CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

Emotion is the complex psycho physiological experience of an individual's state of mind as interaction with biochemical (internal) and environmental (external) influences. In humans, emotion fundamentally involves "physiological arousal, expressive behaviors and conscious experience." Emotion is associated with mood, temperament, personality, disposition, and motivation. Motivations direct and energize behavior, while emotions provide the affective component to motivation, positive or negative. A related distinction is between the emotion and the results of the emotion, principally behaviors and emotional expressions. People often behave in certain ways as a direct result of their emotional state, such as crying, fighting or fleeing. If one can have the emotion without a corresponding behavior, then we may consider the behavior not to be essential to the emotion.

Differently from various thinkers and theorists, such as Descartes, who considered the essence of man's existence to be "Cogito ergo sum" -- "I think, therefore, I am", I consider the essence to be "Creo ergo sum" --"I create, therefore, I am". Around this motto a world view developed. To "create" means to start to develop, to combine, to integrate. It is the alpha and omega of doing. It is the active integration of thinking and feeling, of dream and reality, of imagination and logic, of unconscious and conscious. It is a communicative, creative process in which the new stimulus of the outside world together with the past experiences of the inner world is created into new experience. It is a process which becomes a goal in itself because it is more important to prolong the process of communication than to achieve the product itself.

The emotional aspect of maturity is the most important factor in the development of the comprehensive mature personality, especially for the gifted. This is the global factor of emotional maturity which is the strength to actualize individual abilities within the frame of social demands.
Life is becoming complex day by day. In the present circumstances the youth are facing difficulties which are giving rise to many problems such as frustration, anxiety, tension and emotional imbalance in day to day life. We humans are constantly striving to establish a satisfactory relationship with our environment or we can say that trying to fulfill our need in order to live happily and function effectively. We grow from babies to adults passing through various stages of maturity. We are expected to undergo physical, cognitive, emotional and relationship maturity. But when our bodies age and our muscle mass and body shape define itself, does our emotions follow suit? If there is a balance between your physical age, IQ, social maturity and emotional maturity, then you've really grown up.

Parents are an essential part of their child's environment. Therefore, in order to foster caring, responsible and strong children, adults need to have a positive view of them and serve as role models for their children. Self-awareness is another key part of child's development. Self-awareness is how much we know about ourselves, our beliefs about who we are and what we think our capabilities are. As child's sense of self develops, so does the child's ability to blossom in school and with peers. This is why the parents ability to provide wings is so important. In order to succeed, children need to gain confidence in their abilities and gain a sense that they can do things on their own. The precious time between birth and maturity gives parents many opportunities to balance roots and wings. Parents can lead the way in providing experiences that enhance their children's view of themselves. This way parents can build self-esteem in their children and themselves in order to improve the quality of their lives and strengthen family relationships.

1.2 EMOTIONAL MATURITY

It is well said that human beings are specks of intelligence afloat on the sea of emotions. An emotion is an affective experience that accompanies stirred up mental and psychological states and shows itself in his overt behavior. Emotion is a magic word that makes human life dynamic and makes him a multi-colored shell on the shore of sea of society. Emotions have strong link with urges, needs and interests. If they are satisfied, an
individual is said to be enjoying a happy life and is emotionally stable. Emotions sometimes lead to disintegration of our actions.

According to Goleman (1995), we have two minds, one that thinks and one that feels, these two fundamentally different ways of knowing, interact to construct our mental life. The rational mind is the mode of comprehension we are typically conscious of more prominent in awareness, thoughtful, able to ponder and reflect. The emotional mind is impulsive and powerful and sometimes illogical. These two minds operate in harmony with each other, most of times feelings are essential to thought, and most of the times thoughts to feeling. But when passions surge the balance tips: it is not just I.Q., but emotional intelligence that matters. Goleman rightly points out that, “It is not that we want to do away with emotions and put reason in its place, but instead find an intelligent balance of two”.

Emotions play a crucial role in contributing towards adjustment of the individual people who are emotionally mature, they can manage their feelings well and deal effectively with other people. So, an emotionally mature person can have better adjustment with himself as well as others. The road to emotional maturity involves the integration of various aspects of personality into the self. The intra- and interpersonal aspects are dealt with from different standpoints (Freud, James, Gardner and others), the emotional aspect being seen not as the opposite of the intellectual, but as complementary to it in the child's and adult's personalities. The self contains everything that has passed through consciousness; it is the most important element of consciousness. Thanks to drives for knowing, for feeling, for creating, which are always active, we achieve a serf which is more than the sum of its components and becomes a global factor in our personality. This global factor is the difference between the idiot savant and the creative, actualizing, gifted personality. Emotional maturity is a requirement for starting and maintaining relationships. It is a prerequisite for long term happiness. Emotional immaturity is associated with entanglements, transferences and unsatisfying shallow relationships.

Even in the gifted children the highest intelligence cannot reach its full realization if it lacks emotional maturity. Emotional maturity is a balance between the brain and the
emotions, between the inner and outer world of the individual. Gifted children, who in most cases are far ahead intellectually, tend to limp behind emotionally. This takes from the child a lot of energies which could have been used for more positive, important purposes, and weakens even the most intelligent.

**Erik Erikson**, the renowned psychoanalyst, began his book ‘On Identity (1971)’ with a short anecdote about his teacher, Paul Federn, who once concluded his lecture with the question: "Well, did I understand myself?". Erikson sees the road to self maturity in this question. It is this emotional maturity which contributes to the integration of all the aspects of man's personality and the fulfillment of his intellectual, emotional and social needs.

Federn's question appears to be no more than a linguistic witticism, but hidden within it is a very significant and important truth. The ability to create a meaningful dialogue with someone else is based on one's dialogue with one's self; in other words, I can only be understood by others if I understand myself.

The road to emotional maturity involves the integration of various aspects of man's personality, forms of his self. The concept of self is not popular in educational literature. Few researchers focused their studies on the development of emotional growth. Any interaction between processes of communication, intra- and interpersonal, is made possible by the integrated self, which for is emotional maturity. Emotional maturity is defined as the strength to actualize individual abilities within the frame of social demands. Emotional maturity is an essential condition for the development of every individual and therefore, the sooner we achieve the sensitive balance between the components of the young child's self, the better we can prevent difficulties in his development. This will also contribute to a stronger and more stable personality structure in the adult, who can communicate well with others and achieve the maximum from his capabilities and strengths and that the concept of emotional maturity is an entire complex subject of the utmost importance.

Emotional maturity develops throughout one's life; however, it is very important that parents and teachers be aware that the emotional sphere must be nurtured in one's intelligence, and intelligence in one's emotions, from an early age.
The seed that we plant in early childhood will bear fruit not only during one's active life but throughout one's various ages. Its climax will occur during old age, when each of our selves will act on basic and stable ground in the shrinking and withering world which surrounds the elderly person. Attention paid to emotional maturity in early childhood is, therefore, a long term investment in man's existence.

Before defining emotional maturity it is necessary to define the terms emotion and maturity separately so that the meaning of term emotional maturity becomes clear.

**Emotion:** The term emotion is derived from Latin word ‘emovere’ which means to move out, or ‘stir up’. Emotion may be defined as the stirred up condition of organism involving internal and external changes in body. Emotions are a natural human response - we can all recall when we felt sad, fearful or angry, as well as when we felt elated and joyful. People differ in how they express their emotions and how aware they are of their feelings. Strongly felt emotion may cause us to behave immaturity - like a child who cannot have what he or she wants.

According to Young, (1996) Emotion is an acute disturbance of the individual as a whole, physical in origin, involving behaviour, conscious experience and visceral functioning.

According to Megan, B. (1999) Emotion is nonetheless required as a foundational presence, the crucial counterbalance and reflective mirror opposite to reason’s superiority.

**Wordsworth,** states that “emotion is moved or stirred up state of an organism. It is stirred up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer.

**Crow and Crow** convey that an emotion “is an effective experience that accompanies generalized inner adjustment and mental and physiological stirred up states in the individual and that shows that in his overt behavior.
D Charles G. Moris defines emotion “as a complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristic behavior patterns.

Components of Emotion

The components of emotions are:

- **Cognitive thinking:** Cognitive component of emotion implies that emotions are usually directed towards people or objects (e.g., we are in an anxious state because the situation is dangerous) and we know that situation is dangerous rather than harmless and a result of thinking.

- **Physiological:** Physical component denotes that there are generally a number of bodily changes involved in emotion. Many of them occur because of arousal in the sympathetic division of the autonomic nervous system or hormonal activity in the endocrine glands.

- **Experimental:** It means the feeling that is experienced because of arousal in the sympathetic division of the autonomic nervous system or hormonal activity with the endocrine system.

- **Expressive:** These include facial expression and other aspects of non-verbal behaviours, such as bodily posture.

