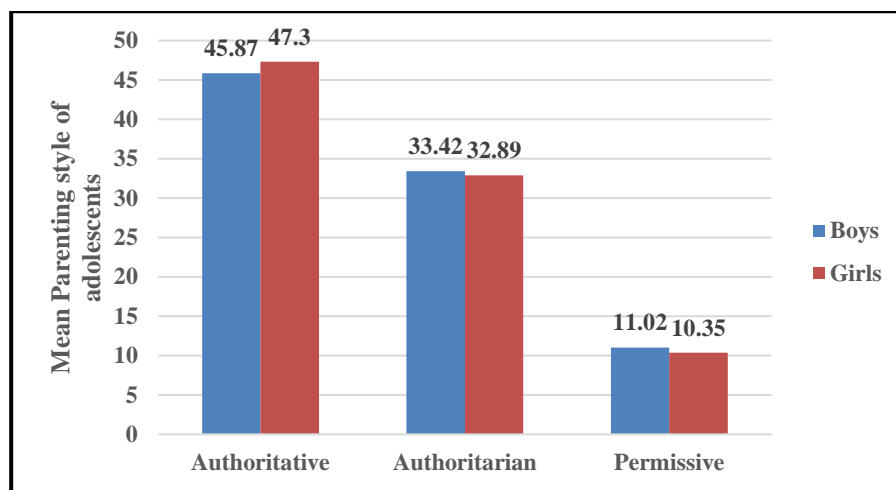
Parenting style	Gender	N	Mean	Std. Deviation	Std. Error Mean	t value	P
Authoritative	Boys	700	45.87	5.98	0.23	-4.50	0.000**
	Girls	700	47.30	5.85	0.22		
Authoritarian	Boys	700	33.42	11.05	0.42	0.88	0.37 ^{NS}
	Girls	700	32.89	11.11	0.42		

Permissive	Boys	700	11.02	4.67	0.18	2.77	0.006**
	Girls	700	10.35	4.39	0.17		

Note. ** Significant at 0.01 level, NS- Not Significant

The results from table 4.12 shows a significant negative association at $p < 0.001$ level between authoritative parenting and gender (t value = -4.5) and a significant positive effect at $p < 0.05$. Further it is evident from figure 7 that authoritative style of parenting was predominantly observed among parents of selected secondary school students.

Figure 7: Differences in Parenting Style based on gender



Bireda and Pillay (2017) in a recent study conducted among adolescents in Ethiopia reported gender difference in perceptions of parent-child relationships. Further from the research, it was evident that girls reported a more positive and frequent interaction with their parents. Thus the study suggests difference in parent-child relationship based on gender.

The relation between parenting style adopted by parents of secondary school adolescents based on ordinal position is given in table 4.13.

Table 4.13 Parenting style of parents based on birth order of secondary school adolescents

Parenting style	Sources of Variation	Sum of Squares	df	Mean Square	F	P
Authoritative	Between Groups	64.04	3	21.35	0.60	0.62 ^{NS}
	Within Groups	49602.2	1396	35.53		
	Total	49666.2	1399			
Authoritarian	Between Groups	917.59	3	305.86	2.50	0.06 ^{NS}
	Within Groups	170730	1396	122.3		
	Total	171648	1399			
Permissive	Between Groups	36.134	3	12.05	0.58	0.63 ^{NS}
	Within Groups	28855.1	1396	20.67		
	Total	28891.2	1399			

Note. NS-Not Significant

The investigator observed no significant difference between the 3 different parenting style adopted by the parents of secondary school students based on their ordinal position. The results of one way ANOVA to determine the effect of parenting style of parents based on caste of secondary school adolescence is given in table 4.14a.

Table 4.14a Parenting style of parents based on caste of secondary school adolescents

Parenting style	Sources of Variation	Sum of Squares	df	Mean Square	F	P
Authoritative	Between Groups	13.865	3	4.62	0.13	0.94 ^{NS}
	Within Groups	49652.4	1396	35.57		
	Total	49666.2	1399			
Authoritarian	Between Groups	4322.98	3	1440.99	12.022	0.000 ^{**}
	Within Groups	167325	1396	119.86		
	Total	171648	1399			
Permissive	Between Groups	390.011	3	130.004	6.37	0.000 ^{**}
	Within Groups	28501.2	1396	20.42		
	Total	28891.2	1399			

Note. NS-Not Significant, ^{**}-Significant at 0.01 level

Table 4.14b Tukey's post hoc test – Parenting style based on caste

Parenting Styles	Caste	N	Subset for alpha = .05
			1
Authoritarian	ST	5	28.8
	General	637	31.28
	SC	322	34.41
	OBC	436	35.009
Permissive	ST	5	9
	General	637	10.16
	SC	322	10.83
	OBC	436	11.36

Table 4.14a clearly indicates a significant difference at $p < 0.001$ level with respect to caste and authoritarian ($F=12.90$) and permissive ($F=6.37$) parenting style adopted by parents of secondary school students. This is also clearly evident from figure 8. Further analysis of tukey's post hoc test (table 4.14b) suggest parents of selected students from OBC caste highly adopted the authoritarian and permissive parenting style compared to other groups.

