

IMPACT OF EMOTIONAL MATURITY, AND SOCIAL MATURITY ON SCHOOL ADJUSTMENT

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ABSTRACT

India, one of the fastest-growing and developing nations globally, is doing well in growth, but it is not up to the mark in some fields. Adolescence is a transitional phase of growth and development between childhood and adulthood. Adolescence can be a time of both disorientation and discovery. In science and technology, it is performing at par with other developed nations, and makeable achievements are being made. The present study is aimed to study the Social maturity and Emotional maturity in relation to school adjustment of secondary school students in the Guntur district of Andhra Pradesh. A total of twelve objectives, 6 hypotheses, and nine demographical variables were framed to study the Social maturity and Emotional maturity in relation to school adjustment a sample of 1000 secondary school students from different areas in the Guntur District of Andhra Pradesh. The sample was drawn by using random sampling technique. The tools of data collection were the Social Maturity Scale, a standardized scale by Dr Nalini Rao and emotional maturity scale developed by Dr Yashvir Singh and School Adjustment Inventory standardized by A.K.P. Sinha and R.P. Sinha.

KEYWORDS: Social Maturity and Emotional Maturity, School Adjustment.

INTRODUCTION

According to Goleman (1995), we have two minds, one that thinks and the other that feels, and these two fundamentally distinct ways of knowing to interact to create our mental existence. The rational mind is the mode of cognition in which we are more aware, intelligent, and capable of contemplation and reflection. The emotional mind can be reckless, powerful, and illogical at times. These two minds function together most of the time; feelings are required for cognition, and thoughts are required for feeling. When passions grow, though, the balance shifts: it's no longer only intelligence that counts, but emotional intelligence as well. According to Hurlock, a socially mature individual conforms not so much because he approves of established patterns of behaviour or is afraid of others, but because he understands that each individual must be willing to fit his desires into the Society's pattern as a whole has approved.

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

SIGNIFICANCE OF THE STUDY

Children are the important human resources of our Society. They are also the future generation and backbone of our society, and to become good human beings and responsible citizens, their overall development is essential. However, among those, some children live without their families for many reasons and grow up in Child Care Institutions.

Children may be institutionalized for various reasons, including parental neglect, abandonment, orphanhood, ethnic conflict, extreme poverty, and domestic abuse. Children in institutions live with 81 other children from various social backgrounds, and they must adhere to certain rules and laws and conform to their surroundings.

Children belonging to the age range from 14 years to 18 years are in the adolescence period, and this period is a highly important period of the individual's life span because of the rapid and immediate changes in an individual's attitude and behaviour. Because of the importance of this period for the present study, adolescents were selected as samples for the research. The present study will determine the level of emotional and social maturity of institutionalized children in need of care and protection. It will be worthwhile to make an analytical study of these children's emotional maturity and social adjustments under the need for care and protection to understand better the existing diversification of emotional maturity and social adjustments.

The findings will help them to understand their emotions in a proper way for better adjustment to the Society, and later they can be the good members of the Society also; with the help of the findings, aftercare facilities or programs can be well organized by the government and by the caregiver for effective adjustment of their future. So far, no psychological research study has been conducted in Guntur in A.P.

Title of the Study

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

OPERATIONAL DEFINITIONS OF KEY TERMS

Emotional Maturity

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

Social Maturity

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

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

School Adjustment

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

OBJECTIVES OF THE STUDY

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

- To find out the level of social maturity of the secondary school students and classify them.
- To find out the social maturity of the secondary school students in different dimensions.
- To find out the influence of the following variables on the social maturity of the secondary school students
 - Gender
 - Locality.
 - Type of institutions
 - Type of school
 - Medium of instruction
 - Cast reservation
 - Parental education background
 - Parental Income
 - Number of Sibling
- To find out the level of Emotional maturity of the secondary school students and classify them
- To find out the Emotional maturity of the secondary school students in different dimensions.
- To find out the influence of the following variables on the Emotional maturity of the secondary school students.
 - Gender
 - Locality.
 - Type of institutions
 - Type of school
 - Medium of instruction