- **Behavioural:** The behavioural component includes the pattern of behaviour produced in the emotional state.

So, emotion in the organism is a dynamic internal adjustment that operates for the satisfaction and welfare of the individual.

Thus, the word emotion is described differently by the psychologists. Emotion has been defined as upset state, feeling of euphoria, a transitory state, an enduring state, an intense feeling or the chronic anxiety. Emotions may range from hate, terror, affection, attention, interest, romantic love, ambition, zeal, a brief attention. These emotions may lead to euphoria, an enduring interest that leads one to achieve a difficult goal, or may be hindrance to the harmonious development of personality. The broad implication of the
above is that pupils should be helped to control emotions that are detrimental to progress and enhance emotions that are constructive.

Maturity:

The concept of maturity has not received a great deal of explicit attention in the literature. Delineation of libidinal development has been yielded the important formulation of the ‘genital level’ and ‘object interest’ (Freud 1924). Recent emphasis on the conflict between the regressive dependents, versus, the progressive productive forces in the personality has directed interest toward the more detailed nature of maturity.

Although the word ‘mature’ means ‘ripe’ or full development, psychological meaning is more flexible. A child may be mature in sense that he has reached the development which is typical for his act.

In psychological writing, the definition of maturity essentially involves emotional control that means emotionally mature person is able to keep lid on his feelings, so it is not merely restrictions control but also the positive possibilities inherent in human nature. A person will be called emotionally mature if he is able to feel proper emotion in proper situation and express it in proper quality.

Maturity is the ability to stick with a project or a situation until it is finished. It is the capacity to face unpleasantness, frustration, discomfort and defeat without complaint or collapse. It is the ability to make a decision and stand by it. Maturity is the ability to live up to the responsibilities of a love relationship and this means being dependable. It is the ability to harness your abilities and your energies and to do more than is expected in your relationship.

Nature of Maturity:

1) One of the most emphasized by Sigmund Freud and Franz Alexander is from the parasitic dependence of the foetus to the relative independence of parent with parental capacity for responsibility for spouse and child.

2) Intimately bound-up with the organism development from parasitism on the mother to relative independence from the parents is its increased capacity for responsibility and productivity and its decreased receptive needs. Children learn
to control their hostilities, their sexuality and other impulses and to develop the orientations of maturity is largely thought as the incentive of being loved.

3) Third characteristic of maturity is relative freedom from the well-known constellation of inferiority, egotism and competitiveness.

4) Another aspect of maturity consists in the conditioning and the training necessary for socialization and domestication.

5) Hostile aggressiveness, using the term to include all sorts of anger, hate, cruelty and belligerency, is always a sign of emotional irritation or threat.

6) Another important attribute of maturity is a firm sense of reality.

7) Another characteristic of maturity is flexibility and adaptability.

The healthy emotional development culminates into, “emotional maturity”, Emotional maturity may be defined as a process of acting ones age. Maturity is not an absolute or definite characteristic at all. As an individual develops through childhood to adolescence to adulthood, his emotions become more easily classified as fear, hate, anger, disgust, affection, joy etc. People who out grow these types of emotional behavior usually adjust well in their lives and are accepted well in society. In the broadest sense, emotional maturity means the degree to which the person has realized his potential for richness of having and has developed his capacity to enjoy things, to love and to laugh, his capacity for whole hearted sorrow when occasion for grief arises, his capacity for experiencing anger when faced with a situation while he is not able to work according to him, that would increase the temper of any reasonably tolerant or sensible person and his capacity to show fear when there is an occasion to be frightened.

Emotional maturity is not only the effective determinant of personality but, it also helps to control the growth of adolescent’s development. The concept ‘mature’ emotional behavior 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. According to Walter et al. (1976) emotional maturity is a process in which the personality is continuously striving for the greater sense of emotional health, both intra physically and intra personally. The most outstanding mark of emotional maturity is to bear tension. The
emotionally mature is not one who necessarily has resolved all the conditions that aroused anxiety or hospitability but is continually in the process of seeing him or herself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling and thinking action.

Emotional Maturity implies controlling your emotions rather than letting your emotions get the better of you. Emotional maturity depicts your capacity to manage and to check your emotions, to evaluate others emotional state and to persuade their judgment and actions. A person’s emotional maturity is very much influenced by his/ her relationship history. Emotional intelligence makes an important part of life, together with intellectual intelligence and relationship intelligence. Such intelligence can help one to assess emotional maturity and emotional freedom. How one person can tackle any relationship, is a major discernible factor to check your level of emotional maturity.

**Traits of Emotionally Mature People**

- Knowing as to what one wants and how to make it happen.
- Thinking sooner than acting and having control over one’s behavior.
- Having the sense of self-reliance and the capability to take accountability for one’s life and actions.
- Having patience
- Bonding with others in a supportive and constructive manner.
- Actually caring about others and representing their concern.
- Acting honestly and living by one's principles.
- Keeping self-control and balance in all things.
- Having the capacity to tackle difficult and demanding situations.

**Definitions:**

**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-psychically and intra-personally.
Kaplan and Baron elaborate the characteristics of an emotionally mature person, say that he has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He has belief in long-term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family and his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

L.S. Hollingworth (1928) mentions some characteristics of emotionally mature person in the following points -

1. He is capable of responding in gradation or degree of emotional responses. He does not respond in all or none fashion, but keeps within bounds. If his hat blows off, he does not blow up.

2. He is also able to delay his responses as controlled with the impulsiveness of young child.

3. Handling of self pity, instead of showing unrestrained self pity, he tries to feel for him.

Childhood emotional stresses influence the infant's congenital heredity plus physical and emotional forces acting upon sperm and egg, (prior to conception and until birth) endowment and developmental forces, the child being most formative up to the age of about six.

Many criteria have been suggested to evaluate the concept of maturity. A few of them are being mentioned below;

According to Bernard (1954) following are the criteria of mature emotional Behavior:

i. Inhibition of direct expression of negative emotions.

ii. Cultivation of positive, up building emotions.

iii. Development of higher tolerance for disagreeable circumstances.
iv. Increasing satisfaction from socially approved responses.

v. Increasing dependence of actions,

vi. Ability to make a choice and not broad about other choices.

vii. Freedom from unreasonable fear.

viii. Understanding and action in accordance with limitations.

ix. Awareness of the ability and achievement of others.

x. Ability to err without feeling disgraced.

xi. Ability to carry victory and prestige with grace.

xii. Ability to delay the gratification of impulses.

xiii. The enjoyment of daily living.

The most outstanding mark of emotional maturity, according to Cole (1944) as the ability to bear tension, other mark are an indifference toward certain kinds of stimuli that affect the child or adolescent and he develops moodiness and sentimentality. Besides, emotionally mature person persists the capacity for fun and recreation. He enjoys both play and responsibility activities and keeps proper balance.

**According to Fred McKinney,** "The characteristics of an emotionally mature individual are hetero-sexuality, appreciation of attitude and behavior of others, tendency to the attitudes and habits of others and capacity to delay his own responses".

According to another author Seoul, if the emotional development of the individual is relatively complete, his adaptability is high, his regressive tendencies are low, and his vulnerability is minimal.

Therefore, the emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking action.

**According to Singh and Bhargava, (1990)** Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent’s
development. A person who is able to keep his emotions under control who is able to brook delay and to suffer without self-pity might still be emotionally stunned.

**According to Young (1996)** the emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension, to disregard certain emotion stimulations that affect him, and to view himself objectively as he evaluates his assets and liabilities and strings towards an improved integrator of his thoughts and emotional attitudes and his overt behavior, so the mature individual is said to have control over his emotions.

**According to Bessell, R (2004)** Emotional Maturity refers to those behavioral patterns that make for good adjustment in life.

**According to Lisa, J.M. (2004)** Emotional Maturity brings with it a capacity for independence, the willingness to take action as free agent along with the capacity to affiliate, to freely initiate and sustain loving relationships.

Hence, 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.

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 to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities.

Actually, 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 behavior of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, which is able to break delay and to suffer without self-pity, might still be emotionally stunned and childish. **Morgan (1934)** stated the view that an adequate theory of emotional maturity must take account of the full scope of the individuality, powers and his ability to enjoy the use of his powers.
Characteristics of Emotional Maturity

- **The ability of give and receive love**
  Emotional Maturity fosters a sense of security which preferred vulnerability. A mature person can show his vulnerability by expressing love and accepting expressions of love from the one who loves him. An immature person is unduly concerned with "weakness" and has difficulty in showing and accepting love. The egocentricity of immaturity will allow the acceptance of but fails to recognize the needs of others to receive love. They take it, but they won't give it.

