CHAPTER-1

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Life has so many facets, so that our preparations for it should be manifold. This means covering a wide area of activities that may range from simple to the most complicated. It is the reason that man is described as a social animal. The magic world that makes human life dynamic and makes him a multi colored shell on the shore of sea of society is emotion. Emotions have strong link with urges, need and interests. If they are satisfied, an individual is said to be enjoying a happy life and is emotionally stable, balance and health.

1.1 CONCEPTUAL FRAMEWORK

1.1.1 MENTAL HEALTH

Good health depends on the state of both body and mind. Each exerts a direct influence on the other. A healthy person is not only physically healthy but also mentally healthy. Healthy means that both body and mind are working efficiently and harmoniously. Mental health is a basic factor that contributes to the maintenance of physical health as well as social effectiveness. If a person is well adjusted, he has good physical health and desirable social and moral values; his mental health is likely to be good. Good mental health is indicated in such person as are happy, healthy, hopeful and have harmonious personality.

The role of mental health in human life is very important as it plays its role not only in the lives of individual, but also in the life of societies. There is no area of human life which is beyond the range of mental health. The term mental health does not refer to dimension of human personality. It encompasses all the aspects of the individual’s adjustment with himself and others. If this adjustment is characterized by wholesome personal, intellectual, emotional, social or philosophical orientations, the individual is deemed to have good mental health.

Western concept of Mental Health: Preliminary reports (1930) defined mental health as “the adjustment of an individual to themselves and to the world at large maximum of effectiveness, satisfaction, cheerfulness and socially acceptable behavior and the ability of life.”
Indian concept of Mental Health: Indian concept of mental health is available in the ‘Atharva veda’ which provides detailed information on mental disorders and their treatment. According To Atharva Veda- Human personality on the physical side has three components or ‘Gunas’ called ‘Vata’ Pitta and Kapha. The mental personality also contributes three Gunas or characteristics Sattav, Rajas and Tamas. The imbalance of three gunas cause mental disorders. These gunas are in ‘Manas’ (mind), since birth but they keep a certain equilibrium in normal person. Thus normal mental health means living in Rajas and Tamas to certain degree.

Mentally healthy persons are generally good workers, good friends and citizens. Mental health means health of mind. A healthy mind maintains an even temper, an alert intelligence, socially considerable behavior and a happy disposition.

1. **Lewkan’s View:** “Mentally healthy person is one who is happy lives peacefully with his neighbors, makes his children healthy citizens and after fulfilling such basic responsibilities is still empowered with sufficient strength to serve the cause of the society in any way”.

2. **World Health organization:** “Mental health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

3. **Boehm's View:** “Mental health is a condition and level of social functioning which is socially acceptable and personally satisfying.”

4. **The White House conference:** “Mental health may be defined as the adjustment of individuals to themselves and the world at large with a maximum of effectiveness, satisfaction, cheerfulness and socially considerable behavior and the ability of facing and accepting the realities of life”.

5. **Catts and Moslay's View:** “Mental health is the ability which helps us to seek adjustment in the difficult situations of our life.”
6. **Menninger's View:** “Mental health is the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness.”

In the light of above definition it can be concluded that mental health is a condition or a state of harmonious functioning of the human personality. It is a state of one's peace of mind, satisfaction, happiness, effectiveness and harmony brought out by one's level of adjustment with his self and the world at large.

1.1.1.1 **Characteristics**

Some of the important characteristics reflecting the concept of mental health are as under:-

1. Mental health is a positive state and not mere absence of mental disorder.
2. Mental health is dynamic concept.
3. Good physical health is essential for achieving an optimum level of mental health.
4. There is nothing to be called perfect mental health. It is better to talk of optimum mental health rather than perfect mental health.
5. Mental health differs from ethical standards, Morality does not guarantee for the mental health. A morally sound person may suffer from severe abnormalities like sex perversions, frustration and anxieties.
6. Mental health and sociability is not the same thing. It is not essential that a sociable person will be mentally healthy.
7. Mental health is not the same thing as efficiency. An efficient person may not be a mentally healthy person.

1.1.1.2 **Importance of Mental Health**

Functions or importance of mental health can also be highlighted as under:-

1. **Physical development:**
   
   Mental health is a basic factor that contributes to the maintenance of physical health. Mental health of the person helps him in developing good physical health.
2. **Intellectual development**:-
    Mental health helps the person in making best use of his intellectual capacities like thinking reasoning, imagination, concentration, memory, problem solving and creativity.

3. **Emotional Development**:-
    Mental health and emotional development are closely related to each other. A mentally healthy person is emotionally mature and stable. Mental health helps in proper emotional development.

4. **Social development**:-
    Mental health helps the person in maintaining healthy social relationship. It assists him in adequate social development and proper social adjustment.

5. **Moral development**:-
    A sound mental health is conducive to moral development. A person who enjoys good mental health has reasonable control over his emotions and channelizes his energy according to the ethical norms of society. Thus mental health helps in proper moral development.

6. **Adequate adjustment**:-
    Mental health helps the persons in making adequate adjustment with his self and his environment or world at large. It helps him in seeking adjustment in the difficult situations of life.

7. **Realization of goals**:-
    Mental health helps person in the realization of his goals of life which gives satisfaction and happiness.

8. **Realities of life**:-
    Mental health helps the person in facing the realities of life.
9. **Progress of society:-**
Mental health helps the person in developing a balanced sense of rights and duties. It helps in bringing peace, progress and happiness in the society.

10. **Integrated personality:-**
Mental health helps in the development of a wholesome, balanced, integrated and harmonious functioning of personality. It promotes peace of mind, satisfaction, happiness and harmony with the self and the world.

11. **Prevention of Mental disorder:-**
Mental health helps the person in protecting him against mental illness, abnormalities of behavior and mental disorders. It checks emotional disintegration and imbalance.

