

# A STUDY OF MENTAL HEALTH AND EMOTIONAL MATURITY OF GRADUATE STUDENTS IN THE CONTEXT OF CERTAIN DEMOGRAPHIC VARIBALES

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## ABSTRACT

*The study is aimed at finding the mental health and emotional maturity of graduate students in the context of certain demographic variables. A random sampling technique was used to select the sample. The researcher selected 300 graduate students from 10-degree colleges (5 from Govt. & 5 from Private) in two districts Hyderabad and Rangareddy of Telangana. The Mental Health Inventory of Jagadish and Srivastava, A. K. (1983) and the Emotional Maturity Scale of Roma Pal (1984) were employed to collect data in this research. Test-retest reliability was found to be 0.77 for mental health inventory. The reliability coefficient of the split-half method and test-retest were 0.74 and 0.77 for the emotional maturity scale. The results of this investigation showed that significant differences occurred among graduate students when compared on the variables of type of management and academic stream, whereas insignificant differences occurred among graduate students when compared on the variables of gender, locality, and social status of mental health. Significant differences occurred among graduate students when compared on the variable of the type of management, whereas insignificant differences occurred among graduate students when compared on the variables of gender, locality, academic stream, and social status of emotional maturity. There is a significant and positive relationship between mental health and the emotional maturity of graduate students.*

*Keywords: Mental Health, Emotion, Emotional Maturity and Graduate students*

## Introduction

Mental health refers to our over all mental well-being. It involves the way we think about ourselves, the quality of our relationships and our ability to manage our feelings and deal with difficulties. Good mental health helps us to enjoy life and deal with problems and provides well-being and inner strength. Being mentally or emotionally healthy means more than just getting out of depression, anxiety or other psychological problems, it signifies the presence of positive qualities such as optimism, self-awareness, self-confidence, flexibility, confidence, self-sufficiency, and fairness, etc.

A person must maintain and enhance his or her mental health to achieve and determine a better future. For example, students with poor mental health may have problems adjusting to the classroom and school relationships. The loneliness that often accompany mental health problems such as depression can lead to problems between individuals, which can make it difficult for some students to connect with others. These adjustment related difficulties can easily occur in students who come to school with an already diagnosed mental illness. It should be considered that mental health can greatly affect a person's activities and the outcome can be greatly affected.

Experts have described the term emotional maturity in many ways usually the effective decision making power of a personality model. It also helps us to control puberty development. Personality from a scientific point of view is the organization of certain traits and emotional maturity is one of them. The process of emotional maturity is never complete because a person with good mental health will continue to grow more and more. Therefore, when we say that the main goal of a good educational program is to help learners achieve emotional maturity, it is not a specific and productive achievement that can be graded or rated on graduation day. Current conditions, along with adolescents, cause children to struggle and lead to many psychological problems such as anxiety, tensions and depression and emotional dissatisfaction in daily life. So, compared to anatomy, the study of emotional life is now developing into a detailed science. It deals with the interaction of forces with intensities and magnitudes. Available tests measure the degree of crude and mainly dependence. Since self-acceptance is an important aspect of maturity, it must first be approved by others. Emotional maturity is always relative. However, emotional maturity develops throughout life. It is a form of a person's maturity, from which one can retreat very quickly. Psychologically more mature during adolescence as parents are allowed to accept responsibilities and become independent and self-sufficient.

### **Definitions of Mental Health and Emotional Maturity**

Mental health is the well-being in which a person realizes his potential, can cope with the normal stresses of life, work productively and fruitfully, and contribute to his or her community. Positive mental health is proving to be linked to better health outcomes. Bhatia (1982) says mental health is seen as the ability to balance feelings, desires, aspirations, and ideals in one's daily life. It means the ability to face and accept the realities of life (as cited in Bartwal, R.S., 2014). According to Walter D. Smitson (1974), "Emotional maturity is a process in which the personality is continuously striving for a greater sense of emotional health, both intra-physically, and intra-personally." Crow and Crow (1974) said, "An emotion is an affective experience that accompanies generalized inner adjustment and mental and psychologically stirred up states in an individual and that shows itself in his overt behaviour" (as cited in Kasundra & Singh, 2008).

### **Need of the Study**

Students with mental health problems may not have the curiosity, engagement, and involvement found in their peers without these difficulties. If a student has such problems regarding mental health, he/she may not be performing well in his/her studies, which will greatly affect his/her behaviour and activities. Therefore, teachers need to be aware of the mental health of their students. Emotional maturity at the college stage in

student life plays a key role in developing their personality. Although we call the man a judge, there is no reason to doubt his behaviour, which is controlled by emotions. If you do not know the nature of human life, its behaviour will not be comprehensively evaluated. Furthermore, to live a healthy life in society, proper development of the student's emotional maturity is essential. The conscious mental process of social life is regulated exclusively by the emotional behaviour of the individual. So, if emotional development is not properly developed, then life development is not fulfilled. A person who does not properly develop a positive response to emotional maturity is not considered a perfect person. In such a situation, emotional maturity is required to conform to behavioural standards to develop a good human being.