- **The ability to face reality and deal with it**
  The immature person avoids facing reality. Overdue interpersonal problems, any difficulties which demand character and integrity are avoided and even denied by immature people. Mature people eagerly face reality knowing quickest way to solve a problem and to deal with it promptly. A person's level of maturity can be directly related to the degree with which they face their problems or avoid their problems. Mature people confront their problems, immature people avoid their problems.

- **Just as interested in giving as receiving**
  A mature person's sense of personal security permits him to consider the needs of others. He gives from his personal resources, whether money, time or effort to enhance the quality of life of those he loves. They are also able to allow others to give back to them. Balance and maturity go hand in hand.

- **The capacity to relate positively to life experiences**
  A mature person views life experiences as learning experiences and when they are positive he enjoys and also learns a lot from these experiences of life. When they are negative, he accepts personal responsibility and is confident he can look for an opportunity to succeed.
- **The ability to learn from experience**
  
  The ability to face reality and to relate positively to life’s experiences are derived from the ability to learn from experience.

- **The ability to accept frustrations**
  
  When things don't go as anticipated the immature person stamps his feet, holds his breath, and blames his fate. The mature person considers using another approach or going in another direction and moves on with his life.

- **The ability to handle hostility constructively**
  
  The mature person looks for a solution. He uses his anger as an energy source and when frustrated, redoubles his efforts to find solutions to his problems.

- **Relative freedom from tension symptoms**
  
  Immature people feel unloved, avoid reality, are pessimistic about life, get angry easily, attack the people closest to them when frustrated-no wonder they are constantly anxious. On the other hand, the mature person shows mature approach, he is relaxed, confident in his ability to get what he wants from life.

**LEVELS OF EMOTIONAL MATURITY**

**Level One**

**Basic Emotional Responsibility**

When persons reach level one of emotional maturity, they realize that they can no longer view, their emotional states as the responsibility of external forces such as people places, things, forces, fate and spirits. They learn to drop expressions from their speech that show disownership of feelings and a helpless attitude towards their feelings. Expression such as; "They made me feel......," "it made me feel, "made them feel........, " and any others that denote external emotional responsibility are first changed into "I" statements as opposed to "you" or blaming statements.
They are for example changed from, "you make me so when that, to, "I feel made when you do that because ....... "

**Level Two**

**Emotional Honesty:**

Emotional honesty concerns the willingness of the person to know and own their feelings. This is a necessary self-understanding and acceptance. At this level the issues of resistance to self-discovery are dealt with. They are related solely of the person's conscious and unconscious fears of feeling directly the critical voices they hear inside.

The realization of the old maxim, "To think own self be true primary goal at this level. This means that we feel but experience it at this level of maturity. Here we are at least honest with our self about how we really feel.

As a secondary goal on this level, people tend to find others with whom they can safely share their real feelings, their real selves.

**Level Three**

**Emotional Openness:** This level concerns the person's will and skill in sharing their feelings in an appropriate manner at appropriate times. Persons at this level, experience and learn the value of ventilating feelings, and also the dangers involved in hiding from self and others. Self-disclosure is the important issue at this level of work. The dangers of suppressing feelings and the values inherent in exploring and allowing all feeling internal expression are investigated further. At this level, one has the openness, the freedom to experience any emotion without the need, the compulsion to suppress or repress it.

**Level Four**

**Emotional Assertiveness**

The person at this level of work enters a new era of positive expression. The primary goal here is to be asked for and to receive the nurturing that one needs and wants-first from self and then from others. As a secondary goal, persons should learn how to express any feeling appropriately in any situation, i.e. without aggressive overtones.
Live Five

**Emotional Understanding:** The person at this level understand the actual cause and effect process of emotional responsibility and irresponsibility. Self-concept is known as 'the' problem. They realize that it is not possible to have a so-called good self-concept without a complementary bad self-concept.

A person gains self knowledge which is used to free the self from self concepts on this level rather to form them and imprison the self in them. The main work here is a total shift from identifying with any self concepts to identifying only with the true self.

**Level Six**

**Emotional Detachment:** At this level the person lives without the burden and share of self-concepts, self-images, self-constructs, and all group concepts and thing-concepts. They are only aware of self as process, as a sensible being, as an experiencing being, as a living vessel, as unknowable and untrapable because the self is alive and not static or fixed. They have died to the life of self concepts.

True detachment from all self-concepts occurs at this stage. Thus, true detachment from others also occurs, which means that absolute emotional responsibility has been achieved. In other words we can say that emotional competence is greatly dependent on an accurate frame of reference and on overall maturity. We all are consistently changing our emotional pattern and trying to make them healthier. If we find that our emotional pattern are immature and disruptive, we can take steps to improve them, not by fighting our emotions but by understanding and accepting them, learning to function with them and express them constructively and accentuating those that are positive rather than negative.

**GENESIS OF EMOTIONAL DISTURBANCES**

In an adolescent, emotional disturbance can be caused by the feelings a person has when there is dependence on his mother, the ambitions for prestige and success which imbibed the rivalry with his father and the depreciatory attitude toward him, the failure to identify with other men, the whole constellation continued on, still potent, although, for the most part, unconscious, automatic and resistant to conscious efforts to change. The rest of his
personality developed adequately in the direction of those attitudes, feelings and ways of functioning which we are beginning to recognize as mature.

The genesis of emotional disturbances can be reduced with some over simplification to the following steps -

1. Childhood emotional influences interact with the infant's congenital endowment and developmental forces, the" child being most formative up to the age about six.

2. These influences facilitate, retard or warp the development and cause emotional patterns which persist, mostly unconsciously, in later life.

3. These "nuclear patterns" contain certain vulnerable emotional points; everyone has specific emotional vulnerabilities.

4. The environment exerts certain demands, pressure and frustrations.

5. The individual endeavors, harmonize the conflicting impulses within himself and to adjust himself to his environment.

6. In general, the more mature the individual is, the more stably and flexibly he adjusts, but when the pressures impinge upon his emotional vulnerabilities, he reacts with mobilization for fight or flight.

7. The fear and the flight, the danger and hostile aggression tend to be handled as they were in childhood, with partial return to childhood forms of satisfaction, thinking and behavior.

8. These regressive reactions constitute and produce symptoms which can be grouped as about:

   (i) Inner:
       (a) Psychosomatic,
       (b) Neurotic
       (c) Psychotic

   (ii) Acting out:
       (a) Masochistic
(b) Destructive social behavior
(c) criminal.

9. The ego reacts secondarily to the tensions and the symptoms over a range, from denying to exploiting them.

Guilford, J.P. has prepared a matrix of temperamental factors which is being reproduced below:

<table>
<thead>
<tr>
<th>Kinds of Dimension</th>
<th>Areas of Behavior Involved</th>
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<tbody>
<tr>
<td></td>
<td>General</td>
<td>Emotional</td>
</tr>
<tr>
<td>Positive</td>
<td>Confidence</td>
<td>Cheerful</td>
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<tr>
<td>Vs</td>
<td>Vs</td>
<td>Vs</td>
</tr>
<tr>
<td>Negative</td>
<td>Inferiority</td>
<td>Depression</td>
</tr>
<tr>
<td>Responsive</td>
<td>Alert</td>
<td>Immaturity</td>
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<tr>
<td>Vs</td>
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<td>Vs</td>
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<tr>
<td>Unresponsive</td>
<td>Inattentiveness</td>
<td>Maturity</td>
</tr>
<tr>
<td>Controlled</td>
<td>Impulsive</td>
<td>Nervousness</td>
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<td>Vs</td>
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<td>Vs</td>
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<tr>
<td>Unresponsive</td>
<td>Deliberativeness</td>
<td>Composure</td>
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<tr>
<td>Objective</td>
<td>Objective</td>
<td>Poise</td>
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<td>Vs</td>
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<td>Vs</td>
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<tr>
<td>Ego-centric</td>
<td>Hypersensitive</td>
<td>Self-consciousness</td>
</tr>
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Emotionally disturbed behavior can be described in the following way.

He reacts like a child, he looks for sympathy, conceited, quarrelsome, infantile, and self-centered and demanding person, has preservative emotions, is emotionally excitable and feels very much upset to lose a game. *(Gibb, 1942; Brogden, 1944 and Cattell, 1945).*
SYMPTOMS OF EMOTIONAL IMMATURITY:

- **Volatile Emotions**

  Emotional volatility is indicated by such things as explosive behaviours, temper tantrums, low frustration tolerance, oversensitive, inability to take criticism, unreasonable jealousy, unwillingness to forgive, and a continuous fluctuation of moods.

- **Over-Dependence**

  Healthy human development proceeds from dependence (I need you to independence (I don't need anyone) to interdependence (we need each other). Over-dependence is indicated by:

  (a) inappropriate dependence e.g. relying on someone else when it is preferable to be reliant

  (b) too great to the degrees of dependence for too long. This includes being too easily influenced, indecisive, and prone to judgments. Overly dependent people fear change, prefer accustomed situations and fear the uncertainty of change and the challenge of adjustment Extreme conservation may even be symptom.