**Basic factors of Mental Health:**

1. Knowledge of Self
2. Socially Adjustable
3. Sense of personal Safety
4. Tolerance
5. Positive Philosophy of life
6. Control over the Emotions
7. Ability to decide
8. Self confidence

**1.1.1.3 Mental well-being**
The World Health Organization defines mental health as “a state of well-being in which the individual realized 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.” It was previously stated that there was no one ‘official’ definition of mental health. Cultural differences, subjective assessments and different types of mental health problems, some of which are common, such as depression and anxiety disorders, and some not so common, such as schizophrenia and bipolar disorder there could be diverse viewpoints regarding mental health.
1.1.1.4 Mental Health in the Family environment

The environment of home built child’s health. There is enough caring and sharing. Most of the problems of disturbed children originate in their early years. Some of the unnecessary aspects of child’s up bringing from the mental point of views are overprotection, indifference, and unfair comparison, and excessive permissiveness, unrealistic level of aspiration, perfectionism and ignorance. The parents should keep the following things into consideration:

1. Provide positive environment in home.
2. Provide proper affection and love to the child.
3. Always motivate them.
4. Always courage him or her for best. Give examples of great persons.
5. Always give positive protection to their child.
6. Not make negative environment in presence of the child.
7. Do not be over worried about the future of the child.
8. Believe on your child in their dealings.
9. Meet the legitimate needs of their children.
10. Build self confidence in the child.
11. Give them guidance when they need.
12. Always become their friend.

1.1.1.5 Mental Health in School Environment

School environment greatly affects mental health of the students. If the students feel insecure in school, their mind is always shadowed with worries and fear. Communalism, discrimination and misadministration cause various animosities which make the environment troublesome and it hinders development. These factors have adverse effect on the mental health of the students.

1. Unfair behavior of teachers.
2. Undue stress on scholastic and other competitions.
3. Defective system of evaluation, element of subjectivity and unsystematically in the teacher's marking.
4. Tension of failure result.
5. Overload of homework.
6. Heavy syllabus and failure of the child to cope with it.

1.1.1.6 Mental health in Society
Man is born in family. He has to behave according to social customs and traditions. If the child cannot build him according to the society, then he becomes mentally ill. Man generally feels insecure. In present time the development is so slow that man finds it difficult to live with satisfaction in the present times. There are several, religions, communities and castes having different belief & cultures. These castes and communities fight with each other for fulfillment of narrow, thoughts. Such situations give mental tension.
In other words though society is not an organized centre meant to prevent mental illness responsibly, but it is certain that its condition influences the child. A child learns the principle of discipline and other traits in the healthy environment of society. Healthy social standards provide direction to behavior.

1.1.2 EMOTIONAL MATURITY
Emotional maturity is that characteristic of emotional behavior that is generally attained by an adult after his adolescence period. Emotional maturity; makes him able to demonstrate a well-balanced emotional behavior in his whole life. A person may be said to be emotionally mature if he has in his possession almost all types of emotions—positive or negative and is able to express them at the appropriate time in an appropriate degree.
According to a cognitive behavioral therapist, I believe our thought in conjunction with environment create our emotions. Fortunately, we can control our thoughts by becoming aware of our negative and accurate belief and ideas.

- **Chamberlain (1960):**
  Stated that—“an emotionally mature person is one whose emotional life is well under control”.

- **According to Wikipedia:**
“Emotional maturity” means a level of understanding or event of some kind, through the eyes of a certain age or person”.

1.1.2.1 Emotions
The word "Emotion" is came out from the Latin word ‘emovere’ which means ‘to stir up’ or ‘to excite’. Emotion can thus be understood as an agitated as excited state of our mind and body. Taking hints from at its derivation, various psychologists have tried explain 'Emotion' in their own ways.

**George Mandler** says that emotions are not a single thing at all, but rather ‘a chapter heading term’.

- **Wood Worth (1945):**
  “Emotion is a 'moved' or 'stirred-up' state of an organism. It is a 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 (1973):**
  "Emotion is an effective experience that accompanies generalized linear adjustment and mental and psychological stirred up states in the individual and that shows itself in his overt behaviors”.

- **Charles G.Morris (1979):**
  “Emotion is a complex affective experience that involves diffuse psychological changes and can be expressed overtly in characteristic behavior patterns.”

- **MC Dougall (1949):**
  “Emotion is an affective experience that one undergoes during an instinctive excitement. For example, when a child perceives a bull coming towards him (Cognition) he experiences an affective experience in the form of the arousal of accompanied emotion of fear and consequently tries to run away (Connative aspect of one’s behavior).”
According to Oxford English dictionary:

“Emotions are any agitation or disturbance of mind, feeling, passion any vehement or excited mental state.”

C.T. Morgan explained the importance of emotion in life and writes that emotion are essential need, primal force of great power and influence designed by nature to enable the organism to cope with circumstances which demand an utmost effort for survival of success or to add color and spice to our living.

Emotion like in love, fear, anger, laughter and tear etc. It includes feeling of jubilation or depression and impulse to action and instructions.

Emotion have been classification 'dynamics of behavior’, which in turn refers to the energies of force that initiate activity. Emotions in organism are the dynamic adjustment that operates for satisfaction and welfare of the individual.

1.1.2.2 Classification of Emotions

Emotions have been categorized into various categories as shown below:

![Diagram of Emotion Classification]

**FIGURE - 1.1 DESIGN OF CLASSIFICATION OF EMOTIONS**
**Positive Emotions:** Positive emotions give energy to our life. It helps us to faith in god. Emotions like love, affection, faith, carefulness, joy, happiness etc. are very essential in our routine life and normal behavior.

**Negative emotions:** Negative emotions are like anger, fear, hate; negativity put bad effect on our mentality as well as on our health. Negative emotions make our life hell.