- Cast reservation
- Parental education background
- Parental Income.
- Number of Sibling
- To find out the level of the school adjustment of the secondary school students and classify them.
- To find out the school adjustment of the secondary school students in different dimensions.
- To find out the influence of the following variables on school adjustment of the secondary school students.
 - Gender
 - Locality.
 - Type of institutions
 - Type of school
 - Medium of instruction
 - Cast reservation
 - Parental education background
 - Parental Income.
 - Number of Sibling
- To find out the Relation between Social Maturity and Emotional Maturity of the secondary school students.
- To find out the Relation between Social Maturity and School adjustment of the secondary school students.
- To find out the Relation between Emotional Maturity and School adjustment of the secondary school students.

HYPOTHESES OF THE STUDY

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

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

Hypotheses 1

The secondary school students are possessing high social maturity.

- **Hypothesis 1A)** There would be no significant difference between boys and girls of the secondary school students in their social maturity.
- **Hypothesis 1B)** there would be no significant difference between rural and urban secondary school students in their social maturity.
- **Hypothesis 1C)** There would be no significant difference between government and private the secondary school students in their social maturity.
- **Hypothesis 1D)** There would be no significant difference in residential and non residential secondary school students in their social maturity.
- **Hypothesis 1E:** There would be no significant difference between Telugu and English medium of the secondary school students in their social maturity.
- **Hypothesis 1F)** There would be no significant difference in reserved and un-reserved of the secondary school students in their social maturity.
- **Hypothesis 1G)** There would be no significant difference in literate and illiterate parents of secondary school students in their social maturity.
- **Hypothesis 1H)** There would be no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their social maturity.
- **Hypothesis 1I)** There would be no significant difference one sibling and more than one sibling of the secondary school students in their social maturity

Hypotheses 2

The secondary school students are possessing high emotional maturity.

- **Hypothesis 2A)** There would be no significant difference between boys and girls of the secondary school students in their emotional maturity.
- **Hypothesis 2B)** there would be no significant difference between rural and urban secondary school students in their emotional maturity.
- **Hypothesis 2C)** There would be no significant difference between government and private the secondary school students in their emotional maturity.
- **Hypothesis 2D)** There would be no significant difference in residential and non residential secondary school students in their emotional maturity.
- **Hypothesis 2E:** There would be no significant difference between Telugu and English medium of the secondary school students in their emotional maturity.

- **Hypothesis 2F)** There would be no significant difference in reserved and un-reserved of the secondary school students in their emotional maturity.
- **Hypothesis 2G)** There would be no significant difference in literate and illiterate parents of secondary school students in their emotional maturity.
- **Hypothesis 2H)** There would be no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their emotional maturity.
- **Hypothesis 2I)** There would be no significant difference one sibling and more than one sibling of the secondary school students in their emotional maturity.

Hypotheses 3

The secondary school students are possessing high school adjustment.

- **Hypothesis 3A)** There would be no significant difference between boys and girls of the secondary school students in their school adjustment.
- **Hypothesis 3B)** there would be no significant difference between rural and urban secondary school students in their school adjustment.
- **Hypothesis 3C)** There would be no significant difference between government and private the secondary school students in their school adjustment.
- **Hypothesis 3D)** There would be no significant difference in residential and non residential secondary school students in their school adjustment.
- **Hypothesis 3E:** There would be no significant difference between Telugu and English medium of the secondary school students in their school adjustment.
- **Hypothesis 3F)** There would be no significant difference in reserved and un-reserved of the secondary school students in their school adjustment.
- **Hypothesis 3G)** There would be no significant difference in literate and illiterate parents of secondary school students in their school adjustment.
- **Hypothesis 3H)** There would be no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their school adjustment.
- **Hypothesis 3I)** There would be no significant difference one sibling and more than one sibling of the secondary school students in their school adjustment.
- **Hypothesis 4** There would be no significant relation between social maturity and Emotional maturity of secondary school students.
- **Hypothesis 5** There would be no significant relation between social maturity and School adjustment of secondary school students.

- **Hypothesis 6** There would be no significant relation between School adjustment and Emotional maturity of secondary school students.