- **Stimulation Hunger**

  This includes demanding immediate attention or gratification and being unable to wait for anything. Stimulation hungry people are incapable deferred gratification, which means putting off present desires in order to gain a future reward. Stimulation hungry people are superficial and live thoughtlessly and impulsively. Their personal loyalty varies and too concerned with trivia (their appearance, etc.). Their social and financial lives are chaotic.

- **Egocentricity**

  Egocentricity is self-centeredness. Its major manifestation is selfishness. It is associated with low self-esteem. Self-centred people have no regard for others and they have only slight regard even for themselves. An egocentric is preoccupied with his own feelings and symptoms. He demands constant attention and insists on self-gratifying sympathy, fishes for compliments, and makes unreasonable demands. He is typically overly competitive, a poor loser, perfectionist and refuses to play or work if he can't have his own way.
A self-centred person does not see himself realistically, does not take responsibility for his own mistakes or deficiencies, is unable to constructively criticize himself, and is insensitive to the feelings of others. Only emotionally mature people can experience true empathy and empathy is a prime requirement for successful relationships.

**There can be five factors of Emotional Immaturity:**

(a) Emotional instability  
(b) Emotional regression  
(c) Social maladjustment  
(d) Personality disintegration  
(e) Lack of independence  

**(a) Emotional Instability:**

This is a broad factor representing syndrome of lack of capacity to dispose off problems, irritability, needs and constant help for one's day to day work, vulnerability, stubbornness and temper tantrums. This group factors has a high correlation (.75) with the total score obtained on the scale. On the inter-co relational matrix, syndrome of emotional instability has high inter co relation with social maladjustment but low correlations with emotional regression, personality disintegrations and lack of independence. This factor has low correlations with the two factors analyzed in factor analysis and seems to be an independent factor of emotional immaturity.

**(b) Emotional Regression**

Emotional regression is also a broad group of factors representing such syndromes as feeling of inferiority, restlessness, hostility, aggressiveness and self-centeredness. This factor has correlation with total score on the scale. On inter-co relational matrix, it is highly intercorrelated with other two factors, that of personality disintegration and lack of independence, but has low intercorrelations with those of emotional instability and social maladjustment factors. This has emerged as the broadest factor in the scale as revealed by the factorial analysis. It has high intercorrelations with (.47) (.47) and low
intercorrelation with (.27) and (.18). It also has a high correlation (.63) with the total score on all the five factors of the scale.

(e) **Social Maladjustment**

Such a person shows lack of social adaptability shows hatred, is delusive but boasting, a liar and a shirker.

(d) **Personality Disintegration**

It includes all those symptoms, which represent disintegration of personality, like reaction, phobias formation, rationalization, pessimism, immorality etc. Such a person suffers from inferiorities and hence reacts to environment through aggressiveness, destruction and has distorted sense of reality. In brief such a person shows varied degrees of neuroticism which could be put as below:

\[ Vs' Ssa \frac{Ad}{f} \frac{R}{P} \frac{T}{E} a N \]

Vs = Specific emotional vulnerability.
Ss = External stresses especially in relation to emotional vulnerability.
Ad = Difficulty of adjustment - internal and external.
F = Flexibility.
R = Regressive Forces.
P = Progressive Forces.
T = Emotional tensions.
E = Ego strength.
N = Degree of Neuroticism.

(e) **Lack of Independence**

Such a person shows parasitic dependence on other is egotic and lacks objective interests. People think of him an unreliable person.
Kaur, S. (2000) found significant relationship between emotional maturity, school, home and psychological environment. Peter Lichtenberg (2005) conducted a study on 'Emotional Maturity across Life Span' and found that only that man has ability to work with others who has emotional maturity and stability. Darwin Nelson (2005) in his research related to 'Emotional Intelligence and Emotional Maturity' says that if we want our children to be emotionally mature, we must focus on their early childhood education; which affect certain level of social and emotional maturity. These are a few studies done on emotional maturity which gave us a path to tread on for our study.

Adolescence

The term adolescence comes from the Latin word ‘adolescere’ meaning to grow or to grow to maturity. In adolescence the individual is not anywhere, where he specifically wants to be but he is only in a transition phase. The adolescent has to adjust to the sudden changes in the body, in his roles and responsibilities towards everyone in his environment. In adolescence, boys and girls are very enthusiastic for new experiences and interactions, to find new relationships to find resources of inner strength. The adolescent wants and tries to attain freedom and independence to think, to set his goals, and discover ways to achieve them, he tries to explore his role in the world in which he lives.

Definitions:

**Biological definition:** Adolescence is the state when puberty dawns.

**Chronological Definition:** Adolescence is the span of life ranging from 12-19 years and having individual and cultural difference.

**Sociological Definition:** Adolescence is the transition period from dependence on parents to self-sufficient adulthood.

**Psychological Definition:** Adolescence is a marginal situation which involves psychological disturbances and problems of adjustments. It differentiates the childhood behavior from adulthood behavior.

**Hurlock (1969):** Adolescence is that span of years during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically.
Walia (1969): Mentioned in human psychology that adolescence is a very crucial period of ones life.


Davis (1987): Adolescence is the developmental period between childhood and adulthood that spans the years from 12 to early 20’s.

International Encyclopedia of Psychology (1996): Adolescence is generally considered to be the years between the ages twelve and eighteen is a time of rapid development and confusion both physically and emotionally. Adolescence is viewed differently in different cultures.

Adolescence period is a turbulent time wherein a lot of changes are happening in the child physically, emotionally, socially and morally. It is called a period of stress and strain, storm and strife all capacities physiological as well as psychological are reaching a peak. Emotionally the child is like a volcano which on even the slightest provocation is ready to erupt and at sometimes just like a cool sea which takes everything in its stride. Indeed, it is considered as a critical period of development.

Psychologically, adolescence is the age when the individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of his elders but equal, at least in rights. After a long period of relatively stable behavior the child suddenly becomes imbalanced, unpredictable and unstable as he emerges into adolescence. The varied problems that confront the adolescent are problems related to physical, mental and emotional maturity, problems regarding educational and vocational choices.

Adolescents are full of vigor and enthusiasm but at the same time this period is most critical period of ones life because this period is the end of one stage and the beginning of the other. This period of adolescence in general, offers an individual a large variety of new experiences and at the same time he usually finds himself less prepared to meet challenges than at any other stage.
“Conflicts and some other type of frustrations are one source of anxiety of adolescent. He finds it difficult to asset himself or appreciates what success he may be achieving”. (Crow & Crow, 1956).

During the phase of adolescence, the individual is neither a child nor a grown up. An adolescent is unstable emotionally at this time.

Adolescents suffer from anxiety when they are faced with unfamiliar or uncertain situations. Sometimes they feel anxiety either by their own inner conflict or sometimes by hardships or life. Reason of anxiety may be feelings of inadequacy which comes from a number of general causes such as parental over-protectiveness or over restrictions or the bind of home environment or the relationship with his or her peer-group, which results in his inability to handle his problems properly without help.

Many young people are confronted for the first time with facts about themselves and their background (the social status of their family, their religion, their ethnic origins and the prospective earning power) which may produce serious conflicts.

Needless to say that parents play an important role in helping the child pass through this transitory phase. Of all the stages in life, adolescence is probably the stage where there is a lot of anger and frustration than any other stage. Teenagers are dreamy, irritable, defiant and disrespectful, they totally refuse to accept and follow the family myths, they break the major rules of the family and they even challenge their parents reign. For the first time, the child begins to see the world with his own eyes and demands, questions gives aggressive and exhausting criticisms of all the parents or the people taking control of his or her life

Poor home environment has been reported to have long term effects on adolescents' life style (Albers et al. 1986; Olsson et al., 1999; Lai and McBride-Chang, 2001; Madu and Malta, 2004; Powell, 2006; and Lee et al. 2006)

*Broken home has been found to have ill effects on adolescent development (Forehand and Thomas, 1992; Kurdok and Fine, 1993; and Sun, 2001).

Substance use among adolescents has been reported to have an association with home environment (Naughton and Krohn, 1988; Brinson, 1992; Koko and Pulkkinon),
these studies inspired us to see the effect of home environment on adolescents and other variables included in the study.

1.3 SELF-ESTEEM

Self esteem is a set of attitudes and beliefs that a person brings with him or herself when facing the world. It includes beliefs as to whether he or she can expect success or failure, how much effort should be put forth, whether failure at a task will ”hurt” or he or she will become more capable as a result of different experiences. In psychological terms, self – esteem provides a mental set that prepares the person to respond according to expectations of success, acceptance and personal strength.