**Conscious emotions:** In conscious emotions our mind is conscious and publicity observed they also lead to conscious thoughts.

**Unconscious emotions:** Such emotions are principally centered in a small set of sub cortical brain system. These are centered to cognition. These refer to innate and principally unconscious process. They alter the individual while attending to other things but not to bother with processes that don’t require conscious attention.

**Primary emotions:** A primary emotions is what the individual feel first. These emotions result in the develop of others emotions dependent on them.

**Secondary emotions:** The primary emotions lead various other emotions such as to anger, depression etc which are called as secondary emotions.

One outcome of healthy emotions development is increasing ‘Emotional Maturity.’ Many efforts have been made to define emotional maturity. In simple words emotional maturity is the stage of expressing proper emotions at the proper place and in proper quantity.

### 1.1.2.3 Nature and characteristics of Emotions

From these definition and discussion, we may be able to conclude following things about the nature and characteristics of emotions.

1. **Emotional experiences are associated with some instincts of biological drives:** Every emotional experience is situated with one or the other innate instinct. An emotion is aroused under the current or influences of an instinctive excitement disturbed our mind, it changed into emotions.

2. **Emotions are the product of perception:**
Perception of a proper stimulus (object or situation) is needed to start an emotional experience. The organic changes within the body (Favorable or unfavorable) then, may intensify the emotional experience.

3. The core of an emotion is feeling:-
Actually every emotional experience, whatever it may be involved feelings a sense of response aroused in the heart. Feeling and emotions- both are affective experience. There is only the difference of degrees. After perceiving a thing or a situation, feeling like pleasure or displeasure can be aroused. There may be some intensity or degree of strength in these feelings. When the feelings are so strong as to disturb the mind and excite an individual to act immediately, they are turned into emotions.

4. Emotion brings physiological changes:-
These emotions can be easily observable like reddened eyes, flushed cheeks, broken heart. Painful voice, these changes become so specific that a single sign can enable us to detection a particular emotional experience. We can easily know that individual is in anger, suffer, pain.

1.1.2.4 Development of Emotions and Emotional Maturity
The process of maturation and learning play effective roles in the development of emotions in the human beings. As a child grows, he may suffer through positive and negative emotions through his environmental experiences and training. The centre of every emotion is in our heart. The feelings also birth in our heart both are affective experience. Feelings are of two types. It gives us happiness or sadness but when they become strong its converts into our power.
Experience, education or training of a person may affect the expression of his emotional behavior during his childhood and youth time. We expect from him a quite mature behavior in term of his emotional expression during his adulthood.

1.1.2.5 Maturity
Intellectual and emotional maturity is a special characteristic of a mentally sound person. A mental person enhances his knowledge. He behaves like a responsible person and expresses his thoughts and feelings clearly and respects others’ thoughts and feelings. A mentally healthy person behaves like a mature, balanced and cultured person in every field of life.

**According to Freud (1924):**
The concept of maturity has not received a great deal of explicit priority in the literature. Delineation of libidinal development has yielded the important formulation of the genital level and the “object-interest.” Recent emphasis on the conflict between the regressive, dependents, versus the progressive productive forces in the personality has directed interest toward the more elaborated nature of maturity.

**1.1.2.6 Nature of Maturity**

1. One of the most obvious pathways of development, long emphasized by Sigmund Freud and Franz Alexander, is from the parasitic dependence of the fetus to the relative independence of parent with parental capacity for responsibility of child.

2. Intimately bound-up with the organism’s development from parasitism on the mother amplifies the independence from the parents in its increased capacity for responsibility and productivity for its decreased receptive needs. Children learn to control their neurotic, their sexual and other impulses to develop the orientations of maturity largely through 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 of conditioning and the training of necessary socialization and domestication.
5. Hostile aggressiveness is the term that includes all sorts of anger, hate and cruelty is always a sign of emotional irritation.

6. One of the important attribute of maturity is a firm sense of reality.

7. Maturity is another feature that amplifies maturity is flexibility and adaptability.

1.1.2.7 Emotional Maturity

Emotional maturity is that characteristic of emotional behavior which is generally attained by an adult after his adolescence period. Emotional maturity; makes him able to demonstrate a well-balanced emotional behavior in his day-to-day life. A person is said to be emotionally mature when he feels proper emotion's in a proper situation and expresses it in a proper form.

1. Jersild's View:

“Emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh, his capacity for whole-hearted sorrow when an occasion for grief arises; his capacity for experiencing anger when faced with thwarting that would rise the temper of any reasonably tolerant or sensible persons and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of coverage such as must be assumed by person afraid to admit that they are afraid.”

2. Cole's View:

“The chief index of emotional maturity is the ability to bear tensions. This view point lays stress upon, ‘self-control’ not on 'self-fulfillment”.

3. Alexander Magnum's view:

Emotional maturity is the refined and developed ability to understand and use one's emotions personally in controlled ways. He listed the following signs of emotional maturity:

1. Confidence and respect for one's own integrity.
2. Ability to face reality in honest way.
3. Self control even in unfavorable situations.
4. The desire to serve instead of desire to shine.
5. Well developed discrimination.
6. Believing one to be amply important.
7. Recognizing and evaluating pressure given by other persons.

1.1.2.8 Symptoms of Emotional Maturity
Here are some symptoms of emotional immaturity:

- Volatile emotions.
- Over independence.
- Stimulation hunger.
- Egocentricity.
- Self-centeredness.

1.1.2.9 Characteristics of Emotional Maturity
1. Adequate self concept:-
An emotional mature person possesses adequate self-concept, self respect and self prestige. He never likes to do things or show such behavior that may injure his self respect, adverse to his ideals.

