



## MENTAL HEALTH AND EMOTIONAL MATURITY OF HIGHER SECONDARY STUDENTS IN MURSHIDABAD DISTRICT

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### ABSTRACT:

The researcher conducted a study to Emotional maturity and mental health of higher secondary students in Murshidabad district. A complicated interplay between factors that are physical, mental and situational gives rise to emotion. It affects how we act in a specific circumstance. They are the driving forces in our lives that either directly or indirectly influence our behaviour. The most crucial time of life is higher secondary school, when students are dealing with physical, social, emotional, mental, familial, academic, and personal issues. At this point mental health is crucial and aids in dealing with these issues in a very efficient manner. As a result, the paper assumes importance as a sincere attempt to research the problems and difficulties with the mental health of higher secondary students. Being emotionally mature is being able to respond to situations positively by maintaining emotional control and acting logically. In addition to being a key factor in personality type, emotional maturity also aids in regulating the rate of personal development. Any amount of mature emotional behaviour is defined as acting in a way that the results of emotional growth that is normal. It is a period that is crucial to human existence. The current paper is a review that is based on several research findings that either directly or indirectly related with mental health and emotional maturity.

### KEYWORDS:

MENTAL HEALTH, EMOTIONAL MATURITY AND HIGHER SECONDARY STUDENTS.

### INTRODUCTION:

Maintaining mental health is essential for maintaining physical health and emotional maturity. A healthy individual satisfies all of life's demands depending on their own capabilities and limitations, which is a good indicator of life quality. Every instant of our lives changes from time to time because change is a law of nature. A person with a good mental state will thrive in society and enjoy change in their life. Adolescent children who have good mental health are more stable and more emotional mature. In today's rapidly evolving world, it is crucial for adolescents to maintain emotional stability. In light of this kind of circumstance, the researcher made an effort to assess the pupils' mental well-being. Emotional maturity refers to making the correct choice at the right moment in the appropriate way. In the current state of affairs, everyone needs emotional maturity to live peacefully and harmoniously.

**WHO (2001,p1)** defined 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 contribution to his or her community." **Maslow (1962)** viewed that mental health is not a passive acceptance of life and its condition. It is a process of living that point to still better living. It is a life in which one's innate abilities are shaped so that the wholesome personality of an individual is developed and is not wrapped, suppressed or denied. **According to Woodworth**, "Emotion is a 'moved'

or 'stirred-up' state of an organism. It is a stirred of feelings, 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**, "Emotion is an affective experience that accompanies generalized inner adjustment and mental and physiological stirred-up states in the individual and that shows itself in his overt behaviour."

### REVIEW OF RELATED LITERATURE:

**Ramesh Singh Bartwal (2014)** conducted a study to compare the Mental Health and Social Intelligence of senior secondary students. A sample of 400 students was drawn adopting simple random sampling technique from Government senior secondary schools of Chamoli district of Uttarakhand and Saharanpur district of Uttar Pradesh. Descriptive survey method was employed to collect the data. The 't'- test and correlation were used for finding the significance of means and significance of relationship between dependent and independent variables. The study revealed that there was no significant difference in mental health of rural and urban students. The study also explored that there was a positive relationship between mental health and social intelligence.

**Resmy Jose and Sujatha R. (2015)** in their study found that adolescent girls have high emotional maturity than the adolescent boys. They also found a significant association between emotional maturity and occupation of

mothers. Children of employed mothers had significantly high emotional maturity than others. Another association was also found between emotional maturity and the monthly income of the family and educational qualification of parents.

**Joseph, C. M.U. (2015)** studied the mental health of high school students. The results found that there is no significant difference between boys and girls in their level of mental health. There is a significant difference between rural and urban students in their level of mental health. There is no significant difference between students of nuclear and joint family in their level of mental health.

**Rizwan Hassan Bhatand and Jahangeer Majeed, (2015)** in their study found that that there exists no significant difference between Mental health status and emotional stability, Mental health status and overall-adjustment, Mental health status and autonomy, Mental health status and self-concept, Mental health status and security-insecurity, Mental health status and intelligence of youth boys and girls.

**Tiwari and Ojha (2014)** stated that adolescent girls possess a better emotional maturity than adolescent boys. In this study, boys scored very low on 'emotional instability', which is a very important dimension of emotional maturity. Adolescent boys are more emotionally unstable than the adolescent girls. Hence, it is quite significant to study the emotional maturity of higher secondary students to know about their various emotional patterns at this stage.

**Gupta (2002)** conducted a study on mental health of adolescents in relation of self-concept. She found that there is a significant difference between mental health of male and female adolescents.

**Nandana (2001)** results revealed that female students were found to have better mental health than male students. Students in urban, rural and ashram schools had similar mental health; whereas female students had better mental health than male students in rural schools.