Self esteem is a concept that a person has regarding his own self which consists of any evaluation that he makes of himself or whatever feelings he has about himself. Infact, what a person thinks about himself comprises the attitudes and feelings that he has about himself. Self esteem means the value ascribed by the individual to himself and the quality of the way he views himself.

The original normal definition presents self-esteem as a ratio found by dividing one’s successes in areas of life of importance to a given individual by the failures in them or one’s “success / pretensions”. Problems with this approach come from making self-esteem contingent upon success: this implies inherent instability because failure can occur at any moment. In the mid 1960s, Morris Rosenberg and social-learning theorists defined self-esteem in terms of a stable sense of personal worth or worthiness. Nathaniel Branden in 1969 defined self-esteem as "...the experience of being competent to cope with the basic challenges of life and being worthy of happiness". According to Branden, self-esteem is the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth). It exists as a consequence of the implicit judgment that every person does about, on one side, his/her ability to face life's challenges, that is, to understand and solve problems, and, on the other side, his right to achieve happiness, or, in other words, to respect and defend his own interests and needs. This two-factor approach, as some have also called it, provides a balanced definition that seems to be
capable of dealing with limits of defining self-esteem primarily in terms of competence or worth alone.

Branden’s description of self-esteem includes the following primary properties:

- Self-esteem as a basic human need, i.e., "...it makes an essential contribution to the life process is indispensable to normal and healthy self-development, and has a value for survival."

- Self-esteem as an automatic and inevitable consequence of the sum of individuals' choices in using their consciousness

- Something experienced as a part of, or background to, all of the individuals thoughts, feelings and actions.

Branden's concept of self-esteem is graduated, involving three main levels:

- To have a **high self-esteem** is to feel confidently capable for life, or, in Branden's words, to feel able and worthy, or to feel right as a person.

- To have a **low self-esteem** corresponds to not feeling ready for life, or to feeling wrong as a person.

- To have **middle ground self-esteem** is to waver between the two states above, that is, to feel able and useless, right and wrong as a person, and to show these incongruities in behavior, acting at times wisely, and at rashly others, thus reinforcing insecurity.
Maslow’s Hierarchy of Needs

People with a healthy level of self-esteem:

- Firmly believe in certain values and principles, and are ready to defend them even when finding opposition, feeling secure enough to modify them in light of experience.
- Are able to act according to what they think to be the best choice, trusting their own judgment, and not feeling guilty when others don't like their choice.
- Do not lose time worrying excessively about what happened in the past, nor about what could happen in the future. They learn from the past and plan for the future, but live in the present intensely.
- Fully trust in their capacity to solve problems, not hesitating after failures and difficulties. They ask others for help when they need it.
 Consider themselves equal in dignity to others, rather than inferior or superior, while accepting differences in certain talents, personal prestige or financial standing.

 Take for granted that they are an interesting and valuable person for others, at least for those with whom they have a friendship.

 Resist manipulation; collaborate with others only if it seems appropriate and convenient.

 Admit and accept different internal feelings and drives, either positive or negative, revealing those drives to others only when they choose.

 Are able to enjoy a great variety of activities.

 Are sensitive to feelings and needs of others; respect generally accepted social rules, and claim no right or desire to prosper at others' expense.

Abraham Maslow states that no psychological health is possible unless the essential core of the person is fundamentally accepted, loved and respected by others and by his self. Self-esteem allows people to face life with more confidence, benevolence and optimism, and thus easily reach their goals and self-actualize. It allows oneself to be more ambitious, but not with respect to possessions or success, but with respect to what one can experience emotionally, creatively and spiritually. To develop self-esteem is to widen the capacity to be happy; self-esteem allows people to be convinced they deserve happiness. Understanding this is fundamental, and universally beneficial, since the development of positive self-esteem increases the capacity to treat other people with respect, benevolence and goodwill, thus favoring rich interpersonal relationships and avoiding destructive ones. For Erich Fromm, love of others and love of ourselves are not alternatives. On the contrary, an attitude of love toward themselves will be found in all those who are capable of loving others.

Many early theories suggested that self-esteem is a basic human need or motivation. American psychologist Abraham Maslow, for example, included self-esteem in his hierarchy of needs. He described two different forms of esteem: the need for respect from others and the need for self-respect, or inner self-esteem. Respect from others entails
recognition, acceptance, status and appreciation, and was believed to be more fragile and easily lost than inner self-esteem. According to Maslow, without the fulfillment of the self-esteem need, individuals will be driven to seek it and unable to grow and obtain self-actualization.

Modern theories of self-esteem explore the reasons humans are motivated to maintain a high regard for themselves. Sociometric theory maintains that self-esteem evolved to check one's level of status and acceptance in one's social group. According to terror management theory, self-esteem serves a protective function and reduces anxiety about life and death.

Self-esteem is the sum of attitudes which depend on perceptions, thoughts, evaluations, feelings and behavioral tendencies aimed toward ourselves, the way we are and behave, and our body's and character's features. In short, it's one self's evaluative perception.

The importance of self-esteem lies in the fact that it concerns to ourselves, the way we are and the sense of our personal value. Thus, it affects the way we are and act in the world and the way we are related to everybody else. Nothing in the way we think, feel, decide and act escapes the influence of self-esteem.

Definitions

According to Cohen, A.R. (1959) and Scotland E. (1961): Self-esteem is an individual's evaluation of his own worth and abilities, they suggested that an individual's self-esteem affects the evaluation he places on his performance in a particular situation and propose that individual with high self-esteem affects the evaluation he places the performance in a particular situation and may react with expectation of success, while those with low self-esteem may have expectations of failures.

According to Elder, E. (1968): Self-esteem is a feeling of personal worth influenced by performance, abilities, appearance and judgments of significant others.

Brissett, D. (1973) considers Self-esteem as encompassing two different socio-psychological processes: Self-evaluation and self-worth. Self-evaluation is the process of making a conscious judgment regarding the social importance or significance of the self,
whereas self worth is the “feeling of self which refers to a sense of personal competence and security”.

According to Geenan, R.B. (1978): Self-esteem is the esteem attached to the self as it is known to the individual.


Corsivi, R.J. (1994), in Encyclopedia of Psychology used the term self-esteem to refer to some hypothetical overall or global level of self-evaluation. The common assumption is that global self esteem represents some combination of self-evaluation based on various behaviors and attributes.

A persons’ self-esteem is a judgment of worthiness and that is expressed by the attitudes he or she holds towards the self. It is a subjective experience conveyed to others by verbal reports and other overt expressive behavior. Children are not born with concerns of being good or bad, smart or stupid, lovable or unlovable. They develop these ideas they form self-images, pictures of themselves based largely on the way they are treated by significant people the parents teachers and peers in their lives. The self-image is the content of persons’ perceptions and opinions about him or her. The positive or negative attitudes and values by which a person views the self-image and the evaluations or judgments he or she makes about it form the persons’ self-esteem.

Individuals are more likely to view themselves positively when their parents are affectionate towards them and are involved with them. Around the world, individuals have higher self-esteem when families live in harmony and parents are supportive to their children.

In a traditional classroom of students with wide range of ability, talented youngsters compare themselves with other students and develop positive academic self-esteem.

In general, self-esteem is greater when students perform well academically, work hard in schools, get along with their peers and avoid disciplinary problems.

In addition, Self Esteem is greater when students:
• Participate in extra curricular activities, such as music, student’s councils, sports and clubs.
• When the overall climate of school is nurturing.
• Teachers care about student and listen to them.

It is important that parents and teachers make an effort to enhance student’s self-esteem because students with low self-esteem are at risk for many developmental problems. Students with low self-esteem are more likely to have problems with peers, and they are more prone to psychological disorders such as depression which can lead to poor academic performance.

By encouraging students to work to the best of their ability and by being genuinely interested in their progress, teachers can enhance the self-esteem of all students, regardless of their talent. Parents can do the same and by encouraging their children to participate in extra curricular activities that match their talents, further promote self-esteem.

Self-esteem is not something separate from school performance in reading math, and social and physical skills. It is an important integral part of performance. Feelings of confidence and self respect are as important in school performance as they are in other areas of life. Parents are involved in the formation of self esteem in the home and school personnel can help a child gain a sense of confidence in his or her skills and competencies and foster esteem in the classroom. Therefore, building self esteem in children particularly in children who already think poorly of themselves requires collaboration between parents, school personnel, and the child.

Another consideration is that self-esteem may vary across different areas of experience and according to sex, age and other role-defining conditions. It is conceivable that a person would regard him or herself as worthy as a student in a particular subject, moderately worthy as a tennis player and totally unworthy as a musician.