2. Development and use of one's capacities:-
Maturity amplifies a satisfactory fulfillment of one's potentialities. His intellectual powers of thinking and reasoning are properly exercised by him in making decision. He is guided more by his intellectual power than his emotions.

3. Facing reality without undue stress:-
Maturity requires facing the reality. A day-dreamer does not possess the desire to run away from realities of life. One of the tasks of growing up child is to learn and to face the demands of life effectively.

4. Relationship with others:-
Emotional maturity implies the ability to love others. One is not confined to himself. He thinks about others and will be keen to maintain social relationship. Emotional maturity depends upon individual’s social relationship, his interest in others, his sense of responsibility and social adjustment.

5. Creative responsibility: -
Emotional maturity requires involvement and participation in environment of creativity. The person never possesses the habit of rationalization i.e. he will never argues in defense of his undesirable or improper conduct. He will be always honest in his behavior.

6. Realism in emotional experiences: -
Almost all the emotions can be distinctly seen in him and his pattern of expression can be easily recognized. Emotional mature person can understand the difference between ideal practice and the real practiced.

7. Review of hopes and aspirations: -
Manifestation of emotions is very much refined. Usually one can express his emotion in a socially desirable way. Emotionally mature person possesses adequate hopes and aspirations for his future life. He works realistically to achieve his expectations and goals.

8. Increased compassion: -
Compassion glorifies the feelings of fellowship and empathy for others. It means that a person is able to observe his own feelings and appreciate the emotional feelings of others.

9. Emotional control: -
A person able to exercise control over his emotions. Sudden and inappropriate emotional outbursts are rarely founds in him. He is able to hide his feelings and check his emotional tide.

10. Emotional stability: -
He can exercise his emotions at a proper time in a proper manner and at proper place. Mature emotional behavior is characterized by greater stability.
1.1.2.10 Suggestions for Developing Emotional Maturity

1. Love and Sympathy:-
These two traits are very important in the life of a person. Parents and teachers should try to develop these qualities among children. Parents should also love their children and deal with them sympathetically.

2. Acceptance and recognition:-
It is important to create such environment where the child has the feeling of self acceptance and self recognition. The parents and teachers should accept the child, in spite of his limitation and provide due recognition will power where it is needed.

3. Presenting oneself as role model:-
Teacher should be a role model and possessed character for the child. He should set good examples for the students in the classroom. Teacher should himself be an emotionally mature person.

4. Games and cultural programmes:-
In the school there should be provision for sports and physical activities, so that the child may utilize his surplus energies in physical exercises. Similarly the students should also be engaged in cultural programmes. Provisions could be made for holding debates, declamation contests, dramatics and hobby classes, like painting, dancing and music etc. so that the students remain indulge in these activities and bring out their hidden talents.

5. Oral and religious training:-
Moral and religious training should be given to children because such type of training can help in improving emotional maturity.

6. Developing democratic values:
We live in a democratic society. Therefore school environment should also be democratic, where more emphasis should be placed to develop emotional maturity among students. This can be possible by imbibing democratic values among children.

1.1.2.11 Traits of Emotionally Mature Person
- Thinking before acting and having control over one’s behavior.
- Knowing what one wants and making it happen.
- Self-reliance is an ability to take responsibility for one’s life and actions.
- Patience.
- The ability to connect with others in a cooperative and positive way.
- Genuinely caring about others and demonstrating that ability.
- Honesty and living by one’s principles.
- Having moderation and stability in all things.
- Having the ability to remain stable in difficult situations.

1.1.3 FAMILY ENVIRONMENT
Family is oldest and the most valuable of all the institutions that man has devised for regulating and integrating his behavior. He strives to satisfy his basic needs. The family provides care and support to the child; child care may be equally shared by the parents. Though it is the total environment of a family that influences the child development, but one cannot deny that parents constitute a major part of family environment.
The family environment consists of family members, their attributes. Their personality, their behavior, their inter relationships. Along with these family environments also consists of; the physical appearance of house, home facilities, ventilation, the quality nutrition, family hygiene, parental education, parental occupation, their income, their living standard etc. A congenial environment in a family develops personality wholesomely whereas the stresses strains and evil activities of a broken family destroy one’s development. It is the duty of each and every member of the family to pay due respect to the individuality of the child and foster in him a sense of belongingness and responsibility towards his own self and others. Because each family has its own culture and set up which is quite distinct from the other, therefore no two children are the same neither in the beginning, nor during development or as a growing up adult citizens.

1.1.3.1 Family
During the education of the child the family plays the most important role. A family is the first agency through which a child gets education for sociability. The family is a primary social group; it attains the relationship among individuals is straight forward and direct way.

The term family refers to a variety of grouping including:

- A father, a mother and their children.
- A group of people living in the same house.
- All relatives.
- A group of related people.
- Tribes.
- One’s ancestor.

1.1.3.2 Characteristics of Family
1. The family is the main source for setting for the experience of child, particularly of the young child.
2. The family has a dynamic relationship among all the family members.
3. The behavior, ideas, thought and principles of father and mother affect the lives of their children.
4. A family is a treasure that helps to adjust in life.
5. The family exerts the most formative and powerful influence on the development of a child’s personality.
6. The members may depart or live apart, their association or living together may be temporary for some reason or the other but the basic relationship remains permanent.

1.1.3.3 Functions of Family

1. Physical Development:-
One of the important functions of family is to provide favorable opportunities for appropriate physical development. Family has the responsibility of providing nutrition, food, proper clothing, rests, sleep, play, physical exercises, medical aid etc.

2. Intellectual Development:-
If there is rich intellectual environment in the family, mental development, language development, development of healthy perspective of child is speeded. If family atmosphere is disruptive then intellectual development of the child will be obstructed.