### Review of Related Literature

**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. **Mahalakshmi and Pugalenthly, N. (2015)** investigated the home environment and mental health of higher secondary students in the Coimbatore district. The finding showed that there is a significant difference in the mental health of higher Secondary school students based on gender, locality, and types of family. There are significant sex differences in mental health among higher secondary school students. The girls are more mentally healthy in comparison to boys. **Shokeen, A. (2017)** conducted a study of mental health and social adjustment of senior secondary students. There is a significant difference between male and female students on their mental health. It is also revealed that male students have better mental health than female students.

**Jain, M.& Pasrija, P. (2014)** studied the emotional maturity and adjustment of senior secondary school students. The findings of the study revealed that no significant difference was found in the emotional maturity of senior secondary school students with the type of schools and gender. **Mahendra, R. and Thakur, R. K. (2018)** made a study of emotional maturity of government and private secondary school students. The results showed that there is a significant difference between emotional maturity government and emotional maturity private of secondary school students. There is no significant difference between the emotional maturity of government girls and the emotional maturity of private girls of secondary school students. There is a significant difference between emotional maturity government boys and emotional maturity private boys of secondary school students.

### Statement of the problem

The title of the present investigation is “*A study of mental health and emotional maturity of graduate students in the context of certain demographic variables*”.

### Objectives of the present investigation

1. To study the significant differences of the following variables on the graduate students' mental health.
  - a) Gender
  - b) Locality
  - c) Type of management
  - d) Academic stream
  - e) Social status
2. To study the significant differences of the following variables on the graduate students' emotional maturity.
  - a) Gender
  - b) Locality
  - c) Type of management
  - d) Academic stream
  - e) Social status
3. To study the relationship between mental health and emotional maturity of graduate students.

### Null Hypotheses

1. Graduate students do not differ in their levels of mental health and emotional maturity.
2. The following variables do not make a significant difference in the graduate students' mental health.
  - a) Gender
  - b) Locality
  - c) Type of management
  - d) Academic stream
  - e) Social status
3. The following variables do not make a significant difference in the graduate students' emotional maturity.
  - a) Gender
  - b) Locality
  - c) Type of management
  - d) Academic stream
  - e) Social status
4. There is no significant relationship between mental health and the emotional maturity of graduate students.

### Limitations of this investigation

1. Certain variables such as type of family, marital status, religion, annual income of parents, and other aspects are not considered in the present investigation.
2. The geographical area of the investigation is limited to two districts, namely Hyderabad and Rangareddy of Telangana state.
3. The sample is delimited to 300 graduate students.
4. This study was restricted to 5 government and 5 private degree colleges.
5. The study is limited to the following independent and demographic variables of mental health and emotional maturity: gender, locality, type of management, academic stream, and social status.

### Methodology of the study

#### a) Sample

A random sampling technique was used to select the sample. The researcher selected 300 graduate students from 10-degree colleges (5 from Govt. & 5 from Private) in two districts Hyderabad and Rangareddy of Telangana.

#### a) Tool used:

**Mental Health Inventory:** it was developed and standardized by Dr. Jagadish and Dr. A. K. Srivastava was employed in this study. The inventory consists of 56 items of which 24 are positive and 32 are negative statements. This inventory is a four-point scale. Each statement is provided with four alternative responses

viz., always, often, rarely, and never. For positive statements, the scores range 4 to 1 and for negative statements, the scores range 1 to 4. Thus, on the total inventory, the maximum score is 224 and the minimum score is 56. Test-retest reliability was found to be 0.77, according to test constructors.

**Emotional Maturity Scale:** It was developed and standardized by Dr. Roma Pal. The scale consists of 40 statements. This scale has 5 alternative responses: strongly agree, agree, moderate, disagree, and strongly disagree. The scoring of items of the scale was done by giving a score of 5, 4, 3, 2, and 1 for strongly agree, agree, moderate, disagree, and strongly disagree respectively. The emotional maturity scale on the scores ranges between 40-200. The reliability coefficient of the split-half method and test-retest for this scale was 0.74 and 0.77. The validity coefficient of the present scale with Singh and Bhargava's emotional maturity scale was found to be 0.84.

### Statistical Techniques Used

The following statistical methods such as Mean, Standard Deviation, Critical Ratio, ANOVA, and Karl Pearson's coefficient of correlation were used to analyze the data in this investigation.