TYPE OF HYPOTHESIS

The null hypothesis is selected for the present study

Geographical Area of the Study

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

Population for the Study

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

Sampling Techniques

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

Classification of the Variables

S. No.	Dependent Variables	Independent Variables
1	School adjustment	A. Social maturity B. Emotional maturity Demographical variables 1. Gender (Boys / Girls) 2. Locality (Rural / Urban) 3. Medium of instruction (Telugu / English) 4. Type of institutions (Government / private) 5. parental education background (Literate and illiterate) 6. Parental income (below 1 lakh/above 1 lakh) 7. Cast reservation (Reserved/non Reserved) 8. Siblings. (One sibling/More than one).

Collection of Data

The Investigator collected the list of all secondary schools of the Guntur district of Andhra Pradesh belonging to different management. The Investigator approached the Principals of the various schools and requested to permit data collection in their institutions. The Investigator came to the Secondary school pupils, and after giving them instructions about the purpose of the investigation, distributed the questionnaires to them.

Tools Used for the Study

- Social Maturity Scale standardized scale by **Dr. Nalini Rao**
- Emotional Maturity scale by **Yashvir Singh (1977)**
- School Adjustment Inventory standardized scale by (AISS) by **A.K.P. Sinha and R.P. Sinha**Data analysis.

OBJECTIVE WISE ANALYSIS IN SOCIAL MATURITY

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

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

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

Interpretation

The above table (1) shows the social maturity of secondary school pupils. The total number of pupils is 1000. The mean value is 220.74, and the percentage of the mean value is 61.31. The standard deviation value is 7.35; the level of social maturity is just average at the secondary school level.

Finding

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

Discussions

The whole sample finding reveals that secondary school students possess an average level of social maturity. Regarding the results, guidance is needed for the students. The school's human relationships influence the social development of students, the types of programmes and activities offered the values and principles upheld, and the social qualities and behaviour of teachers and classmates. A man is not born social but is gradually moulded in society into a social being who learns social ways of acting, and the feelings of a person are often observed by their behaviour in a peer group. If the person behaves typically like other people of the same age group, that person can be termed socially mature.

ANALYSIS OF CLASSIFICATION IN SOCIAL MATURITY

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

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

Interpretation

From the above table (2), the following aspects have been observed: In the classification table, 24.09 % of pupils fall under the low level. 52.37% are under the moderate level. 23.54% are under the high level.

Finding

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

Discussions

The above finding reveals that secondary school pupils have a moderate level of social maturity. Through peer group connections, the youngster learns to cooperate, lead and follow, think for the common good, and adjust to difficult social situations. It instils a sense of loyalty, a sympathetic attitude, and a willingness to follow the laws and regulations of society. As a result, the child's peers should accept him. He should be placed in an appropriate setting and allowed to connect with his classmates. Group compatibility, kindness and sympathy, fair play, emotional adaptability, civility and politeness, reliability, self-confidence, cooperation, leadership, and cheerfulness are all behaviours. Coming into contact with others changes a person's conduct.

GRAPH 1 SHOWING THE CLASSIFICATION OF SOCIAL MATURITY IN SECONDARY SCHOOL PUPILS

Area Wise Analysis in Dimensions of Social Maturity

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

Table 3: Area Wise Different Dimensions in Social Maturity

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

Interpretation

From Table 3, the following aspects have been observed: the dimensions of work orientation mean value is 36.22, SD is 0.71, % of the mean value is 60.36, self-direction mean value is 27.28. SD is 0.64, % of mean is 54.56, ability to take stress to mean is 24.17, SD is 0.82, and % of mean is 60.42, communication means it is 39.26, and SD is 0.83, % of mean is 65.43. The Enlightened Trust mean is 23.09, and the SD 0.89.% of the mean is 46.18. Cooperation has a mean of 17.46, a standard deviation of 0.88, and a percentage of 43.65, while Social Tolerance has a mean of 18.66, a standard deviation of 0.88, and a percentage of 37.32. Openness to Change means 16.41, SD is 0.83, and % of the mean value is 41.02.