3. Character Development:-
Family lays the foundation of one’s character. Ethical virtues like sincerity, sympathy, love, honest, truthfulness, industriousness, sublimation of instincts are developed in the family. If the family environment is disruptive than the child may develop weaker character.

4. Emotional Development:-
Family is the basis of emotional development of the child. Parents should give full affection to children so that sense of emotional security may be developed in them. Parents should live amicably in the home. They should have control over their emotions because emotions are caught and not taught.
5. **Social Development:**

Family is said to be the cradle of all social virtues. The child is born in a family and social development takes place first of all in the family. Co-operation, good will, mutual understanding, sense of subordination of self to larger interests of the society, sense of belongingness etc. are some of the cardinal social virtues which have their beginning in the home.

6. **Cultural Development:**

Family plays an important role in transmitting the cultural heritage of the society to the child. It makes the child familiar with customs, conventions, traditions, values and norms of the society. Thus the function of family is to maintain the continuity of social life by handing down the culture of the society to the child.

7. **Religious and spiritual Development:**

Children should be encouraged to worship daily, worship in religious shrines shows devotion to God. Virtues like 'Brother Hood of man' and 'Fatherhood of God' should be developed. Love for Truth, Beauty and Goodness should be cultivated and motivated.

8. **Civic Function:**

In the words of Miggini, "The child learns the first lesson of citizenship between mother's kiss and father's caress". It is duties of family to helps the child in realizing and discharging the duties and responsibilities. It develops in them quality of discipline, co-operation and tolerance.

9. **Economic Function:**

Another function of family is to help the children in the satisfaction of economic needs. Family should give vocational training to those children who want to adopt the profession of their fathers or mothers. It should help the children in standing on their own feet.

10. **Development of Personality:**
We find that the home or the family serves as a nursery where the personality of an individual fully develops and blossoms. By looking after the physical, intellectual moral, social and cultural development of the child, the family exercises great educative influence on the child, especially during the most impressionable period of his life.

11. Mental Development:-
By mental development we mean the development of mental powers namely, thinking, feeling, reasoning, discrimination, judgment and memory. To develop these powers parents should provide adequate opportunities and experiences to the child. In comparison with poor families, well intellectual families are able to provide better opportunities and experiences for their children to receive better education.

1.1.3.4 Environment
Environment has a broad significance and approach. It is a comprehensive term. Environment means social, moral, economic, political, physical and intellectual factors, which influence the development of individuals. Defining the term environments is as difficult as quantifying it for environment, educational researches usually report to empirical definitions of the 'comate' or 'atmosphere'. Psychologically a person’s environment is the total force and stimulation, which the individual receives from the conception until death.

1.1.3.5 Meaning of Environment
It is difficult to define the term environment, but if amplified the simple meaning of environment relates it to the "Conditions" or "surroundings" under which a person or a thing exists and develop its characteristics. The biological and physical environments are inter-related, as a change in physical environment brings about a change in its biological environment. So the word environment includes the physical surroundings which are common to all of us, including air, space water, land, plants and wild life.

1. Douglass and Holland:-
“The term environment is used to describe, in the aggregate, all the external forces, influences and conditions, which affect, the life, nature, behavior and the growth, development and maturity of living organisms.”

2. Boring, Long field and Weld:-
"A person’s environment consists of the sum total of the stimulations which he receives from his conception until his death."

3. Wood Worth:-
"Environment covers all the outside factors that have acted on the individual since he began life."

4. P. Girbert:-
“Environment is anything immediately surrounds as object and exerting a direct influence on it."

The term mental environment means the atmosphere necessary for the mental health of a person. All the things helpful in the mental development of a child are indulged in constitute his mental environment. Thus for second going child, the mental development consists of the libraries, laboratories, recreational, co-curricular as well as curricular activities. Therefore, teachers should give their best to provide the up marked mental environment in the schools.

Basic Characteristics of Environment:-
Above definition signifies the crucial characteristics of environment, which may be stated by following means:-

1. The sum total of the stimulation from one’s birth till the time of death.
2. It includes everything which affects the individual excluding genes.
3. All the external forces affect the growth, development of living organism.
4. It consists of physical, intellectual, social, moral cultural, emotional, economic and political forces which affect the life and nature of behavior.
5. It teacher students more about "how to think" and less of "What to think".
6. Environment must be user-friendly and designed to meet the needs of the state's educators.
7. It should allow students to learn from previous knowledge for recommending it for future knowledge.

1.1.3.6 Classification of Environment
Kurt Levin has enumerated three types of environment which influence the personality of an individual:-

1. Physical Environment:-
It refers to geographical climate and weather or physical conditions in which an individual lives. The human races are greatly influenced by the climate. The white, black, and brown races are due to climatic conditions. In the cold countries, the people are of white color and in hot countries people are of black color rest depends upon the conditions.

2. Social and Cultural Environment:-
It refers to the social, economic and political conditions of an individual in which he lives. The moral, cultural and emotional forces affect the life and nature of individual behavior. It may be of two types - closed and open society. The open society is very conducive for the individual development, whereas closed society is not very conducive for the development.

3. Psychological Environment:-
The physical and social environment are common to the individual in a specific situation while every individual has own environments in which he lives. He has used 'Life space', topology for explaining psychological environment.

1.1.3.7 FAMILY ENVIRONMENT
Family is the oldest and the most important of all the institutions that man has devised one can regulate and integrate his behavior as to strive or satisfy his basic needs. Family indicates the individuals and the members of the group. The family provides care and support to the child; child care may be equally shared by the parents. Though it is the total environment of a family that influences the child development, it is mainly believed by many that parents constitute a
major part of family environment. To make the meaning of family more clearly we are giving some important definitions give by some well-known person as under:-

“Families are in dynamic state as they grow and change in dimensions as well as attitude. Families vary in their size and composition in their expectation of parents and children’s behavior and in the personalities and coping strategies of, the members while the mother is certainly the dominant influence in her child’s infancy, it is only a matter of months before the entire family begins to exact molding influence on the child’s developing personality. (Baler and Charles)

1. **R. M. Maclver and Charles**: - “The family is a group defined by a sex relationship sufficiently precise and enduring to provide for the procreation and upbringing of children”.