Bledsoe, 1964; Brookover, Thomas and Patterson, 1964 and Bodwoin (1962) indicate that children with high self-esteem perform better in their school work than children with lower levels of self-esteem. Sabeson, S. and Raghavan, T.V.A.
(1995) conducted a study on higher secondary school teachers and found that there was no significant difference in self-esteem between male and female teachers, government and private school teacher. Dagenais, F. (1981) found self-esteem score correlated with personality factors indicating positive relationship with emotional maturity, psychological adjustment and intellectual behavior, reviewing these studies we included self esteem to see its effect in adolescents in relation to other variables.

1.4 HOME ENVIRONMENT

Home is the first and the closest environment for a child to come in contact with. The family the fundamental unit of human society lays the background for inculcation of values and is the most, significant place for the development of the child. Along with it, the family also contributes in the important task of creating wholesome individuals.

Child receives the first lesson of life at home. The family nurtures the individual and prepares him for his role and function in society. Consciously, or unconsciously the home environment moulds the behavior, personality and attitude, level of aspiration, aptitude and self esteem of the child.

Home Environment stands for all those circumstances, which asset their influence on the child since conception to death. The first environment contact for a child is home, the development of child, inculcation of values and creating wholesome individuals all these functions are performed by the family which is the fundamental unit of human society. The first lesson of a child’s life is learnt at home. The family nurtures the individual and prepares him for his role and function in the society.

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a ready made system of signs. It imposes on him a series of obligations. Two environments namely, home and school environments, share an influential space in child’s life, Family is the social biological unit that exerts the greatest influence on the development and perpetuation of the individual’s behavior. The psychological atmosphere of a home may fall into four quadrants, each of which represents one of the
four general combinations: acceptance-autonomy, acceptance-control, rejection-autonomy and rejection-control (Johnson & Medinnus, 1969), Grebow (1973) reported that ‘nurturance-affection’ and ‘achievement expectations, demands and standards’ constitute the two dimensions of parental behavior that have been regarded as important by previous researchers. Various researchers have identified the following characteristics of home environment or parental child rearing practices – permissiveness, willingness to devote time to the child, parental guidance, parental aspiration for achievement, provision’s for the child’s intellectual needs, affective reward, instrumental companionship, prescription, physical punishment, principled discipline, neglect, deprivation of privileges, protectiveness, power, achievement demands, indulgence, conformity, independence, dependence, emotional and verbal responsivity, involvement with the child, physical and temporal environment, avoidance of restriction and punishment, provision of appropriate play materials, etc. There exists a great overlapping in the kinds of behaviors which are in association with different characteristics.

Home

Home may be defined as a protected relationship between parents and children in an accepted social setting the family provides. It provides appropriate climate for the child to develop good ideas, habits, mode of thinking and behavior. Family provides congenial and good emotional atmosphere and economic conditions. The word ‘Home’ connotes warmth, safety and emotional dependence, the idea of home is of one place where the residence is shared by a group of persons.

Definitions

Pestalozzi “Home a center of love and affection is the best place and first school of the child”.

Raymont “The home is the soil in which spring up those virtues of which ‘sympathy’ is the common characteristic. It is there that the warmest and the most intimate affection flourish. It is there that the child learns the difference between generosity and meanness, considerateness and selfishness, justice and injustice, truth and falsehood and industry and idleness. It is there that his habitual learning of the one or the other is first determined.
Jersild (1975) describes home as the important part of the child’s social network, this is because the members of the family constitute the child’s first environment and are the most significant people around them.

According to oxford Advanced Learners Dictionary (1994), “Home is a place where one lives, especially with one’s family”.

Healthy parental relations in the home are a medium for making children into wholesome and adjustable personalities. In fact, home and parents play the most important part in laying the foundation of the child’s personality, because they are the most influential part of child’s environment.

**Characteristics:**

1) Universality: A home is found in all corners of world, no human society can exist without it.
2) Limited Size: The number of the member’s of the home is limited.
3) Units of Social Organization: A family is the smallest unit of society. Numerous families constitute a society.
4) Innate tendencies as basis of family: Innate tendencies born out of sexual relations of husband and wife are essentially the foundation of the family.
5) Formative influence: The family exerts the most formative and powerful influence in the development of child’s personality.
6) Responsibility: Each member of the family shares the responsibility. Adults have the greater responsibility than the minors.
7) Training of social values: The family inculcates socially desirable values and high qualities of character in its members who ultimately become useful and dynamic citizens devoted to national service and international understanding.
8) Permanent relationship: The members may depart or live apart their association, the basic relationship remains permanent.

**Environment:**

Environment is a broad and a comprehensive term. It means social, moral economic, political, physical and intellectual factors which influence the development of the
individual. Defining the term environment is as difficult as quantifying it. For environment, educational researchers usually resort to empirical definitions of the climate or atmosphere.

**Wordsworth and Marquis (1948)** “Environment covers all the outside factors that have acted upon the individual since he began life”.

**Boring, LangsField and Welf (1961)** “The environment is everything that affects the individual except his genes”.

**New Webster’s Dictionary (1981)** “All physical, social and cultural factors and conditions influencing the existence or development of an organism or assemblage of organisms.”

Environment is everything that affects the individual minus genes. Family, food, geography, culture, religion, literature, art, music, school and other informal agencies of specializations like radio, press, television etc. are some of the prominent constituents of environment.

**Home environment** refers to the climate prevailing in the home, which varies from culture to culture, society to society and family to family. It is well known that home is most important place where a child gets the love, care and sympathy through playful learning activities. Home environment is giving appropriate atmosphere which is helpful in child’s proper development and forming basic patterns of behavior.

The warmth of relationships between parents and children and siblings is the most important factor of home-environment. Home environment affects the various spheres of one’s life- intelligence, personality, learning ability, adjustment behavior, life style, emotions, habits, attitudes etc. the parents provide pure affection and love to child which helps the child to be himself, to try out new things, to explore, to make mistakes in the process, to learn.

**Definitions:**

**According to Brown (1939),** “A family is an inducing association of parents and offspring’s, whose primary functions are the socialization of the member’s desire from recognition and response.”
Webster (1961), “House is the abiding place of the affection especially domestic affection. It is the social unit or centre formed by the family living together.”

Drinkmeyer (1967), “The family is the major environment and renamed throughout the life of the most pervasive of all influences.”

Tiwari, Merbhatt and Kumar (1981) said that home environment is the most important socializing agent that influences the child’s life.

Moos and Moos (1986) defined Home environment as the degree of commitment, help and support family members provide for one another.

Karuna Shankar Mishra (1989) has given ten dimensions of home environment. Operational definitions of these dimensions are as follows:

a) **Control**: It indicates the autocratic atmosphere in which many restrictions are imposed on the children by the parents in order to discipline them.

b) **Protectiveness**: It implies prevention of independent behavior and the prolongation of infantile care.

c) **Punishment**: It includes physical, as well as affective punishment to avoid the occurrence of undesirable behavior.

d) **Conformity**: It indicates parent’s directions, commands or order with which child is expected to comply by action. It refers to demands to work according to parent’s desires and expectations.

e) **Social Expectation**: It includes the use of isolation from beloved persons expect family members for negative sanctions.

f) **Reward**: It includes material as well as symbolic rewards to strengthen or to increase the probability of desired behavior.

g) **Deprivation of Privileges**: It implies controlling children’s behavior by depriving them of their rights to seek love, respect and child care from parents.

h) **Nurturance**: It indicates existence of excessive unconditional physical and emotional attachment of parents with the child. Parents have a keen interest in and love for the child.
i) **Rejection:** It implies conditional love recognizing that the child has no right as a person, no right to express his feelings, no right to uniqueness and no right to become an autonomous individual.

j) **Permissiveness:** It includes provision of opportunities to child to express his views freely and act according to his desires with no interference from parents.

**Unniyl and Beena (1989)** define Home Environment as an interpersonal relationship between parents and child. Home Environment includes the parents attitude towards the child relative to freedom versus restriction, dominance versus submission, acceptance versus rejection, trust versus distrust, warmth versus coldness, expectations versus hopelessness, open communication versus cold communication. It is also suggested that the development of and profile characteristics is related to subject of the set of the envy forces.

**Plamentz (1993, reviewed)** state that home environment refers to all sorts of moral and ethical values, emotional, social and intellectual climate set by the family members to contribute to their wholesome development.

**Bhatnagar and Alisha (2001)** defines home environment as the basic unit of society and it is within the fabric or family that we learnt the value i.e. caring for others affections for others, spirit for service and virtue of love. These values once learnt extent beyond the family to wider community and later affect the socialistic political, cultural, moral and spiritual life of the nation.