Finding

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

GRAPH 2 SHOWING THE AREA WISE DIFFERENT DIMENSIONS IN SOCIAL MATURITY

Objective Wise Analysis in Emotional Maturity

- **Objectives 4:** To find out the level of Emotional maturity of the secondary school students and classify them.
- **Hypothesis 2:** There is high emotional maturity in secondary school students.

Table 4: Emotional Maturity of Secondary School Students

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

Interpretation

From the above table (4), the following observations: Emotional maturity is achieved. The number of pupils is 1000, the mean of their scores is 157.53, the percentage mean value is 65.62, and the SD value is 5.16.

Findings

From the mean value of the table (4), it is evident that there was above-average extrovert emotional maturity in secondary school students. The hypothesis that "there is high emotional maturity in secondary school students" can be rejected as secondary school students possess average extrovert emotional maturity.

Discussions

This stage has an average level of emotional maturity. Students' thinking styles, attitudes, decision-making, and problem-solving abilities are below average. Children primarily learn through their parents, teachers, peers, and society at this age. They strive to act older and copy their parents when dealing with problems or situations. A small number of youngsters at this age become emotionally unstable and commit suicide due to misunderstandings. Every child believes they are a celebrity and a unique family member. They have the feeling of being heroes and heroines.

Analysis of Classification in Emotional Maturity

Table 5: Classification of the Scores of Emotional Maturity of Secondary School Pupils

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

Interpretation

From the above table (5), the following aspects have been observed: In the classification table, 23.25% of pupils fall under the low level, 55.55.% of pupils are under the moderate level, and 21.20% of pupils are at the high level.

Findings

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

Discussions

The results of the present study reveal that there are very few students with low emotional maturity, which is appreciable because students are the future citizens of society. It is also desirable that the levels of emotional maturity. In this research, the statistical analysis reveals that 55.55 % of students are accommodated in average emotional maturity.

AREA WISE ANALYSIS IN EMOTIONAL MATURITY

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

Table 6: Different Dimensions of the Emotional Maturity

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

Interpretation

From Table 6, the following aspects have been observed: the dimensions of Emotional Stability the mean value is 32.31, the % of the mean value is 64.62, the SD value is 1.05, the dimensions of Emotional Progression mean value is 33.13, % of the mean value is 66.26, and the SD value is 1.01, dimensions of Social Adjustment mean value is 32.32, % of the mean value is 64.64, and SD value is 1.04, dimensions of Personality integration mean value is 33.22, and the SD value is 0.99, and 5 of the mean value is 53.10, dimensions of Independence mean value is 26.55, % of the mean value is 66.37, and SD value is 1.07, dimensions of Overall Emotional Maturity mean value is 157.53, % of the mean value is 65.62, SD value is 5.16.

Finding

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

VARIABLE WISE ANALYSIS IN EMOTIONAL MATURITY

- **Objective 7:** To find out the level of the school adjustment of the secondary school students and classify it.
- **Hypothesis 3:** There would be high school adjustment in secondary school students.

Table 7: School Adjustment of Secondary School Students

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

Interpretation

From the above table (7), the following aspects have been made: The total number of pupils is 1000. The mean value of the total sample is 45.65, and the percentage mean value is 76.08, and the S.D value is 5.16.

Findings

From the mean value of table 7, it is evident that there was above-average extrovert school adjustment in secondary school students. The hypothesis that "there would be high school adjustment in secondary school students" can be rejected as secondary school students possess above-average extroverts in school adjustment.

Discussions

The above finding reveals that secondary school students possess above-average extrovert emotional maturity. The finding agrees with the related study by Makkar Narinder (2010), "A study on Educational Aspirations and School Adjustment of Students in Relation to Organizational Climate," The study's main goals were to examine secondary school students' educational aspirations and school adjustment regarding gender, location, and type of school, as well as to investigate students' educational aspirations and school adjustment to school organizational climate in terms of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection, and control. It also said that secondary school students who perceive a positive school organizational climate have better School Adjustment than secondary school students who perceive a negative organizational climate. Finally, secondary school pupils discovered a significant positive association between educational aspiration and school adjustment.