2. **E.W. Burgess and H.J. Locke**: - “The family is a group of persons united by ties of marriage, blood or adoption; constituting a single household, interacting and intercommunicating with each other in their respective social role of husband and wife, mother and father, brother and sister; creating a common culture”.

3. **John E Conklin**: - “The family is a socially defined set of relationships between at least two people who are related by birth, marriage or adoption”.

4. **Ballard’s view**: - “Family is the original social institution from which all other institutions developed”.

5. **Clare’s view**: - “By family we mean a system of relationship existing between parents and children”.

6. **Montessori’s view**: - “Dr. Montessori considered the home atmosphere and environment very important factors in the training of young children”.
7. According to Chapman (1993): - “Family environment is believed to have significant influence in the development of a child’s cognitive abilities and effective characteristics. It is the parents who establish and reinforce the educational attainment of a child.”

8. According to Kuppuswamy (1993):- “He considered Education, occupation and income as the important factors to determine the socio-economic status of a family”.

The above definition signifies-‘home is the eternal school of life and that a family consists of interrelated persons who interact with one another in different ways. Not only this, each family has its own distinct habits of clothing, eating, thinking talking and living.

Thus, the family background, status and honor held by the parents and in community and neighborhood, feeling of superiority, social and intellectual bases in the family have been known to influence the behavior of child, his creativity and his habits & his career choices. Except these, various other factors in home environment like child rearing practices, child’s relation with siblings and parents behavior etc. also affect their choices and decisions.

There are eight dimensions of family environment:-

1. Cohesion
2. Expressiveness
3. Conflict
4. Acceptance and Caring
5. Independence
6. Control
7. Organization
8. Active recreational orientation.

Cohesion:-
The child is born in a family and develops his childhood through adolescence to adulthood, normally within the family circle and surroundings. The adolescence years are most crucial and
dynamic period in the lives of young ones. It is the time when adolescent’s growing capacities are most affected by family influence, because they are like raw materials that can be molded and shaped by those around them.

Expressiveness:-
Development of this quality depends upon the family environment. If family members are open to each other and they express their feelings, then a child also enriches this quality. We see family as a fundamental environment where all care and relationship that determine the child’s personal development and growth takes place. Development of expressiveness depends upon family environment..

Conflict:-
It has been found that the way young children are loved and nurtured and supported and encouraged by the family are important determinants of success in their adolescent years. If a child observes that his family members indulge in conflict and have different opinions in every issue then a child’s behavior and mind gets easily affected by the recurring problems in his surroundings.

Acceptance and Caring:-
The child affected from the difficulties occurred in the child’s adolescence period and by the degree of acceptance by the family. The goal of the family members is to facilitate more interactive communication with their child and does in fact facilitate it. If family members accept their child as he is and are not always corrective then a child also starts accepting things as they are whether wrong or right

Independence:-
In today’s changing world, the status, values and roles of the family are also in a state of transition. In present cultural heritage, the traditional security of multi-generational extended families has given way to nuclear families and even single parent families and the non-families of street children. An independent life given to the children is quite
debateable but there is no denying the fact that the children tends to be independent in making decisions and doing other things according to their will only.

**Active Recreational Orientation:-**
Parents can teach sound traditional values to their children and adolescents. Grownups can provide correct information and advice to their children on matters relating to sexual and reproductive health. They can become friends with their off- springs and ensure that adolescents do not engage in harmful practices or any other malpractices. Adults can become good role models for their children, by setting an example of an occurring harmful substance in their surroundings like drugs, bribe, alcohol etc. If a child is given liberal and soothing environment in the family he himself will cultivate the good habits of relaxing himself in the family.

**Organization:-**
Every child is different from each other. Every child needs to be taught consistent clear rules and norms about discipline, kind and helpful behavior. Young infants depend on their parents for safe environment in our country, like India. If parents are a good role model or teacher for their child, he tends to be organized and disciplined.

**Control:-**
If a family can control difficult situation or crisis in their lives then children learns many ups and downs which comes in everybody’s life. A child is affected by the behavior of his parents if parents themselves are fickle minded or narrow minded the child gets upset at abnormalities or casualties. The family provides suitable opportunities to each child to develop his individuality according to his needs.

**1.1.3.8 Sex Differences in Family Relationships**
Acc to our society, the adolescents and their relationship with family members of females are less favorable than those with male family members. While it is true that mothers tend to be more lenient with their sons than their daughters. Because girls have to go through more restriction males.
Grandparents have control over their children and grand-children believing that to be their responsibility. Also, both boys and girls in adolescence have more frictional relationship with a step mother than with a step father.

The friendly relationship of some same sex siblings during childhood often deteriorate in adolescence, an elder girl may criticize her younger sister's appearance and behavior. For example, a younger sibling tend to resent the privileges their elder sibling are granted.

1.1.3.9 Improvement in family relationships:-
An adolescence progresses, the frictional relationship. It includes and co-operates with members of the family. Adolescents more loved affectionate and respected in terms of relationship. This is applies in relationships with all family members.

Adolescent relationships with their parents on context to improvement results, first, when parents begin to realize that their sons and daughters are no longer young. As a result, they give them more privileges, while at the same time their expect more in the way of work and assumption of responsibilities. Secondly, parent adolescent relationship are eased when parents try to understand adolescents and the new cultural values of the peer group even they do not wholeheartedly approve them and recognize that today’s adolescents are living in a different world from the one in earlier time. When parents make these adjustments, the parent adolescent relationship generally becomes more relaxed and the family and house becomes a pleasant place in which to live.

