



EMOTIONAL MATURITY AMONG HIGH SCHOOL STUDENTS IN RELATION TO THEIR MENTAL HEALTH

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ABSTRACT

The present study is designed to Emotional Maturity among high school students in relation to their mental health. The sample consisted of 397 school students who were selected on the basis of random sampling technique. The variables included were learning English. Data were collected from students using standardized tools and there were revalidated for this purpose. Statistical tools included Emotional Maturity scale by K.M Romal Pal (1984) and The Trier Personality Inventory was devised by Peter Backer (1989) and it was used to assess mental health of the subjects were Dr. Lilly Epsy Bhai and S. Magethiran. Following conclusions were drawn on the basis of results students have positive and high attitude in their learning English at high school level and their demographic variables also shown about the better level.



KEY WORDS: Emotional Maturity, Mental Health and high school students.

INTRODUCTION

Emotional Maturity

Emotional maturity is not only the effective determine of personality pattern but it also helps to control the growth of adolescent's development. The concept "Mature" emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to broke delay and to suffer without self-pity, might still be emotionally stunned and childish. Morgan (1934) stated account of the full scope of the individuality, powers and his ability to enjoy the use of his powers. According to Walter D.Smitson (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-personally.

Mental Health

Different psychologists have emphasized differ aspects of mental health in their definitions. It is difficult to give a precise definition to mental health. The report of White House Conference (1930) defines mental health as the adjustment of individuals to themselves and the word at large with a maximum of effectiveness, satisfaction, cheerfulness and socially considerable behavior and the ability of facing and accepting the relatives of life. According to Hadfield (1950) mental health is the full and harmonious functioning of the whole personality. English and English (1958) have stated that mental health is a relatively enduring state where in a person is well adjusted has a zest for living and its attaining self actualization and self realization. It is a positive state and not mere absence of mental health. In the words of Bernad (1961) , "Mental health is a ability to cope with the person and in all likelihood to adjust satisfactory in the future".

NEED AND IMPORTANCE OF THE STUDY

Mental health brings satisfaction to the individual concerned and adjustment also becomes the means by which the society can advance. The mental health of a child is now being recognized as precious sources of development and survival of man. This study may also help teachers to understand socio economic students and there by the teachers can conduct guidance and counseling for better emotional maturity. Many adjustment problems more or less peculiar to the students contribute to the forces which interfere with achievement. In order to be sure that achievement is really present, one must be able to identify the achievement, a version is experiencing and what he is worried about. Obviously infants and very young children cannot talk about their feelings, but their behaviour in certain situations often makes it clear that they are indeed anxious. Thus achievement is present in children though they are themselves unable to describe their many problem. As the quality performance is the determinant for success in every growing competitive world, everyone desires a high level of achievement. In the opinion of Buch, the whole system of education is centered on academic achievement and has become a fertile ground for research work to identify the factors and their influence on achievement. Now a days as against the previous concept of assigning major roles to cognitive variables, more emphasis laid on effective outcomes of education like development of mental health, interest and so on. mental health and emotional maturity are dynamically interactive and reciprocal, each is mutually reinforcing to the extent that a positive or negative, change in the other. So the investigator proposed to study the mental health of High school students in relation to their emotional maturity.

STATEMENT OF THE PROBLEM

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho- somatic problems such as anxiety, tensions, frustrations and emotional upsets in day life. So, the study emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. Different psychologists have emphasized differ aspects of mental health in their definitions. It is difficult to give a precise definition to mental health. The report of White House Conference (1930) defines mental health as the adjustment of individuals to themselves and the word at large with a maximum of effectiveness, satisfaction, cheerfulness and socially considerable behavior and the ability of facing and accepting the relatives of life. It is a positive state and not mere absence of mental health. The problem of the study has been stated as, "Emotional Maturity Among High School Students in Relation to their Mental Health".

OBJECTIVE

- To find out the significant difference exists between Emotional Maturity and Residence.

HYPOTHESIS

- Urban students have high level of emotional maturity than rural students

TOOLS USED

1. Emotional Maturity scale by K.M Romal Pal (1984)
2. The Trier Personality Inventory was devised by Peter Backer (1989) and it was used to assess mental health of the subjects.

METHOD OF STUDY

The research design is highly essential and it is inevitable as a blue print. The present investigation normative survey method is employed

SAMPLE OF THE STUDY

Simple random sampling technique has been used in the selection of the eight schools. In the present investigation a sample of 397 students was selected from these eight schools in Cuddalore District.

RESULT AND DISCUSSION

Student do not differ in their emotional maturity on the basis of residence.

Table - 1: Shows the Mean, standard deviation and t-value for the emotional maturity on the basis of residence

Residence	N	Mean	SD	t-value	Significant at 0.05 level
Rural	248	165.75	17.59	1.72	Not
Urban	149	171.21	17.61		Significant

The above table shows that the t-value is found to be (1.72) and it is less than the table value. Here null hypothesis is accepted. The higher secondary school from rural and urban students do not differ significantly in their emotional maturity.

CONCLUSIONS

Based on the findings of the present study in connection with Emotional maturity the following conclusions can be drawn. The study aimed to know the High school Students Emotional Maturity related to mental health. For that the researcher framed some objectives and hypotheses. The sampling method for the study is random sampling. The size of the sample is 397. They are all taken from 6 schools. Out of 6, 3 government and 3 private schools. After collecting the data, they are all coded using coding sheet. Further, the data are analysed using standard statistical tools, such as ANOVA, and t-test. The result concluded that the students Emotional Maturity is related with their mental health.

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