Table 8: Analysis of Classification in School Adjustment

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

Interpretation

From the above table (8), the following aspects have been observed: In the classification table, 24.2% of pupils fall under the low level.61.5% are under the moderate level.14.3% are under the high level.

Finding

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

Discussions

Most students have a moderate level of school adjustment in their secondary education. Teachers, classrooms, school and class regulations and procedures, performance standards, the complexity of the work, and peers change from year to year. Their ability to overcome these obstacles predicts school adjustment. If a youngster is well adjusted to his surroundings, they will be driven to excel in the activities assigned at school, which will lead to school adjustment. School adjustment is heavily reliant on children's ability to change. Individuals are not born adjusted; their abilities allow them to adapt to any situation. Maladjustment has a long-term negative impact on a child's personality. Researching and identifying positive and unfavorable factors that influence a child's adaptability, motivation, and development is critical.

AREA WISE ANALYSIS IN DIMENSIONS OF SCHOOL ADJUSTMENT

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

Table 9: Area Wise Analysis in Dimensions of School Adjustment

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

Interpretation

From Table 9, the following aspects have been observed: the dimensions of emotional adjustment. The mean value is 12.71; the SD value is 3.08, the percentage of the mean value is 63.55, the dimensions of social adjustment mean value is 17.33, and the SD value is 2.41. The percentage of the mean value is 86.65. The dimension of educational adjustment is 15.61, the SD value is 1.71, and the percentage of the mean value is 78.05.

Finding

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

ANALYSIS OF CORRELATION

- **Objective10:** to find out the Relation between Social maturity and Emotional maturity of the secondary school students.
- **Hypothesis 4:** There would be no correlation between social maturity and Emotional maturity of secondary school students.

Table 10: Correlation between Social Maturity and Emotional Maturity of Secondary School Students

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

Interpretation

From the above table (10), the following aspects have been made. The total number of pupils is 2000. The pupil from social maturity is 1000, and the pupil from emotional maturity is 1000. The df value is 998, and The 'r'-value is 0.23, significant for both social and emotional maturity.

Finding

The above table (10) shows that the "r" value is 0.23. The calculated 'r'-value is greater than the table value of 'r' at a 0.01 level of significance. Thus, hypothesis 27 is rejected. Hence, it is concluded that secondary school students have a positive correlation between Social maturity and emotional maturity. From the above table, it is also clear that social and emotional maturity is positively correlated.

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

Table 11: Correlation Between Social Maturity and School Adjustment of Secondary School Students

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

Interpretation

From the above table (11), the following aspects have been made. The total number of pupils is 2000. The pupil from social maturity is 1000, and the pupil from School adjustment is 1000. The 'df' value is 998, and the 'r'-value is 0.18, significant for both social maturity and School adjustment of secondary school students.

Finding

The above table (11) shows that the "r" value is 0.18. The calculated 'r'-value is greater than the table value of 'r' at a 0.01 level of significance. Thus, hypothesis - 5 is rejected. Hence, it is concluded that there is a positive correlation between Social maturity and School adjustment in secondary school students. From the above table, it is also clear that Social maturity and School adjustment are positively correlated.

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

Table 12: Correlation Between Emotional Maturity and School Adjustment of Secondary School Students

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

Interpretation

From the above table (12), the following aspects have been made. The total number of pupils is 2000. The pupil from Emotional maturity is 1000, and the pupil from School adjustment is 1000. The 'df' value is 998, and the 'r'-value is 0.12, significant for both Emotional maturity and School adjustment of secondary school students.

Finding

The above table (12) shows that the "r" value is 0.12. The calculated 'r'-value is greater than the table value of 'r' at a 0.01 level of significance. Thus, hypothesis - 6 is rejected. Hence, it is concluded that there is a positive correlation between Emotional maturity and School adjustment in secondary school students.

CONCLUSIONS

These main findings reveal that the independent variables are social maturity and emotional maturity, and the dependent variables are school adjustment of secondary school students; the students have just an average level of social maturity and emotional maturity, an above-average level in school adjustment. And correlations between variables are all positive correlations between social maturity and, school adjustment, Emotional maturity of secondary school students.

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