#### OBJECTIVES OF THE STUDY:

1. To observe the mental health of higher secondary students in respect of gender and locality.
2. To study the emotional maturity of higher secondary students in respect of gender and locality.
3. To find out the relationship between mental health and emotional maturity of higher secondary students.

#### HYPOTHESIS OF THE STUDY:

H<sub>1</sub>: There is significant mean difference between boys and girls of higher secondary students in terms of mental health.

H<sub>2</sub>: There is significant mean difference between rural and urban of higher secondary students in terms of mental health.

H<sub>3</sub>: There is significant mean difference between boys and girls of higher secondary students in terms of Emotional Maturity.

H<sub>4</sub>: There is significant mean difference between rural and urban of higher secondary students in terms of Emotional Maturity.

H<sub>5</sub>: There is significant relationship between mental health and emotional maturity of higher secondary students.

#### METHODOLOGY OF THE STUDY:

Keeping the nature of the problem in the mind descriptive survey method was adopted in the present study and also researcher used quantitative approach for conducting this study.

#### POPULATION AND SAMPLE:

The population of the present study covers all the students studying higher secondary in Murshidabad District. The present study included 120 students in Higher Secondary Schools in Murshidabad District. Three higher secondary schools were selected through purposive sampling technique and school students were selected through simple random sampling technique. The stratification has done based on their gender, living area and educational stream.

#### TOOLS USED OF THE STUDY:

- ❖ **Mental Health Scale:** It was developed and standardized by self. The scale consists of 36 statements. This scale has 3 alternative responses: Three numbers- 3, 2, and 1 are given for always, some times and never, respectively for positive items. For negative items 1, 2 and 3 are given for always, sometimes and never respectively. The Mental Health Scale on the scores ranges between 65-92. The reliability coefficient of the split-half method and test-retest for this scale was 0.64 and 0.73.
- ❖ **Emotional Maturity Scale:** It was developed and standardized by self. The scale consists of 30 statements. This scale has 3 alternative responses: Three numbers- 2, 1, and 0 are given for always, some times and never, respectively for positive items. For negative items 0, 1 and 2 are given for always, sometimes and never respectively. The Emotional Maturity Scale on the scores ranges between 19-49. The reliability coefficient of the split-half method and test-retest for this scale was 0.52 and 0.71.

#### STATISTICAL TECHNIQUES USED:

To analyse and interpret data, the statistical techniques such as mean, standard deviation and 't' - test were used.

#### ANALYSIS AND INTERPRETATION:

**H<sub>01</sub>:** There is no significant mean difference between boys and girls higher secondary students in terms of mental health.

**TABLE NO. 01: RESULT OF T-TEST BETWEEN BOYS AND GIRLS HIGHER SECONDARY STUDENTS ON MENTAL HEALTH**

Group	N	Mean	SD	df	t-test	Level of Significance
Boys	70	79.32	4.71	138	3.1416	Significant at 0.01 level
Girls	70	81.96	5.22			

**\*\* Significant at 1% level**

**ANALYSIS:**

The above Table No.01 clearly shows that the calculated value of the mean scores of mental health with respect to boys and girls has been found 79.32 and 81.96 respectively and the standard deviation of the boys and girls have been found 4.71 and 5.22 respectively. The obtained 't' value 3.1416 has been found significant at 0.01 level.

**INTERPRETATION:**

On the basis of above analysis the null hypothesis is rejected. It means that there is significant mean difference exists between the mental health of boys and girls of the higher secondary students and it's also showed that the mean value of mental health of girls is greater than the boys.

**H<sub>02</sub>:** There is no significant mean difference between rural and urban higher secondary students in terms of mental health.

**TABLE NO. 02: RESULT OF T-TEST BETWEEN RURAL AND URBAN HIGHER SECONDARY STUDENTS ON MENTAL HEALTH.**

Group	N	Mean	SD	df	t-test	Level of Significance
Rural	90	78.70	5.21	138	1.8206	Not Significant at 0.05 level
Urban	50	80.32	4.73			

**Not Significant**

**ANALYSIS:**

The above Table No.02 clearly shows that the calculated value of the mean scores of mental health with respect to rural and urban have been found 78.70 and 80.32 respectively and the standard deviation of the rural and urban have been found 5.21 and 4.73 respectively. The obtained 't' value 1.8206 has been found not significant.

**INTERPRETATION:**

On the basis of above analysis the null hypothesis is not rejected. It means that there is no significant mean difference exist between the mental health of rural and urban of the higher secondary students and it's also showed that the mean value of mental health of urban is lightly greater than the rural.