**Basically 3 types of environment prevail in Indian families:**

a) **Authoritarian, Dominant and Over protected:**
   In this environment the parents dominate and direct the child in all the fronts. The parents decide on all the issues of child’s life. They make personal criticism, assume all the responsibility, initiate all the activities define and set goals and impose them on the child and maintain wide social distance from children.

b) **Demographic, permissive and accepting:**
   In this type of environment, the family members share close relationship with children, ask for contributions and encourage group interaction.
c) Laissez-Faire cum Submission:

This type of environment is in contrast to the authoritarian setting. The parents operate, as the observers of the family, make no attempt to regulate or orient his/her ideas. They allow complete freedom to the child. No clear goals are established and no restrictions are imposed.

One of the important aspects of home environment is the psychological security given by parents and family which helps in proper development and balanced growth of child.

Behavioral problems and mal adjustment among children are largely a consequence of unfavorable home environment. Congenial and healthy environment helps in the formation of good habits, development of overall personality of child and thus helps in proper adjustment.

Environment provides opportunities for various activities in which the individual involves himself. So, good home environment helps in balanced growth and stresses and strains of a broken family are a hindrance in development of a good personality. It is the duty of each and every member of family to pay due respect to the individuality of the child and bring a sense of belongingness and responsibility towards himself and other members of family and society.

The behavior of children is very largely affected by the behavior of parents. Parents play a big role in determining the hopes, fears and experiences of the child. The initial interaction of a child is with the family and these help in molding the personality of the child. Home environment has far reaching affect in helping the children to achieve their goals of life.

Pandhi, J. (1989) "Home environment, parent child relationship and children's competence during adolescence". He found the relationship of home environment socio-economic status; socio cultural simulation and socio psychological atmosphere at home had a significant effect on mental development. Shah, (1989) studied the effect of family climate on the home adjustment of adolescent students. It was found that home adjustment of students having satisfactory family climate was found to be far superior to those who had highly dissatisfactory family climate. Patel,
(2000) undertook a study, entitled "Perceived family environment: A study in relation to the economic status of family". The sample consisted of 526 adolescents both girls and boys aged 13-16 years, belonging to different socio-economic strata. It was found that economic level of the family was an important factor influencing the nature of various dimensions of family environment; these studies gave us a direction to see the role of home environment along with other variables on adolescents.

1.5 MENTAL HEALTH

The concept of mental health is as old as human beings. In recent years clinical psychologists as well as educationists have started giving proper attention to the study of mental health.

Thus the concept of mental health takes a ‘Gestalt’ view of the individual. It incorporates the concepts of personality characteristics and behavior all in one. It may also be understood as the behavioural characteristic of the person. 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. Several psychologists like Erickson (1936), Rogers (1969), Hurlock (1972) have expressed their view in a similar tone. A mentally sound or healthy person should also be understood as a dynamic and conscientious person who is found to be reasonably rational in the choice of means for the realization of his or her pious ends (Anand, 1988). So mental health is an attitudinal concept toward ourselves and others (Lehner & Kubs, 1962). It also presents a humanistic approach towards the understanding and assessment of the self, positive feeling, attitudes towards self and others.

After reviewing the literature in this field (Jahoda, 1959; Maslow & Mittleman, 1951; Rogers, 1961; Whittaker, 1970), following six popular indices of mental health were finally selected for inclusion in the present battery:

1. Emotional Stability
2. Over-all Adjustment
3. Autonomy
A brief description of each of these indices is as under:

1. **Emotional Stability** – It refers to experiencing subjective stable feelings which have positive or negative values for the individual.

2. **Adjustment** – It refers to individual’s achieving an overall harmonious balance between the demands of various aspects of environment, such as home, health, social, emotional and school on the one hand and cognition on the other.

3. **Autonomy** – It refers to a stage of independence and self-determination in thinking.

4. **Security-Insecurity** – It refers to a high (or low) sense of safety, confidence, freedom from fear, apprehension or anxiety particularly with respect to fulfilling the person’s present or future needs.

5. **Self-Concept** – It refers to the sum total of the person’s attitudes and knowledge towards himself and evaluation of his achievements.

6. **Intelligence** – It refers to general mental ability which helps the person in thinking rationally, and in behaving purposefully in his environment.

In a book entitled *Mental Hygiene in Public Health*, P.V. Lewhan has written that a mentally healthy individual is one who is himself satisfied, lives peacefully with his neighbors, makes healthy citizens of his children, and even after performing these fundamental duties has enough energy left to do something of benefit to society.

Mental health is a global term which refers to the condition of an individual which results from the normal organization, and functioning of the mind. The expression mental health consists of two words ‘Mental’ and ‘Health’. According to *World Bank Encyclopedia (1997)*, Health is a state of physical, mental and social well being it involves more than just absence of disease. Mental health of an individual depends on his heredity, physical health, status, a happy home and adequate school and healthy community influences. It is an integral part of the health of a person as it both causes of affects other aspects of health. It means three things of an individual:
1. Right Thought
2. Right Attitude

Mental health can be seen as an unstable continuum, where an individual's mental health may have many different possible values. Mental wellness is generally viewed as a positive attribute, such that a person can reach enhanced levels of mental health, even if the person does not have any diagnosed mental health condition. This definition of mental health highlights emotional well-being, the capacity to live a full and creative life, and the flexibility to deal with life's inevitable challenges. Mental health describes either a level of cognitive or emotional well-being or an absence of a mental disorder. From perspectives of the discipline of positive psychology or holism, mental health may include an individual's ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience. Mental health is an expression of emotions and signifies a successful adaptation to a range of demands.

Mental health is generally thought of as a personal quality which to some extent, transcends the settings of which the person is a part, although it will of course, be affected by what goes on in these settings. It is sometimes reversed to identify very desirable personal qualities. Mental health is the ability to adjust satisfactory to the various strains of the environment or various types of situations in one’s life. Mental health has two aspects, individual and social, the individual aspects of mental health means that individual is internally adjusted, he is confident about himself and remains free from internal conflicts, tensions or inconsistencies in his behavior. He is able to adapt successfully to the changing needs and demands of the environment. He finds satisfactory success and happiness in day to day work. He is able to live effectively with others and has an insight and understanding of his motives, desires, weaknesses and strong points. The social aspect of mental health connotes that mental health is the result of social forces influencing the individual beginning with his formative years and continuing throughout his life.

The importance of maintaining a good mental health is crucial to living a long and healthy life. Mental health when good can enhance, when poor prevent, someone from
living a normal life. According to Richards, Campania, & Muse-Burke (2010) “There is growing evidence that is showing emotional abilities are associated with prosocial behaviors such as stress management and physical health”. Also without emotional support, mental health is at risk. By receiving emotional support your health can increase and prevent mental health disorders. Support systems are a valuable asset and those whom do not have social and emotional support are more likely to lead to disorders. The individual must be capable of social adjustment and also be accepted as a member of society in which he lives.

Sigmund Freud (1930) said many years ago by saying that when a person could work productively, laugh freely and engage in sexual love without anxiety, then that person could be said to show mental health.

Melanie Kevin said that mental health was not compatible with superficial or with the denial of the problems or difficulties we may face in life. Indeed the presence of mental health requires an inner strength that enables us to acknowledge, face and deal with painful feelings seeking solutions to our everyday problems.

Mental health is a state or condition on which an individual feels a sense of well-being. This gives him or her the capacity to live life in fulfillment of what he or she wants to achieve in accordance to the available resources. This condition also provides an individual the capacity to be resilient to the stresses he meets and to respond to these challenges without having to compromise his well-being. This also makes him productive and fruitful for himself and his community.

It could also be seen as a positive element in an individual’s personality which makes it possible to enhance mental wellness regardless of a diagnosable mental disorder. This definition covers a person’s capacity to “live life to fullest”, to respond well to his environment through the conscious or unconscious use of coping mechanisms and to be able to balance emotional as well as psychological well-being in relation to constant flow of experience.
Definitions:

Mental health as defined by Kornhauser (1965) connotates those behaviours, perceptions and feelings that determine a person’s overall level of personal effectiveness, success, happiness and excellence of functioning as a person. It depends on the development and retention of goals that are neither too high nor too low to permit realistic successful maintenance of belief in one’s self as a worthy, effective human-being (Lakshminarayanan & Prabhakaran, 1993). So a mentally healthy person is firm in his intentions and is least disturbed by strains and stresses on day-to-day life.

According to World Bank Encyclopedia (1997), “Health is a state of physical, mental and social well being. It involves more than just absence of diseases.”

According to Cutts and Mosley (1994), “Mental Health is the ability which helps us to seek adjustment in the different situations of our life”.

Lulla, B.P. (1981) Attempt to draw attention towards the importance of mental health of students. He discussed various factors in school and community environment that contributes to the mental health of the students. It is a combined outcome of five types of health physical, emotional, moral, spiritual, and social.

