



Impact Of Mental Health On Emotional Maturity Of Secondary School Students

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Abstract

Emotional maturity is an ability to manage, express and balance emotions in such a way is that promotes personal growth and harmonious relations. It is beyond age and appearance. Unlike physical maturity it comes naturally with time. Emotional maturity involves self-awareness and deliberate efforts. Hallmark of emotional maturity is the skill to control emotions. Emotional maturity is very important in individual's life especially in adolescence period which is regarded as a period of 'stress and strain'. Those who lack emotional maturity may find themselves overwhelmed by anger, sadness, or frustration, leading to ill mental health. Present study is an attempt to investigate the impact of mental health on emotional maturity of secondary school students. The sample comprised of 500 senior secondary school students from Mandi and Kangra district of Himachal Pradesh. The data is collected through 'Emotional Maturity Scale' developed by the researcher and 'Mental Health Scale' developed by Sushma Talesara and Akhtar Bano (2017). For the analysis of data, the statistics like mean, standard deviation and 't'-test are employed. The findings of this study presented that level of mental health affects the secondary school student's emotional maturity in a significant manner. Suggestions for improving student's mental health are also drawn.

Keywords: Emotional Maturity, Mental Health, Secondary School Students

Introduction

Emotional maturity is the outcomes of healthy development of human emotions. Emotionally mature person is capable to explore his/her expression and feelings in a right way. Emotional maturity is a characteristic of emotional behavior which is usually lead by a child after the ending of his adolescent period. After achieving emotional maturity, he/she is able to reveal a well-balanced emotional behavior in his life. A person will be emotionally matured if he/she is able to express them at the suitable time in an appropriate degree.

Jersild in Walia, J.S. (2007) (pp.182-183) elaborate “emotional maturity as the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others to love and to laugh: his capacity for whole-hearted sorrow when an occasion for grief arises; his capacity for experiencing anger when faced with thwarting that would rile the temper of any reasonably tolerant or sensible person; and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of coverage such as must be assumed by persons afraid to admit that they are afraid”. Cole's in Walia, J.S. (2007) (pp.182-183) also expresses “view the chief index of emotional maturity as the ability to bear tension”. This view point lays stress upon ‘self-control’ not on ‘self-fulfillment’. There are some factors viz. gender, home-environment, parent-child relationship, society and health specially the mental health of individual which affects the emotional maturity directly. Health means that body and mind should be working proficiently and harmoniously. Mental health is a general factor that contributes to the maintenance of physical health as well as social effectiveness. In the words of Kuppuswami, "Mental Health means the ability to balance feelings, desires, ambitions, and ideals in one's daily life. It means the ability to face and accept the realities of life" (Bhatnagar, Bhatnagar & Bhatnagar, pp.386-388). Mental health is commonly a state of mental well-being that facilitates people to deal with the tensions and pressures of life, to recognize their capabilities and contribute to their community productively. It is an important component of health and well-being that supports individual abilities to make decisions, build relationships and shape the world we live in. Mental health is regarded as a basic human right and it is crucial to personal, community and socio-economic development of any country. The World Health Organization (2007) in its report describes mental health as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of Life, can work productively and fruitfully, and is able to make a contribution to his or her community” (Mental health, 17 June 2022). Emotionally and mentally healthy people can deal with complicated situations and keep up with optimistic outlook in difficult times. Stanley Hall in Walia J.S. (2007) has remarkably said adolescence as a time of great ‘Stress and Strain; Storm and Strife’. According to him the concept of “Storm and Stress” is encompassed with three key elements namely clash with mother and father authority figures, mood disturbances and risky behaviour. Also, every individual undergoes distinct emotional experiences. These variations during this time are associated with new risks and opportunities which are more answerable for the positive as well as negative influences in an individual's behaviour and attitude. Further, Yogaraj and

Pazhanivelu (2019) found that emotional maturity and mental health of higher secondary students are correlated with each other. Likewise, Singh (2011) also studied a significant positive correlation between emotional maturity and self-esteem; emotional maturity and mental health. In the current scenario individual life style is imbalanced, even the childhood facing more pressures in small age. Adolescents, who are crossing through age of confusion is assured toward face burdens further, affect their emotional maturity. Adequacy in mental health is important at every stage of life right from childhood. In this light, with an aim to find the impact of mental health on the emotional maturity of secondary school students, the present investigation is done.

Objectives of the Study

1. To study the impact of level of mental health on the emotional maturity of secondary school students.

Hypotheses of the Study

1. There will be no significant impact of good and average mental health on emotional maturity of secondary school students.
2. There will be no significant impact of good and poor mental health on emotional maturity of secondary school students.
3. There will be no significant impact of average and poor mental health on emotional maturity of secondary school students.

Variables of the study

In this study Emotional Maturity is dependent variable and Mental Health is independent variable.

Sample of the study

In the present study, investigator has selected 500 secondary school students from Mandi and Kangra District of Himachal Pradesh as sample for the study by using simple random technique.

Tools Used

- Emotional Maturity Scale developed by investigator herself.
- Mental Health Scale developed by SushmaTalesara and Akhtar Bano (2017).