Figure 8: Differences in Parenting Style based on caste

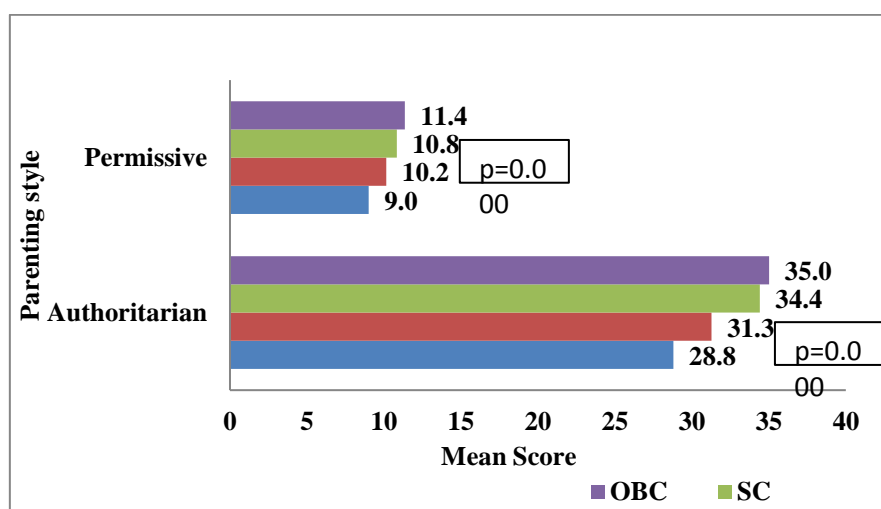


Table 4.15a presents the findings of one way ANOVA for parenting style of secondary school students based on religion.

Table 4.15a Parenting style of parents based on religion of secondary school adolescents

Parenting style	Sources of Variation	Sum of Squares	df	Mean Square	F	P
Authoritative	Between Groups	52.187	2	26.09	0.74	0.48 ^{NS}
	Within Groups	49614	1397	35.52		
	Total	49666.2	1399			
Authoritarian	Between Groups	771.555	2	385.78	3.15	0.04*

	Within Groups	170877	1397	122.32		
	Total	171648	1399			
Permissive	Between Groups	160.233	2	80.12	3.89	0.02*
	Within Groups	28731	1397	20.57		
	Total	28891.2	1399			

Note. * Significant at 0.05 level, NS- Not Significant

Table 4.15b Tukey's Post Hoc test – Parenting style based on religion

Parenting style	Religion	N	Subset for alpha = .05
			1
Authoritarian	Hindu	1160	32.818
	Muslim	208	34.774
	Sikh	32	34.875
Permissive	Sikh	32	10.25
	Hindu	1160	10.55
	Muslim	208	11.49

Table 4.15a and figure 9 shows a significant difference at $p < 0.05$ level for Authoritarian ($F=3.15$) and Permissive ($F= 3.89$) parenting style based on the religion of secondary school students. Results of tukey's post hoc test (table 4.15b) suggest parents of secondary school students from the Sikh community adopted Authoritarian parenting style whereas parents from Muslim community followed permissive parenting style.

Figure 9: Differences in Parenting Style based on religion

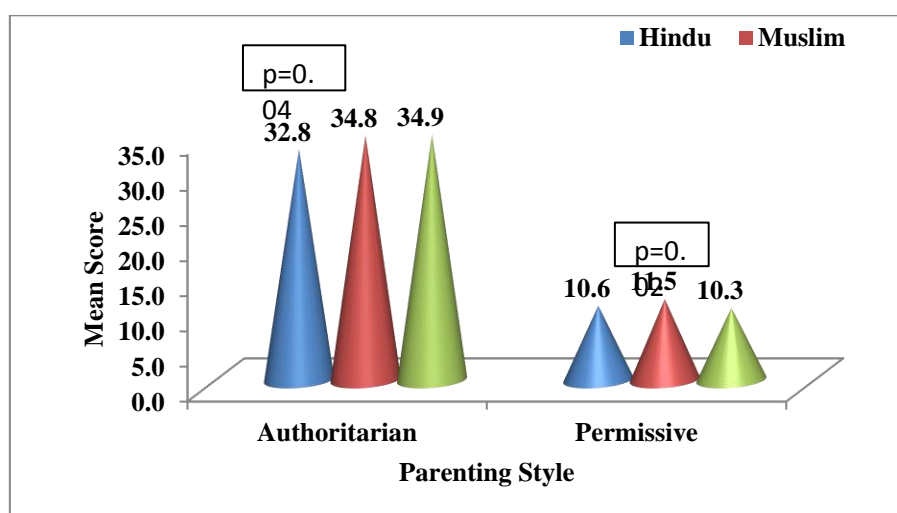


Table 4.16 deals with parenting style adopted by parents of the secondary school adolescents in relation to their place of residence

Table 4.16 Parenting style of parents based on place of residence of secondary school adolescents

Parenting style	Place of residence	N	Mean	Std. Deviation	Std. Error Mean	t value	P
Authoritative	Urban	572	47.07	5.56	0.23	2.53	0.01**
	Rural	828	46.25	6.20	0.22		
Authoritarian	Urban	572	32.98	10.96	0.46	-0.50	0.61 ^{NS}
	Rural	828	33.28	11.16	0.39		
Permissive	Urban	572	10.78	4.62	0.19	0.66	0.50*
	Rural	828	10.62	4.49	0.16		

Note. ** Significant at 0.01 level, *Significant at 0.05 level, NS- Not Significant

There was a significant difference at $p < 0.01$ for place of residence and authoritative parenting style (t value =2.53) of secondary school adolescents (figure 10) whereas there was no significant difference between Authoritarian and permissive parenting style and place of residence. Similarly, Rani and Singh (2013) compared

home environment and parenting style of in relation to locality reported that there was significant differences between parenting style, namely authoritative, authoritarian and permissive by both mother and father based on their place of residence.