According to Daniels (1975) “Mental health is characterized by good adjustment to the environment and the establishment of satisfactory interpersonal relationships.

Bhagi and Sharma (1992) refers mental health to a state of mind characterized by emotional well being, relative freedom from anxiety and disabling symptoms, a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life.

According to World Health Organization (1983) “Mental Health is a condition which permits optional development i.e. physical, intellectual and emotional aspects of the individual so far as this is compatible with that of other individuals.”

According to Crow and Crow (1951) “Mental Health is the science that deals with human welfare and provides all fields of human relationship”.

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In the words of Hilgard (1957), “A mentally healthy person is an adjusted person. This statement means that heirs not unduly distressed by the conflicts he faces. He attacks his problem in a realistic manner, he accepts the inevitable, and he understands and accepts his own short comings.”

Hadfield (1960) stated that the mental health represents the full and free expression of our natural and acquired potentialities in harmony with one another by being directed towards a common end or aim of the personality or a whole. The some, mental health implies living securely, enjoying life, being productive and having a sturdy ego that is capable of withstanding stress.

According to Shobana (1957), mentally healthy person is one who extends his or her functioning beyond self control and personal responsibility into the domain of social obligation and responsibility.

Chauhan (1987) defines mental health as a condition, which permits the maximum development of physical, intellectual and emotional status of the individual, so that he can contribute maximum to the welfare of the society and can realize his ideas and aims of life.

The World Health Organization defines 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 is generally thought of as a personal quality which the ability to adjust satisfactorily to the various strains of environment or different kinds of situations in an individuals life. It should not be thought of only in terms of crisis situations. Mental health is the condition of the personality, which includes immediate adjustment to meet and solve the problem, maintaining inner stability when facing new situations. By definition, mental status has two possibilities: either health or illness. Mental health is more than the absence of mental illness.

The importance of maintaining a good mental health is crucial to living a long and healthy life. Mental health when good can entrance, when poor prevent, someone from
living a normal life. It can be seen as a continuum, where an individual’s mental health may have many different possible values. Mental wellness is generally viewed as a positive attribute, such that a person can reach enhanced levels of mental health; even if the person does not have any diagnose mental health condition. The definition of mental health also highlights emotional well-being, the capacity to live a full and creative life and the flexibility to deal with life’s inevitable challenge.

**Factors Affecting Mental Health**

There are few basic and significant factors on which mental health of any individual depends. These are:

1) Hereditary factors
2) Physical factors
3) Social factors
4) Satisfaction of basic needs

1. **Hereditary Factors:** Heredity is concerned with the sensitivity of the mind, the emotional stability or instability and the working of the mind to deal with every day problems of life. A highly sensitive and emotional person is more likely to have mental conflicts and adjustment problems and so is an introvert person is likely to be involved in mental conflicts very easily. On the other hand, an extrovert person and an emotionally less sensitive person will generally be free from mental conflicts.

2. **Physical Factors:**

Good physical health is an integral part of good mental health. The famous saying sound mind in sound body appropriately fits in this relation. An individual with good physical attributes strength and vitality enjoy a social advantage in the development of personality and he enjoys a good feeling about themselves is alert and very enthusiastic about life.

3. **Social Factors:**

The most important social factors influencing a child are the home and the school. Parents who give lots of love and security to their children help in enhancing good mental health, vice-versa parents who are dominating and think about themselves only lay the foundations of ill health and mental complex. School can also contribute to mental
health, if a good atmosphere prevails and children get the opportunities to express themselves in various activities.

4. Satisfaction of fundamental or basic needs

Mental health also depends on the satisfactory satisfaction of our emotional and psychological needs. Mental well being is governed by the love and security given by parents. Another important psychological need is the need for recognition and importance in the social surroundings, which gives adolescents a satisfactory feeling and is successfully able to solve all the problems encountered by a person. It gives him self confidence which directly helps in having good mental health.

Mental health is the harmonious development of all the aspects of personality. A mentally healthy person is inspired to live a fuller and happier life this approach towards life, himself and others is positive, purposeful and dynamic. It implies his balanced foundation in every domain that comprises the organization of his personality i.e. moral, spiritual, intellectual, physical, emotional, social, cultural and aesthetic aspects.

Anand, S.P. (1989) conducted a research on Mental health of high school students and arrived at conclusion that the mental health of adolescents, their academic achievement and the educational and occupational status of parents were positively related. Chandra, Anita; Minkovitz, Cynthia S. (2007) found that satisfactory personal experiences with mental health services as well as accurate mental health knowledge contribute to positive mental health attitude among teens. The anticipation of positive responses towards mental health care - seeking from family members, peers and school staff are key factors in teens comfort and willingness to address mental health concerns.

The review of these studies helped the investigator choose mental health as one of the variables for the study.

1.6 JUSTIFICATION OF THE STUDY

The purpose of the present study was to study the emotional maturity among adolescents in the age group of 17 to 18 years and the various factors affecting it like self esteem, home environment and mental health. The adolescents in this age group face many kinds
of pressures at home and also outside. It is a globally accepted fact that during adolescence a child goes through a lot of changes physically, emotionally and socially. These changes have a great impact on them; they can either make or break an individual.

There is a common saying - "The wheel, that squeaks gets the grease". Significant efforts must be made to find the solutions of these problematic behaviors of adolescents. After reviewing the literature, the investigator considers lack of Self-Esteem and Emotional Maturity as one of the major causes of their disruptive acts. This supported by the previous researches by Dagenais, F. (1981) who found that self esteem score correlated with personality factors indicating positive relationship with emotional maturity, psychological adjustment and intellectual behavior.

The family nurtures the individual and prepares him for his role and function in society. 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 and mental health, which means that these two factors also 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 not only affected the thinking of people but has also changed the perceptions of people, their lifestyles, even the dimensions of anxiety have changed, now even the small children are facing different kinds of pressures, so adolescence which is considered an age of storm and strife is bound to have more pressures which affect their emotional maturity. Emotional maturity plays an important role in how an individual behaves at home, school and society. Previous studies have shown that there exists a positive and significant relationship between emotional maturity and intelligence of student which implies that more intelligent the person is, more emotionally mature he is. In the fast changing society home environment is changing, conflicting situation at home and outside disturbs the mental health also, weakens the adolescents psychologically and creates complexities in their social and familial relationships. Shah and Sharma (1984) found if parents want their children to achieve better they should provide and maintain in family highly congenial atmosphere.
A cohesive orderly and achieving family environment is conducive to more positive development in adolescents (Lau and Kwok (2000)). These researches show that family and home environment play major role in adolescences’ healthy development. If the conditions at home are congenial then their emotional maturity is high and which further will have a bearing on self esteem and mental health of the members.

Though quite a few studies have been conducted on emotional maturity in relation with different variables but while reviewing the related literature the investigator could not lay her hands on such studies which explored the effect of self-esteem, home environment and mental health on the development of emotional maturity among adolescents. It is pertinent to mention here that emotional maturity is a pre requisite for a successful personal and professional life. Keeping this in mind, the investigator visualized a need to study emotional maturity and its relationship with self-esteem, home environment and mental health among adolescents. Furthermore, the investigator also intended to see the extent of contribution that these variables (self-esteem, home environment and mental health) make towards emotional maturity. Therefore the present investigator delineates the problems more clearly as under:

1.7 STATEMENT OF THE PROBLEM:
“EMOTIONAL MATURITY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-ESTEEM, HOME ENVIRONMENT AND MENTAL HEALTH”

1.8 OPERATIONAL DEFINITIONS OF THE TERMS

EMOTIONAL MATURITY

Emotion may be defined as the stirred up condition of organism involving internal and external changes in body.

Maturity is a firm sense of reality, in which a person acts responsibly.
**Emotional maturity** refers to that stage of individual in which the individual is able to face reality and deal with it, is interested in giving and receiving love, is able to learn from his experiences and is able to accept frustration and hostility in a constructive manner.

**SELF ESTEEM**

Self-esteem is a judgment of worthiness and that is expressed by the attitudes a person holds towards him or herself. It is a subjective experience conveyed to others by verbal reports and overt expressive behavior.

**HOME ENVIRONMENT**

*Home* connotes warmth, safety and emotional dependence, the idea of home is of one place where the residence is shared by a group of persons.

*Environment* means social, moral economic, political, physical and intellectual factors which influence the development of the individual.

*Home Environment* stands for all those circumstances, which assert their influence on the child since conception to death.

**MENTAL HEALTH**

Mental health is a global term which refers to the condition of an individual which results from the normal organization, and functioning of the mind. It is a state of mind characterized by emotional well being, relative freedom from anxiety and disabling symptoms, a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life.

The present chapter deals with the theoretical insight into the topic. It provides the base for the selection of the present study with justification of the study. The key terms used in the study have already been discussed in detail in the present chapter.