1.1.4 ADOLESCENCE:
Adolescence period have been regarded as one of the most important period of life in all the societies of the world, may it be primitive or modern. This is the period which has stirred up an amount of anxiety in the minds of parents and rightly has it also exercised a great stress on the adolescents themselves. Adolescence is a period of great stress and strain and it is because of this that educationists and psychologists have focused their attention on the study of the problems of adolescence.
Adolescence period in recent years has been called the ‘Terrible Teens’. The concept of adolescence which characterized by Hall’s writings and of many others down to the present can be summarized in three generalizations. In the first place, adolescence was considered to be a period when marked with rapid changes which occur in all aspects of Personality, rather than suddenly in the child becomes a new being and develops a totally new outlook. In fact, so rapid and complete changes presumed to be that Hall spoke of adolescence as “New Birth”.

In the second place, these developments were thought to be biologically generated. They were presumably promoted by the maturity of certain instincts, which result in the flowering of new and curiously wonderful behavior patterns. A child was then pre-destined to experience adolescence change by his very biological make up. And thirdly, it was thought that the period of adolescence was the period of new birth and was essentially erratic, vacillating, unpredictable and stressful. Adolescence was accompanied by ‘Strom and Stress’ occasioned by the speed of change and pervasive nature of adjustments.

Adolescence, in the words of Thomas (1932) is one of the most interesting and important periods in the entire life circle.

The adolescent years extend from onset of puberty, between the ages of 11 and 13 years in child to the age of the maturity that is, 21 years.

Because this is such a long developing age and different forms of development occur at different stage. It is divided into three stages. According to Hurlock period of adolescence are as follows:

- Pre-adolescence 10 to 12 years.
- Early adolescence 13 to 16 years.
- Late adolescence 17 to 21 years.

Encyclopedia of psychology (1946) says, “Adolescence extends roughly from 13 years of age till 21 years for the girls and from 15 to till 21 for boys”.

In India, this period comes earlier than in Western countries owing to climatic reasons. Adolescence may be thought of as a transition period between childhood and adulthood. An individual enters adolescence as a child and emerges as dramatic as the Sudden Shooting up in height. Although the process of growth is psychological, the person also becomes intellectually and emotionally mature. This is the period of very rapid physical and psychological changes in a person who is not yet mature enough to comprehend. He can’t adopt these changes and couldn’t easily cope with them.

Rabinder Nath Tagore has also in his “Home Coming” explained that there is no greater nuisance in a world than a boy of fourteen year.

- **According to Crow and Crow (1942)** “it begins at puberty and ends with acquisition of full physical growth, capacity for intellectual behavior and mature emotional control”

- **G. Stanley Hall (1921)** “splendidly portrayed adolescence a period of storms and stress. In a vivid and striking description of this stage of life, hall spoke of adolescence as a new birth”.

Adolescence is the period of life when these young people live in no man’s land. They became imaginary, daydreaming.

- **Kuhlan (1963)** says that “adolescence is a period which characterized sexual, occupational and ideological adjustment and striving for independence from parents”.

**Valentine says**, “It is the age of adolescents during which love affairs reach their highest peak and the highest number of suicides and murders. Elopements, abductions and running away from the home occur”. The interest in studies is not much. The cruel group of sex instinct and the strong position of a philosophy of life, social and economic independence are the prime movers. The feeling of guilt and shame are of no account to an adolescent. Hero worship can be seen at this age. Love for movies, excursions, picnics and interest in clothes and in opposite sex are some of the basic pattern of behavior which affect the total growth and development of the personality of adolescence.
1.1.4.1 Development Tasks for Adolescents

According to R. J. Harighourst, "A development test is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to happiness in the individuals and success with later tasks while failure leads to unhappiness with later tasks".

Following are the developmental tasks for adolescents

1. Desire for achieving socially responsible behavior.
2. Acquiring a set of values as a guide to behavior.
3. Developing view and more mature relations with age mates of both sexes.
4. Using the body effectively.
5. Developing intellectual skills for success in the examination.
7. Achieving emotional independence of parents and other adults.
8. Developing skills for civic competency.
10. Achieving assurance of economic independence.
11. Building of conscious values in harmony with scientific view of the society.

1.1.4.2 Significance of the understanding of the Adolescence period

The progress of a country depends upon the maxim exploitation of its human resources. In this context it is of great significance to note that a major part of a country's population range between the ages 12 to 18 years. The country's success, therefore, in various fields of life depends upon a large extent on the proper education, guidance. The nature and its changes that emerge in this transitional period from childhood to adulthood. By understanding the needs and the problems of the adolescents, the parents and the teacher can make efforts to provide a suitable environment for the growth and development of the adolescents. Appropriate curriculum, school policies and methodologies of teaching should be suitably designed so as to meet the all over requirements of the adolescents.

1.1.4.3 Emotionality during Adolescence:
Adolescent period is the parts of one’s life where the individual uplifts his of development in every aspect, naturally that the expression of emotion should undergo similar modification. For example the adolescent's field of knowledge widens the perspective that gives rise to emotions in him. One becomes angry if his country is attacked by another nation, he can even show displeasure at any instance of injustice that comes to his notice, and he can even rebel against socially. He develops hatred for authority if administration in strict.

**1.4.4 Family Relationships during Adolescence**

When the relationship of young ones with their families is strong, the adolescent progresses. Parents too refuse to modify the concepts of their children's abilities as they grow older. More highlighted is the so called 'generation gap" between adolescent and their parents. This gap is partly the result of radical change in values and standards of behavior that normally occur in any rapidly changing culture and partly the result of this fact that many young people now have greater educational, social and cultural opportunities than most of their parents.