Figure 10. Authoritative parenting style and Place of residence

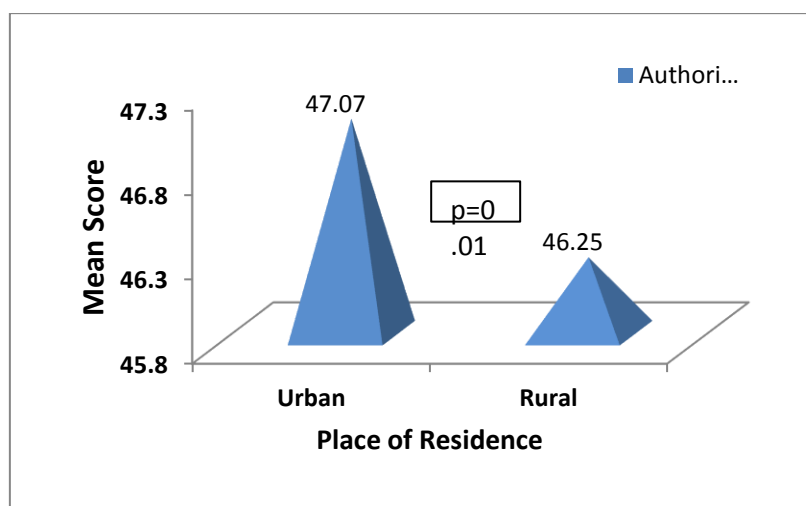


Table 4.17 deals with parenting style adopted by parents of the secondary school adolescents based on the type of family.

Table 4.17 Parenting style of parents based on type of family of secondary school adolescents

Parenting style	Type of family	N	Mean	Std. Deviation	Std. Error Mean	t value	P
Authoritative	Nuclear	825	46.53	5.93	0.21	-0.40	0.68 ^{NS}
	Joint	575	46.66	6	0.25		
Authoritarian	Nuclear	825	33.28	10.87	0.38	0.51	0.60 ^{NS}
	Joint	575	32.97	11.37	0.47		
Permissive	Nuclear	825	10.7	4.5	0.16	0.15	0.88 ^{NS}
	Joint	575	10.66	4.61	0.19		

Note. NS- Not Significant

The findings from table 4.17 clearly indicate that there was no significant difference between the different parenting style and type of family of selected secondary school adolescents. However, this is contradictory to the findings by Abraham (2014) who observed significant difference between parenting style and type of family.

The results of one way ANOVA between parenting style and family income of selected secondary school adolescence is given in table 4.18a.

Table 4.18a Parenting style of parents based on family income of secondary school adolescents

Parenting style	Sources of Variation	Sum of Squares	df	Mean Square	F	P
Authoritative	Between Groups	358.916	3	119.64	3.39	0.018*
	Within Groups	49307.3	1396	35.32		
	Total	49666.2	1399			
Authoritarian	Between Groups	1632.95	3	544.32	4.47	0.004**
	Within Groups	170015	1396	121.79		
	Total	171648	1399			
Permissive	Between Groups	351.011	3	117	5.72	0.001**
	Within Groups	28540.2	1396	20.44		
	Total	28891.2	1399			

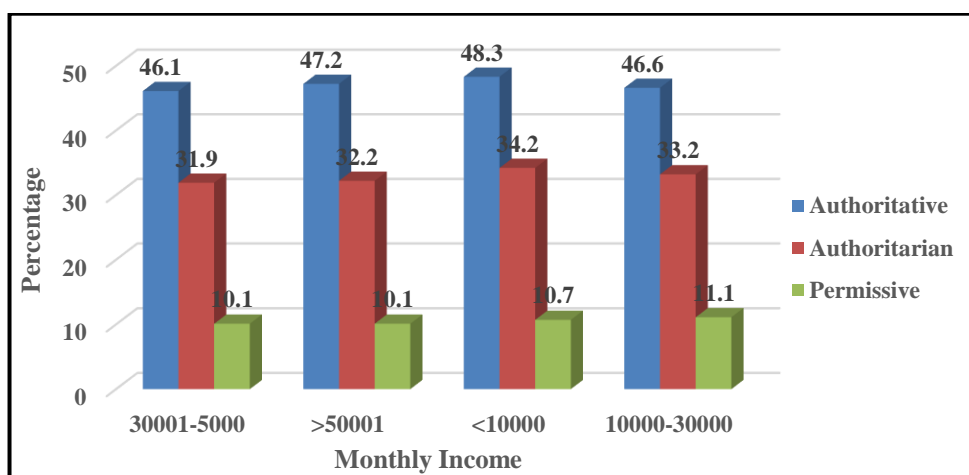
Note. ** Significant at 0.01 level, *Significant at 0.05 level

Table 4.18b Tukey's post hoc test – Parenting style based on family income

Parenting style	Family Income	N	Subset for alpha = .05	
			1	2
Authoritative	30001-50000	457	46.09	
	10000-30000	735	46.62	
	>50001	142	47.15	47.16
	<10000	66		48.33
Authoritarian	30001-50000	457	31.91	
	>50001	142	31.99	
	<10000	66	33.16	
	10000-30000	735	34.15	
Permissive	>50001	142	10.07	
	30001-50000	457	10.13	
	<10000	66	10.71	
	10000-30000	735	11.14	

Table 4.18a depicts a significant difference at $p < 0.05$ level between family income of selected secondary school adolescents and the 3 parenting styles namely Authoritative ($F = 3.39$), Authoritarian ($F = 4.47$) and permissive ($F = 5.72$) as seen among the parents of secondary school students. The difference between parenting style and family income is also presented in figure 11.