Methodology

Survey method is used by the researcher under descriptive research. ‘t’ value showing significance of difference in mean scores of emotional maturity in relation to good, average and poor mental health of secondary school students are shown in table-1

Table-1
‘t’ Value Showing Significance of Difference in Mean Scores of Emotional Maturity in relation to Good, Average and Poor Mental Health of Secondary School Students

Sr. No	Group	Mean	S.D.	Comparison Groups	t-value
1	Good Mental health N=151	136.68	12.43	Group 1&2	0.80 NS
2	Average Mental Health N=160	135.84	4.12	Group 1&3	6.82 **
3	Poor Mental Health N=189	129.11	7.89	Group 2&3	9.72 **

NS- Non-Significant

** Significant at 0.01 level of significance

Result and Discussion

It is evident from table-1 that the calculated value of ‘t’ came out to be 0.80 which is less than table value 1.96 even at 0.05 level of significance and found to be non-significant. Hence, the hypothesis no.1 “There will be no significant impact of good and average mental health on emotional maturity of secondary school students” was accepted. It means that secondary school students belonging to good and average mental health groups possess almost equal emotional maturity. The second t-value given in table-4.1 came out to be 6.82 which are greater than the table value 2.59 at 0.01 level of significance. Hence the hypothesis no. 2 “There will be no significant impact of good and poor mental health on emotional maturity of secondary school students” is rejected. If we see the mean values indicating mean score of group 1(students having good mental health) is (136.68) which is greater than the mean score (129.11) of group 3(students having poor mental health). This finding supports that level of mental health had a significant impact on emotional maturity of secondary school students. Good mental health leads towards better emotional maturity. Likewise, third t-value (sr.no-3) emerged as 9.72 which are greater than the table value 2.59 at 0.01 level of significance. Hence the hypothesis no. 3 “There will be no significant impact of average and poor mental health on emotional maturity of secondary school students” is rejected. This shows that there exist a significant difference in the emotional maturity of secondary school students belonging to average and poor mental health group. Those who belong to average mental health group scored more in emotional maturity i.e. (135.84) as compared to those who belongs to low mental health group i.e. (129.11). This finding signifies that poor mental health leads towards the less emotional maturity among secondary school students.

Figure-1 shows the significant difference in 'emotional maturity' of secondary school students belonging to good, average and poor mental health.

Figure-1
Difference in 'Emotional Maturity' of Secondary School Students belonging to Good, Average and Poor Level of Secondary School Students

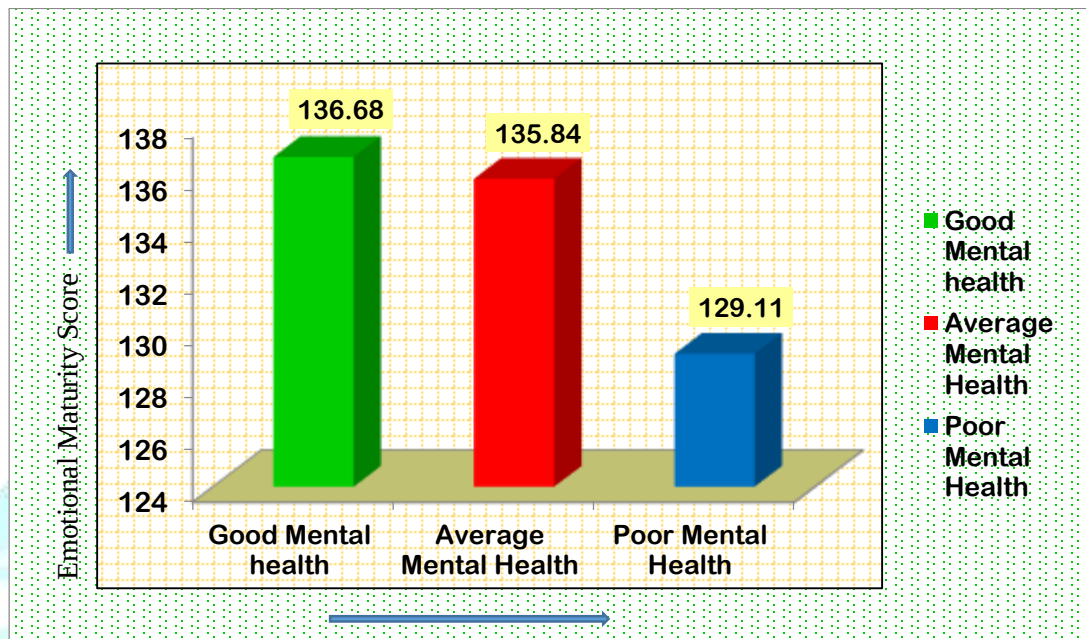


Figure-1 clearly shows that secondary school students belonging to good and average mental health level have better emotional maturity as compared those secondary school students who belongs to poor mental health group.

Suggestions

On the basis of above discussions it has found that mental health significantly affected the emotional maturity of adolescents. Some suggestions are made on the basis of above findings:

1. Schools and parents have to provide democratic environment to adolescents. It is important to acknowledge and understand their emotions. They must be encouraged to share their emotions and feelings.
2. Schools must organize guidance and counseling services for adolescents and to their parents too for better understanding of this crucial period. School can also organize motivational seminar, projects, stress reducing activities and self-confidence boosting program for students.
3. Adolescents must be encouraged to learn basic life skills like decision making, coping with stress, self-awareness, time management etc. to promote their mental well-being and emotional maturity in this era of tough competition.

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