Equally important, many adolescents feel that their parents do not "understand them" and that their standard of behavior is old fashioned. This is due to more cultural gap which falls in difference of age.

**1.2 NEED OF THE STUDY**

In today’s era of modernization, where the buzz of tension inculcates, stress, depression major even in adolescents. After locating this problem being a student; as I have crossed this stage. It affects even the studies of students. Different factors affect the achievement of the child, such as family environment, mental health, emotional maturity, social economic status. Adolescents’ period is surrounded by a number of stressful situations. Any human being, whether a child, or an adolescents possesses a unique mental health which is reflected in all his action toward life. The role of good mental health in any human life is amply important for efficient learning and all round development of adolescent. This is so because the adolescent is a period of stress and strain adolescents’ period faces a number of problems which affects their mental health. A mentally healthy person
perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, optimistic, self-reliant, self-assured, forward moving and leadership qualities.

For any type of education, healthy mind is the first condition. If adolescents are not in sound mental health, they cannot concentrate in learning and retain the knowledge received in classroom. Learning is dependent on the sound mental health. Healthy adolescents have desire to acquire more and more information and skills that will give them better control over their environment. So mental health is an essential ingredient for the learning process. Mental health of the adolescents is not inbuilt but acquired. Thus emotional maturity and family environment is the most important factor for attaining the mental health of the adolescents. It is the emotional factor, maturity and the family environment, which influences the mental health of a person. This is because the norms of do's and don'ts of society are formed for the child first by the family and then at the school. The parents who valorize themselves and have a determinant attitude towards will always be able to inculcate in their children a high mental health.

Individual aspect of mental health can be correlated with the emotional maturity of the individual. Individual aspect relates to internal adjustment which is only possible if the individual is emotionally mature. A person who is confident, well adjusted, free from internal conflicts is mature enough to understand and adapt the changing of environment. Social aspect of mental health can be correlated with relationship between family environments. The social aspect emphasizes on mental health which result in social forces for influencing the individual in beginning of his formative years and continuing through the life. As a part of society, Parents are the first social force through which that individual come across. Guidance of parents, their perception, behavior, habits etc affects the mental health of an individual. a person can be called emotionally mature if he is able to display his emotions in appropriate degree with reasonable control such a person will be express his emotions in a socially desirable way and he will guided more by his intellect than by his emotions. Mental health, along with emotional maturity is also affected by the family environment. Aspiration and attitude of parents, over protective environment, discrimination between siblings, rejection, acceptance, submissive, autocratic behavior of parents, relationship between parents, dominance etc. affects the mental health. It
matters so much because of the many different relationships we form over the course of the lifespan, the relationship between Parent and Child is most important.

In today's world, good education provided to students is necessary for the development of personality of child and also good for the nation. A child cannot acquire good education until is home environment is not healthy. To keep the relations strong and healthy we need to control our emotions and should also have enough maturity. All these things are possible only if the relation between the child's family members is healthy and sweet. The significance of the present investigation is to study the mental health of adolescent in relation to emotional maturity and family environment.

1.3 THE STATEMENT OF THE STUDY
“MENTAL HEALTH OF ADOLESCENTS IN RELATION TO EMOTIONAL MATURITY AND FAMILY ENVIRONMENT”

1.4 OBJECTIVES OF THE STUDY

1. To study the mental health, emotional maturity and family environment of adolescents.
2. To study the differences between male and female adolescents on their mental health, emotional maturity and family environment.
3. To find out the difference between rural and urban adolescents on their mental health, emotional maturity and family environment.
4. To work out the co-relation between mental health and emotional maturity of adolescents.
5. To work out the co-relation between mental health and family environment of adolescents.
6. To study the relationship between different domains of mental health and five factors of emotional maturity.
7. To study the relationship between different domains of mental health and eight dimensions of family environment.

1.5 HYPOTHESES
1. There exists no significant difference between male and female adolescents on their mental
health, emotional maturity and family environment.

2. There exists no significant difference between rural and urban adolescents on their mental health emotional maturity and family environment.

3. There exists positive co-relation between mental health and emotional maturity of adolescents.
   a) There exists significant relationship between emotional stability and five factors of emotional maturity.
   b) There exists significant relationship between over-all adjustment and five factors of emotional maturity.
   c) There exists significant relationship between autonomy and five factors of emotional maturity.
   d) There is a significant relationship between security – insecurity and five factors of emotional maturity.
   e) There exists significant relationship between self – concept and five factors of emotional maturity.
   f) There exists significant relationship between intelligence and five factors of emotional maturity.

4. There exists positive co-relation between mental health and family environment of adolescents.
   a) There exists significant relationship between emotional stability and eight dimensions of family environment.
   b) There exists significant relationship between over-all adjustment and eight dimensions of family environment.
   c) There exists significant relationship between autonomy and eight dimensions of family environment.
   d) There exists significant relationship between security – insecurity and eight dimensions of family environment.
   E) There exists significant relationship between self – concept and eight dimensions of family environment.
   f) There exists significant relationship between intelligence and eight dimensions of family environment.

Research is purposive, scientific and pointed deliberation. After the selection, definition and delimitation of the problem, the adoption of suitable measures become very imperative. Since
research is not a haphazard task. It requires one to proceed in a definite direction along with well-defined lines. Collection of mere bit of information is not research. Planning and procedure for study are deemed essential for saving it from becoming a heap of jumbled ideas gathered from here and there. It goes without saying that ultimate success of a research project generally depends upon the methods employed in it.

1.6 DELIMITATIONS

Due to paucity of time and resources, the investigator has planned to delimit the present study to:
1. The sample will be taken from different schools of District Bhatinda.
2. The study will be delimited with regard to size of sample i.e. 580 students from class 10\textsuperscript{th}.
3. Study will be conducted only on Govt. P.S.E.B. Schools.