Figure 11: Differences in parenting style based on family income



The results of tukey's post hoc test (table 4.18b) showed that parents of selected adolescents with family income <10000 were found to be authoritative whereas parents with family income ranging between 10001-30000 were found to be more authoritarian and permissive. Kashabu et al (2014) also indicated an association between authoritarian parenting style, socio economic status and economic level. Mahmoud (1997) in his study observed that mothers from a higher socio-economic background tend to be more authoritative and encourage their children's freedom or independence when compared to mothers of lower socio-economic level.

The results of parenting style of parents with respect to board of study of secondary school adolescence is given below in table 4.19.

Table 4.19 Parenting style of parents based on board of study of secondary school adolescents

Parenting style	Board of study	N	Mean	Std. Deviation	Std. Error Mean	t value	P
Authoritative	CBSE	700	46.31	6.18	0.23	-1.72	0.08 ^{NS}
	UP	700	46.86	5.72	0.22		
Authoritarian	CBSE	700	30.64	10.57	0.4	-8.72	0.000 ^{**}
	UP	700	35.67	11.00	0.42		
Permissive	CBSE	700	9.8	3.87	0.15	-7.40	0.000 ^{**}
	UP	700	11.57	4.98	0.19		

Note. ** Significant at 0.01 level, NS- Not Significant

It is clearly evident from the results in table 4.19 that the board of study of secondary school adolescence was significantly different at $p < 0.001$ level for authoritarian (t value = -8.72 and permissive (t value = -7.40) parenting style of parents. Majority of the adolescents from UP board were found to have authoritarian and permissive parenting style than the CBSE students this is also evident from figure 12.

Figure 12: Differences in Parenting Style based on board of education

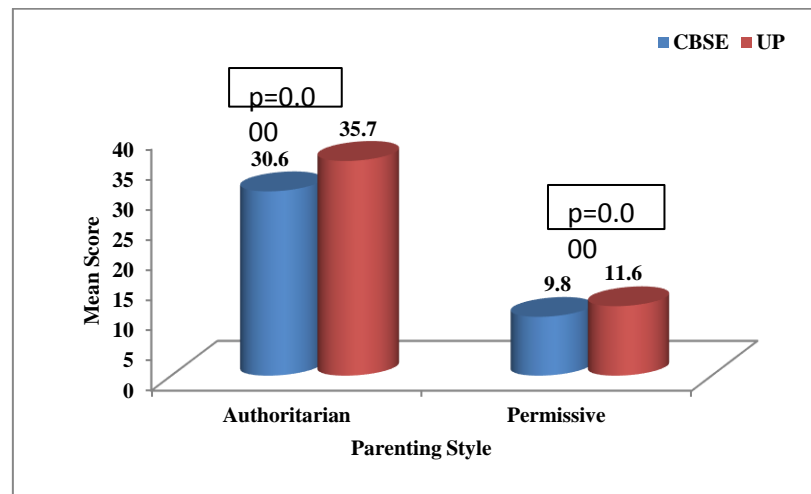


Table 4.20a & Table 4.20b represents the results of one way ANOVA and post hoc findings for parenting style of parents based on class performance of secondary school adolescence

Table 4.20a: Parenting style of parents based on class performance of secondary school adolescents

Parenting style	Sources of Variation	Sum of Squares	df	Mean Square	F	P
Authoritative	Between Groups	15.315	2	7.66	0.22	0.80 ^{NS}
	Within Groups	49650.9	1397	35.54		
	Total	49666.2	1399			
Authoritarian	Between Groups	3896.62	2	1948.31	16.23	0.000 ^{**}
	Within Groups	167751	1397	120.08		
	Total	171648	1399			
Permissive	Between Groups	1262.07	2	631.04	31.91	0.000 ^{**}
	Within Groups	27629.1	1397	19.78		
	Total	28891.2	1399			

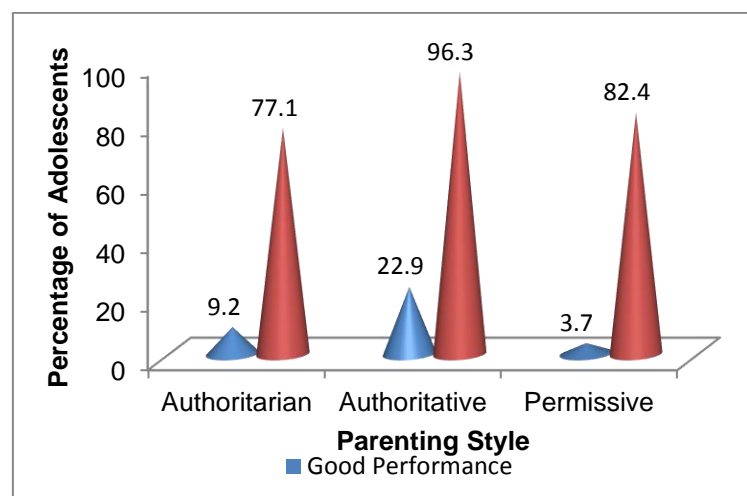
Note. ^{**} Significant at 0.01 level, NS- Not Significant

