EMOTIONAL MATURITY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-ESTEEM, HOME ENVIRONMENT AND MENTAL HEALTH

ABSTRACT

Emotional maturity refers to that stage of individual which the individual is able to face reality and deal with it, is interest in given and receiving love, is able to learn from his experiences and able to accept frustration and hostility in a constructive manner. Self esteem means the value ascribed by the individual to himself and the quality of the way he views himself. Home environment is giving appropriate atmosphere which is helpful in child’s proper development and forming basic patterns of behavior. A mentally healthy person shows a homogeneous organization of desirable attitudes, healthy values and righteous self-concept and a scientific perception of the world as a whole.

OBJECTIVES OF THE STUDY:
1. To find out the relationship between emotional maturity among senior secondary school students and their self-esteem.
2. To find out the relationship between emotional maturity among senior secondary school students and various dimensions of home environment i.e.: Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of Privileges, Nurturance, Rejection, Permissiveness.
3. To find out the relationship between emotional maturity among senior secondary school students and mental health among senior secondary school students.
4. To find out the difference between rural and urban senior secondary school students in relation to emotional maturity.
5. To find out the difference between male and female senior secondary school students in relation to emotional maturity.
6. To find out the difference between rural male and female senior secondary school students in relation to emotional maturity.
7. To find out the difference between urban male and female senior secondary school students in relation to emotional maturity.
8. To identify the role of self esteem, mental health, home environment and its dimensions (control, protectiveness, punishment, conformity, social isolation, reward, deprivation, rejection, nurturance, permissiveness) in determining emotional maturity among senior secondary school students.

HYPOTHESES OF THE STUDY:
1. There is no significant relationship between emotional maturity among senior secondary school students and their self-esteem.
2. There is no significant relationship between emotional maturity among senior secondary school students and control as a dimension of home environment.
3. There is no significant relationship between emotional maturity among senior secondary school students and protectiveness as a dimension of home environment.
4. There is no significant relationship between emotional maturity among senior secondary school students and punishment as a dimension of home environment.
5. There is no significant relationship between emotional maturity among senior secondary school students and conformity as a dimension of home environment.
6. There is no significant relationship between emotional maturity among senior secondary school students and social isolation as a dimension of home environment.
7. There is no significant relationship between emotional maturity among senior secondary school students and reward as a dimension of home environment.
8. There is no significant relationship between emotional maturity among senior secondary school students and deprivation of privileges as a dimension of home environment.
9. There is no significant relationship between emotional maturity among senior secondary school students and nurturance as a dimension of home environment.
10. There is no significant relationship between emotional maturity among senior secondary school students and rejection as a dimension of home environment.
11. There is no significant relationship between emotional maturity among senior secondary school students and permissiveness as a dimension of home environment.
12. There is no significant relationship between emotional maturity among senior secondary school students and their mental health.
13. There is no significant difference between rural and urban senior secondary school students in relation to emotional maturity.
14. There is no significant difference between male and female senior secondary school students in relation to emotional maturity.
15. There is no significant difference between rural male and female senior secondary school students in relation to emotional maturity.
16. There is no significant difference between urban male and female senior secondary school students in relation to emotional maturity.
17. Self esteem, mental health and home environment and its dimensions (control, protectiveness, punishment, conformity, social isolation, reward, deprivation, rejection, nurturance, and permissiveness) have no significant role in determining emotional maturity among senior secondary school students.

**DELIMITATIONS OF THE STUDY:**
1. The study has been confined to the senior secondary school students studying in class XI and XII only.
2. Sample was taken from 8 schools situated in rural and urban areas of Gurgaon district (Haryana).
3. Size of sample was delimited to 400 only.
METHODOLOGY
The descriptive research method has been considered most suited method for conducting this study on senior secondary school students.

VARIABLES OF THE STUDY: The dependent variable of the study refers to Emotional Maturity and the independent variables of the study are Self esteem, Home environment and Mental Health.

SAMPLE
The research investigation was carried out on 400 students of class XI and XII in the age ranging 17 to 18 years in Gurgaon district of Haryana.

TOOLS USED
- Emotional Maturity Scale by Yashvir Singh (1977).
- Self-Esteem Inventory of Stanley Coppersmith.
- Mental Health Battery developed and standardized by Arun Kumar Singh and Alpana Sen Gupta (2000).

STATISTICAL TECHNIQUES USED
Mean, S.D., Graphical Technique, Correlation-Co-efficient, Stepwise Multiple Regression, ‘t’-test were applied on data to get the results.

MAJOR FINDINGS OF THE STUDY:
1. A positive and significant correlation was found between emotional maturity and self esteem which indicates that with the increase in self esteem there will be increase in emotional maturity.
2. A negative and significant correlation was found between emotional maturity and control as a dimension of home environment which indicates that with the increase in control at home there will be decrease in emotional maturity.
3. A negative and significant correlation was found between emotional maturity and protectiveness as a dimension of home environment which indicates that with the increase in protectiveness at home there will be decrease in emotional maturity.
4. A negative and significant correlation was found between emotional maturity and punishment as a dimension of home environment which indicates that with the increase in punishment at home there will be decrease in emotional maturity.
5. A negative and significant correlation was found between emotional maturity and conformity as a dimension of home environment which indicates that with the increase in conformity at home there will be decrease in emotional maturity.
6. A negative and significant correlation was found between emotional maturity and social isolation as a dimension of home environment which indicates that with the increase in social isolation at home there will be decrease in emotional maturity.
7. A positive and significant correlation was found between emotional maturity and reward as a dimension of home environment which indicates that with the increase in reward at home there will be increase in emotional maturity.
8. A negative and significant correlation was found between emotional maturity and deprivation of privileges as a dimension of home environment which indicates that with the increase in deprivation of privileges at home there will be decrease in emotional maturity.

9. A positive and significant correlation was found between emotional maturity and nurturance as a dimension of home environment which indicates with the increase in nurturance at home there will be increase in emotional maturity.

10. A negative and significant correlation was found between emotional maturity and rejection as a dimension of home environment which indicates that with the increase in rejection at home there will be decrease in emotional maturity.

11. A positive and significant correlation was found between emotional maturity and permissiveness as a dimension of home environment which indicates that with increase in permissiveness at home there will be increase in emotional maturity.

12. A positive and significant correlation was found between emotional maturity and mental health which indicates that with the increase in mental health scores there will be increase in emotional maturity.

13. No significant difference was found between rural and urban senior secondary school students in relation to emotional maturity.

14. No significant difference was found between male and female senior secondary school students in relation to emotional maturity.

15. No significant difference was found between rural male and rural female senior secondary school students in relation to emotional maturity.

16. No significant difference was found between urban male and urban female senior secondary school students in relation to emotional maturity.

17. Mental health and punishment as a dimension of home environment have a significant role in determining emotional maturity among senior secondary school students.