**H<sub>03</sub>:** There is no significant mean difference between boys and girls of higher secondary students in terms of Emotional Maturity.

**TABLE NO. 03: RESULT OF T-TEST BETWEEN BOYS AND GIRLS HIGHER SECONDARY STUDENTS ON EMOTIONAL MATURITY**

Group	N	Mean	SD	df	t-test	Level of Significance
Boys	70	32.68	5.13	138	2.6827	Significant at 0.05 level
Girls	70	35.17	5.83			

**\* Significant at 5% level**

**ANALYSIS:**

The above Table No.03 clearly shows that the calculated value of the mean scores of emotional maturity with respect to boys and girls has been found 32.68 and 35.17 respectively and the standard deviation of the boys and girls have been found 5.16 and 5.83 respectively. The obtained 't' value 2.6827 has been found significant at 0.05 level.

**INTERPRETATION:**

On the basis of above analysis, there is no significance difference between boys and girls higher secondary students the null hypothesis is rejected. It means that there is significant mean difference exists between the emotional maturity of boys and girls of the higher secondary students and it's also showed that the mean value of emotional maturity of girls is greater than the boys.

**Ho<sub>4</sub>:** There is no significant mean difference between rural and urban of higher secondary students in terms of Emotional Maturity.

**TABLE NO. 04: RESULT OF T-TEST BETWEEN RURAL AND URBAN HIGHER SECONDARY STUDENTS ON EMOTIONAL MATURITY.**

Group	N	Mean	SD	df	t-test	Level of Significance
Rural	90	34.71	5.36	138	0.3908	Not significant
Urban	50	35.09	5.78			

**Not Significant**

**ANALYSIS:**

The above Table No.04 clearly shows that the calculated value of the mean scores of emotional maturity with respect to rural and urban have been found 34.71 and 35.09 respectively and the standard deviation of the rural and urban have been found 5.36 and 5.78 respectively. The obtained 't' value 0.3908 has been found not significant.

**INTERPRETATION:**

On the basis of above analysis the null hypothesis is not rejected. It means that there is no significant mean difference exist between the emotional maturity of rural and urban of the higher secondary students and it's also showed that the mean value of emotional maturity of urban is lightly greater than the rural.

**Ho<sub>5</sub>:** There is no significant mean relationship between mental health and emotional maturity of higher secondary students.

**TABLE NO. 05: RESULT OF CORRELATION BETWEEN MENTAL HEALTH AND EMOTIONAL MATURITY OF HIGHER SECONDARY STUDENTS**

Category	Measures	Mental Health	Emotional Maturity
Students	N	140	
	df	138	
	r	0.1402*	

**\* Significant at 5% level**

**ANALYSIS:**

A perusal of the results entered in Table No. 05 exposes that emotional maturity of higher secondary students shares an 'r' of the magnitude 0.1402 with mental health, which in comparison to table values was found to be significant at 0.05 level.

**INTERPRETATION:**

On the basis of above analysis shows the magnitude of correlation indicates that mental health and emotional maturity of higher secondary students bear a positive and significant relationship with each other i.e. better the emotional maturity of higher secondary students, higher will be the mental health. Thus, there is no significant relation between mental health and emotional maturity of higher secondary students the null hypothesis is rejected and it can be reframed as that there is a significant positive relationship between mental health and emotional maturity of higher secondary students.

**FINDINGS OF THE STUDY:**

- There is significant mean difference exists between the mental health of boys and girls of the higher secondary students and it's also showed that the mean value of mental health of girls is greater than the boys.

- There is no significant mean difference exist between the mental health of rural and urban of the higher secondary students and it's also showed that the mean value of mental health of urban is lightly greater than the rural.
- There is significant mean difference exists between the emotional maturity of boys and girls of the higher secondary students and it's also showed that the mean value of emotional maturity of girls is greater than the boys.
- There is no significant mean difference exist between the emotional maturity of rural and urban of the higher secondary students and it's also showed that the mean value of emotional maturity of urban is lightly greater than the rural.
- There is no significant relation between mental health and emotional maturity of higher secondary students the null hypothesis is rejected and it can be reframed as that there is a significant positive relationship between mental health and emotional maturity of higher secondary students.

**CONCLUSION:**

Higher secondary students need to pay special attention to their mental health and emotional maturity because both

their academic and personal lives are at a crossroads. Students with mental health and emotional maturity issues may cause problems for the school and the community. Yoga, meditation, cultural events, and other educational programmes should be designed to help students' mental health and mental health is depending on our emotional maturity. This study goes against the findings of **Joseph, C. M.U. (2015)** who found that there is a significant difference between rural and urban students in their level of mental health. But this study reveals that there is no significant difference. This study may find some usefulness in the field of education and can serve as a database for further research.

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