Table 4.20b Tukey's post hoc test – Parenting style based on class performance

Parenting style	Class Performance	N	Subset for alpha = .05		
			1	2	3
Authoritarian	Good	731	31.676		
	Moderate	449		34.14	
	Poor	220			36.06
Permissive	Good	731	9.8		
	Moderate	449		11.44	
	Poor	220		12.08	

From table 4.20a it is evident that there was a significant difference at $p < 0.001$ level with respect to class performance and authoritarian ($F=16.23$) and permissive ($F=31.91$) parenting style of parents of secondary school adolescence. The results of tukey's post hoc tests given in table 4.20b shows that poor performance in school was linked to authoritarian and permissive parenting style. Further it is evident from figure 13 that parents of adolescents who adopted authoritative parenting style resulted in good class performance of their children.

Figure 13: Differences in Parenting Style based on class performance



Zahed Zahedani (2016) made an attempt to study the influence of parenting style on academic achievement and career path and found that success in education is strongly associated with parenting styles and further suggested that parents of students with good academic performance and high scores adopt authoritarian parenting style. Review article by Spera (2005), also suggest that authoritative parenting styles are often associated with higher levels of student achievement. Radhika and Joseph (2013) conducted a study to assess the association between parenting styles and academic performance of school children. Results indicated that with respect to the academic performance of children, parents who had authoritative parenting style were able to derive better academic outcome than parents with authoritarian and neglectful parenting styles. Similar findings were also reported by Mehrafza (2014) and Joshi (2003).Shanmuganathan & Chinnappan (2014) elicited fromtheir study a significant relationship between the parental encouragement and academic achievement of adolescent students.

From the results presented in tables 4.12-4.20b, it is proved that hypothesis 2 which states that “There will be a significant difference in parenting style based on demographic variables” is partially accepted.

4.4 RELATIONSHIP BETWEEN DIFFERENT DIMENSIONS OF EMOTIONAL MATURITY AND PARENTING STYLES OF SECONDARY SCHOOL ADOLESCENTS

This part of analysis deals with the relationship between different dimensions of emotional maturity and parenting styles of secondary school adolescents. Table 4.21 presents information pertaining to the association between different dimensions of emotional maturity and parenting styles of secondary school adolescents

Table 4.21 Relationship between different dimensions of emotional maturity and parenting styles of adolescents

Variables	Authoritative	Authoritarian	Permissive
Emotional instability	-.055*	0.313**	0.387**
Emotional Regression	-.058*	0.289**	0.393**
Faulty social adjustment	-.055*	0.251**	0.341**
Lack of Independency	-.101**	0.362**	0.432**
Flexibility and Adaptability	-.065*	0.284**	0.368**
Overall Emotional maturity	-.075**	0.336**	0.430**

Note. **Significant $p < 0.001$

The findings from table 4.21 suggests that both authoritarian and permissive parenting style were positively correlated with the different aspects of emotional maturity at a significance level of $p < 0.001$. However, the authoritative parenting style resulted in a negative correlation with dimensions of emotional maturity among secondary school students. Thus it is evident from the results that authoritative is a best style of parenting for adolescents.

Shucksmith (1995) in his study stated that of the different parenting style, authoritative style characterized by raised levels of both acceptance and control is the most effective. In the present study respondents with extremely or moderately stable level of emotional maturity and majority of respondents with unstable maturity had authoritative parenting. Thus authoritative parenting which balances high parental demands with emotional responsiveness and recognition of child autonomy, is one of the most consistent family predictors of competence from early childhood through adolescence. Wahloer & Williams (2010) authoritarian and permissive parenting when coupled with parent skills education will commence authoritative parenting. Williams and Wahler (2009) go on to state that an authoritative parent is most likely successful style of parenting and creates an environment in which the child is keen to learn and be parented. Authoritative parenting is found to be the common parenting style adopted by parents of secondary school adolescents in Sitapur district of Uttar Pradesh. Further, it seems to exhibit higher emotional maturity among adolescents when compared to other parenting styles

From the results presented in table 4.21, it is proved that hypothesis 3 which states that “There will be a significant relationship between emotional maturity of adolescents and parenting style of their parents” is accepted.

4.5. FACTORS AFFECTING THE EMOTIONAL MATURITY OF SECONDARY SCHOOL ADOLESCENTS

This section highlights information regarding the factors affecting emotional maturity of secondary school students. Table 4.22 provides results about the effect of various factors affecting the emotional maturity of secondary school adolescents

Table 4.22 Factors affecting the emotional maturity of secondary school adolescents

Regression Details	Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	t value	P
		B	Std. Error	Beta		
R = 0.731 R ² = 0.534 Adjusted R ² = 0.529 SE = 17.17 F = 122.01 p = 0.000**	Age	.245	.398	.011	.614	0.53 ^{NS}
	Gender	-.133	.940	-.003	-.142	0.88 ^{NS}
	Family Income	-8.657E-06	.000	-.005	-.262	0.79 ^{NS}
	Board of study	6.991	1.015	.140	6.885	0.000**
	Class performance	-19.335	.707	-.571	-27.357	0.000**
	Place of residence	.494	.957	.010	.516	0.60 ^{NS}
	Religion	-1.223	1.036	-.022	-1.180	0.23 ^{NS}
	Caste	-1.104	.592	-.035	-1.864	0.06 ^{NS}
	Type of family	.218	.939	.004	.232	0.81 ^{NS}
	Birth order	1.019	.511	.037	1.995	0.04*
	Authoritative	-.287	.078	-.068	-3.667	0.000**
	Authoritarian	.144	.053	.064	2.706	0.007**
	Permissive	1.332	.130	.242	10.253	0.000**

Note. ** Significant at 0.01 level, * Significant at 0.05 level, NS- Not Significant

The correlation between the observed and the predicted values of emotional maturity is 0.730 (R value), thus representing a stronger positive relationship. In the regression analysis, the R^2 value tends to optimistically estimate how well the independent variables - authoritative, authoritarian and permissive parenting style fits the population. R^2 value is the proportion of variables in the dependent variable explained by the regression model. Therefore, in this analysis, it is found that 53 percent of the total variance ($R^2=0.534$) of emotional maturity has been explained by the selected personal, socialcultural, socioeducational and parenting styles related to the adolescents. The adjusted R^2 attempts to correct R^2 to more closely reflect the goodness of fit of the model in the population, and represented 53 percent of the variance (Adjusted $R^2=0.529$).

The relative effect of each independent variable in this model is evident from the significant 't' values. It was found that, class performance (t value = -27.4), board of study (t value = 6.88), birth order (t value = 1.99), authoritative parenting style (t value = -3.67), authoritarian parenting style (t value = -2.7), and permissive parenting style of adolescents (t value = 10.25) had a significant effect on the emotional maturity level of secondary school students compared to other factors.

Comparable results were revealed by Shanmuganathan & Chinnappan (2014) in a study among 1000 adolescents which revealed a significant difference between the emotional maturity and academic achievement of adolescents. Shafeeq and Thaqib (2015) also reported a strong association between emotional maturity and academic achievement of secondary school students. Yashoda and Devi (2016) evaluated the emotional maturity of adolescents in Hyderabad with respect to their parental attitude and suggested a significant association between parental attitudes and emotional maturity of adolescents. Significant association between parental authoritarianism and depression and anxiety an outcome of emotional immaturity was observed by Izaz and Mahmoud (2009) in their study on parenting style among female adolescents. Muley Patnam and Vasekar (2003) in their study on emotional maturity of school going children found a significant positive relationship between children's emotional maturity and their academic performance, ordinal position abilities, type of family and parenting.

From the results presented in table 4.22, it is proved that hypothesis 4 which states that “There will be a significant contribution of parenting style and demographic factors to emotional maturity of adolescents” is partially accepted.

4.6 INTERVENTION SCORES AND ITS EVALUATION

This section represents results of the intervention programme assessed as pre and post intervention scores in relation emotional maturity level of the adolescents. Table 4.23 represents the difference in mean pre and post intervention scores of the selected secondary school adolescents in relation to their emotional maturity level.

Table 4.23: Comparison of Pre and Post-Test Level of Emotional Maturity

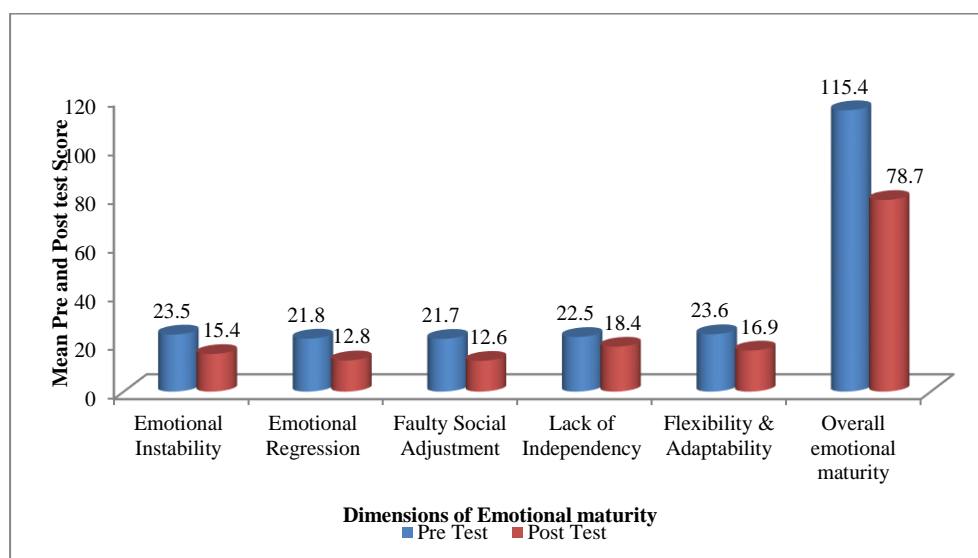
Emotional Maturity Dimensions	Intervention	N	Mean	SD	Std. Error Mean	‘t’ value	‘p’ value
Emotional Instability	Pre Test	200	23.45	5.95	0.42	18.30	0.000**
	Post Test	200	15.43	1.67	0.11		
Emotional Regression	Pre Test	200	21.76	6.68	0.47	18.49	0.000**
	Post Test	200	12.80	1.48	0.10		
Faulty Social Adjustment	Pre Test	200	21.67	6.93	0.49	18.30	0.000**
	Post Test	200	12.63	1.54	0.10		
Lack of Independency	Pre Test	200	22.45	3.78	0.26	13.29	0.000**
	Post Test	200	18.44	1.87	0.13		
Flexibility & Adaptability	Pre Test	200	23.57	5.21	0.36	17.56	0.000**
	Post Test	200	16.87	1.33	0.09		
Total Emotional Maturity	Pre Test	200	115.41	25.80	1.82	19.81	0.000**
	Post Test	200	78.66	4.27	0.30		

Note. **Significant at 0.01 level

From the table it is evident that statistical significant difference at $p < 0.001$ level was observed in all dimensions of emotional maturity level post intervention programme with t value test values as follows emotional instability $t=18.30$, emotional regression $t=18.49$, Faulty Social Adjustment $t=18.30$, Lack of Independency $t=13.29$, Flexibility Adaptability $t=17.56$ and total emotional maturity $t=19.81$. The mean score of participants pre and post intervention programme is represented by figure 14. Thus

it can be inferred from the results that the intervention programme was effective and thereby improved the emotional maturity level of selected secondary school students.

Figure 14: Emotional maturity and average score of pre and post intervention



Velayudhan (2012) in a pre-post test control design assessed the effect of behavioral intervention programme on anxiety and depression level of medical students. The findings from the study suggest that proper intervention programme is helpful in building self-confidence and capacity to adjust by reducing anxiety and depression. Thus it can be recommended to have a positive effect and to transform the life of secondary school adolescents to meet out the challenges.

Swamy et al (2014) aimed to assess the level emotional maturity and test the effectiveness of an intervention programme among selected professional students from Mangalore. Participants with poor emotional maturity were given 8 weeks counseling. The emotional maturity level was reassessed in the 9th week to evaluate the effect of intervention. The investigators observed a significant reduction in the mean scores of poor emotional maturity post counseling. Thus it is clearly evident that appropriate intervention programme was found to be very effective in improving the emotional maturity of the students.

From the results presented in table 4.23, it is proved that hypothesis 5 which states that “There will be a significant effect of intervention on the emotional maturity of adolescents” is accepted.

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Appendix I

Questionnaire to elicit information on socio-cultural and demographic details among adolescents in Sitapur district of U.P.

Sarla Devi
PhD Scholar in Home Science
(Human Development) BGCW,
Pondicherry University, Pondicherry

General Information

1. Name of the respondent

2. Age in completed years:

3. Sex Boy

 Girl

4. Home Address:

5. Location: Urban

 Rural

6. Caste: SC ST

 BC General Minority

7. Religion: Hindu Muslim

 Sikh Christian

Others _____

8. Type of family: Nuclear

 Joint

9. Family structure:

SN	Name	Age	Sex	Relationship with respondent	Educational status	Occupation Govt./Private sector	Income (per- month)

10. Birth ordinal position:

Only child first born

Middle born Last born

11. Food habits:

Vegetarian

Non- vegetarian

12. House Ownership:

Own Rented

13. Education: Mention School Name

13a. Medium of Instruction:

English medium

Hindi medium

13b.Type of instruction:

CBSE

UP Board

13c. Type of School:

Single sex

Co-education

13d. Class 9th 10th

11th 12th

14. Performance in the class: (From the teacher's record)

Good Moderate Poor

Likert Scale to assess the Emotional Maturity Tool II

1. Most often one faces such situations when one has to give priority to others wishes. At such times I feel irritated.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
2. There is competition in every sphere of life. When I fail in any completion, I feel myself inferior in front of all the successful competitors.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
3. Social functions waste money and time; as such the Government should ban them.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
4. It is good to accept others views because if one presents one's own views one has to face criticism.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
5. Change is life. As such we should give up the old customs and move towards modernization.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
6. It is good to spend most of the time in thyself rather than wasting it on others in this busyful life of today.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
7. Today everyone is busy with once own business and does not hear to anyone. Hence it is good to remain self-centered.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
8. Today life has become so complex that one cannot do all alone one's work but can to Take help of others.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
9. Knowing that success of the work depends on personal freedom, due to the circumstance I fail to work independently.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
10. There are different types of people in the society. In making them friends one attains a different pleasure.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
11. One should act according to the members of the group.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
12. One should not hesitate in taking others help in solving once problems because with others help one can easily and in less time solve the problems.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
13. Life has become almost a machine today and one cannot get even leisure time.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐

14. Self-praise is not bad because in the selfish human world, this is the only means of progress.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
15. Whenever I think of working with the group members, one or the other obstacle come on my way and get disturbed.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
16. Rigid behavior sometimes proves helpful as such I remain firm in my decision.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
17. Individual's behavior makes one friend as well eve me. As such one should not misbehave with anyone.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
18. Our society has been constituted in such a manner that there is no place for personal independence.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
19. Old traditions should be accepted only after considering their utility.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
20. I feel happy when people give comments on my work.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
21. Everybody talk of rights and duties but none give importance to personal independence.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
22. It often occurs in my mind that life is full of problems and that one cannot get rid of them.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
23. After experiencing that the world today is full of selfishness, I have learnt to blame others for my faults.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
24. Social festivals waste time and money as such one should try to remain aloof from them.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
25. I neither interfere in anybody's work nor do I like anybody to interfere in my work.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
26. When children become self-dependent then one should not interfere in their work.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
27. Sometimes I feel that man is slave of the circumstances and sometimes that circumstances are man's slave.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
28. Sometimes the problems upset me so much that I become imbalanced.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
29. Telling lies is not bad because it is the only easiest means of defense.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐

30. I always go in opposition to my elders, without knowing the possible reason.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
31. Whatever we do or how do we act is a matter of our concern and not that of others.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
32. When sometimes gives me suggestion, I take decision only after deeply thinking.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
33. When anybody moves forward without caring the social norms, I feel pleasure in making him a friend of mine.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
34. The customs performed at the time of birth and deaths are useless.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
35. One cannot solve each and every problem of life. It is rather better to float on imaginations.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
36. I love to move forward with the speed of a bullet rather than moving slowly.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
37. I love to escape from the situation rather than struggling with it.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
38. Due to peoples misbehavior I am by and by becoming self-centered.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
39. Ever after due efforts I could not get adjusted with my society.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐
40. I am very much dejected when I am not given the opportunity to express my views.
Strongly Agree ☐ Agree ☐ Moderate ☐ Disagree ☐ Strongly Disagree ☐

APPENDIX II

PARENTING STYLE QUESTIONNAIRE

Please rate how often you engage in the different parenting practices, listed below. Score range from “Never” to “Always” on a 5-point scale. At the end of each section, add up the scores and divide it by the number of questions in that section. The calculated score is your total score for that category. The highest score indicates your preferred parenting style.

Authoritative Parenting Style

1. I am responsive to my child’s feelings and needs:

Never 1 2 3 4 5 6 Always

2. I take my child’s wishes into consideration before I ask him/her to do something:

Never 1 2 3 4 5 6 Always

3. I explain to my child how I feel about his/her good/bad behaviour:

Never 1 2 3 4 5 6 Always

4. I encourage my child to talk about his/her feelings and problems:

Never 1 2 3 4 5 6 Always

5. I encourage my child to freely “speak his/her mind”, even if he/she disagrees with me:

Never 1 2 3 4 5 6 Always

6. I explain the reasons behind my expectations:

Never 1 2 3 4 5 6 Always

7. I provide comfort and understanding when my child is upset:

Never 1 2 3 4 5 6 Always

8. I compliment my child:

Never 1 2 3 4 5 6 Always

9. I consider my child's preferences when I make plans for the family (e.g., weekends away and holidays):

Never 1 2 3 4 5 6 Always

10. I respect my child's opinion and encourage him/her to express them:

Never 1 2 3 4 5 6 Always

11. I treat my child as an equal member of the family:

Never 1 2 3 4 5 6 Always

12. I provide my child reasons for the expectations I have for him/her:

Never 1 2 3 4 5 6 Always

13. I have warm and intimate times together with my child:

Never 1 2 3 4 5 6 Always

Scoring Total score..... /13=.....

Authoritarian Parenting Style

1. When my child asks me why he/she has to do something I tell him/her it is because I said so, I am your parent, or because that is what I want:

Never 1 2 3 4 5 6 Always

2. I punish my child by taking privileges away from him/her (e.g. TV, games, visiting friends):

Never 1 2 3 4 5 6 Always

3. I yell when I disprove of my child's behaviour:

Never 1 2 3 4 5 6 Always

4. I explode in anger toward my child:

Never 1 2 3 4 5 6 Always

5. I spank my child when I don't like what he/she does or says:

Never 1 2 3 4 5 6 Always

6. I use criticism to make my child improve his/her behaviour:

Never 1 2 3 4 5 6 Always

7. I use threats as a form of punishment with little or no justification:

Never 1 2 3 4 5 6 Always

8. I punish my child by withholding emotional expressions (e.g., kisses and cuddles):

Never 1 2 3 4 5 6 Always

9. I openly criticize my child when his/her behaviour does not meet my expectations:

Never 1 2 3 4 5 6 Always

10. I find myself struggling to try to change how my child thinks or feels about things:

Never 1 2 3 4 5 6 Always

11. I feel the need to point out my child's past behavioral problems to make sure he/she will not do them again:

Never 1 2 3 4 5 6 Always

12. I remind my child that I am his/her parent:

Never 1 2 3 4 5 6 Always

13. I remind my child of all the things I am doing and I have done for him/her:

Never 1 2 3 4 5 6 Always

Scoring Total score..... /13=.....

Permissive Parenting Style

1. I find it difficult to discipline my child:

Never 1 2 3 4 5 6 Always

2. I give into my child when he/she causes a commotion about something:

Never 1 2 3 4 5 6 Always

3. I spoil my child:

Never 1 2 3 4 5 6 Always

4. I ignore my child's bad behaviour:

Never 1 2 3 4 5 6 Always

Scoring **Total score..... /4=.....**

Parenting Styles: On the lines below you can record the rank order of your preferred parenting styles:

1)Score:

2)Score:

3)Score:

Based on: Robinson, C., Mandleco, B., Olsen, S. F., & Hart, C.H.(1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. Psychological Reports, 77, 819-830.