### Data Analysis

**Table 1: Mental Health and Emotional Maturity of Graduate Students– Gender- Mean - SD - C.R.**

Gender		N	Mean	S.D.	D	$\frac{\sigma}{D}$	C.R.	Remark
Mental Health	Male	179	153.04	12.15			1.37*	NS at 0.05 level
	Female	121	155.11	13.32	2.07	1.51		
Emotional Maturity	Male	179	135.70	11.92	1.42	1.51	0.94*	
	Female	121	134.28	13.41				

From table 1, the critical ratio values (1.37 & 0.94) are less than 1.96 at 0.05 level of significance. Therefore, the null hypotheses are accepted. There is no significant difference between male and female graduate students in their mental health as well as emotional maturity.

**Table 2: Mental Health and Emotional Maturity of Graduate Students– Locality - Mean - SD - C.R.**

Locality		N	Mean	S.D.	D	$\frac{\sigma}{D}$	C.R.	Remark
Mental Health	Rural	164	154.93	16.62	2.33	1.73	1.34*	NS at 0.05 level
	Urban	136	152.60	13.39				
Emotional Maturity	Rural	164	135.40	12.88	0.60	1.45	0.41	
	Urban	136	134.80	12.15				

From table 2, the critical ratio values (1.37 & 0.94) are less than 1.96 at 0.05 level of significance. Therefore, the null hypotheses are accepted. There is no significant difference between rural and urban graduate students in their mental health as well as emotional maturity.

**Table 3: Mental Health and Emotional Maturity of Graduate Students–  
Type of management - Mean - SD - C.R.**

Type of management	N	Mean	S.D.	D	$\frac{\sigma}{D}$	C.R.	Remarks
Mental Health	Govt.	162	155.65	12.39	3.86	2.66***	Sig. at 0.01 level
	Private	138	151.79	12.68			
Emotional Maturity	Govt.	162	136.46	12.66	2.87	1.99**	Sig. at 0.05
	Private	138	133.59	12.26			

From table 3, the critical ratio values (2.66 & 1.99) are higher than 2.58 and 1.96 at 0.01 & 0.05 levels of significance. Therefore, the null hypotheses are rejected. Type of management makes a significant difference in their mental health as well as emotional maturity. The mean differences (3.86 & 2.87) are favourable for government graduate students. It can be said that government graduate students possessed high mental health and extremely unstable emotional maturity than private graduate students.

**Table 4: Mental Health and Emotional Maturity of Graduate Students–  
Academic stream- Mean - SD - C.R.**

Academic stream	N	Mean	S.D.	D	$\frac{\sigma}{D}$	C.R.	Remarks
Mental Health	Arts	180	152.24	12.30		2.74***	Sig. at 0.01 level
	Science	120	156.33	12.84	4.09		
Emotional Maturity	Arts	180	135.64	12.54	1.26	0.85*	NS at 0.05
	Science	120	134.38	12.55			

From table 4, the critical ratio value (2.74) is higher than 2.58 at 0.01 level of significance. Therefore, the null hypothesis is rejected. There is a significant difference between arts and science graduate students in their mental health. The mean difference (4.09) is in favour of science graduate students. It can be said that science graduate students possessed high mental health than their counterparts, whereas, another critical ratio value (0.85) is less than 1.96 at 0.05 level of significance. Therefore, the null hypothesis is accepted. There is no significant difference between arts and science graduate students in their emotional maturity.

**Table 5: Mental Health of Graduate Students-Social status-Means-SDs-ANOVA-F-value**

Social status	N	Mean	S.D.	F-value	Remarks
O.C.	070	153.47	13.10	0.42*	NS at 0.05 level
B.C.	121	154.69	12.45		
S.C.	074	153.76	12.41		
S.T.	035	152.09	13.26		
ANOVA Summary					
Source of variation	SS	Df	MS		
Between	204.348	003	68.116		
Within	47,662.120	296	161.021		
Total	47,866.468	299			

From table 5, the  $F$  ratio (0.42,  $df = 3 \& 296$ ) is less than 3.85 for 0.05 level of significance. The null hypothesis is accepted. Social status does not make a significant difference in the mental health of graduate students. Since this value at the 0.05 level is not significant, further investigation cannot be made to find differences with subgroups of social status in mental health.

**Table 6: Emotional Maturity of Graduate Students-Social status-Means-SDs-ANOVA- F-value**

Social status	N	Mean	S.D.	F-value	Remarks
O.C.	070	134.80	14.00	1.45*	NS at 0.05 level
B.C.	121	136.00	12.72		
S.C.	074	132.89	11.33		
S.T.	035	137.57	10.89		
ANOVA Summary					
Source of variation	SS	Df	MS		
Between	678.875	003	226.292		
Within	46,342.869	296	156.564		
Total	47,021.744	299			

From table 6, the  $F$  ratio (1.45,  $df = 3$  & 296) is less than 3.85 for 0.05 level of significance. The null hypothesis is accepted. Social status doesn't make a significant difference in the emotional maturity of graduate students. Since this value at the 0.05 level is not significant, further investigation cannot be made to find differences with subgroups of social status in emotional maturity.

**Table7:Coefficient of Correlation between Mental Health & Emotional Maturity-r- value**

Variables	N	Degrees of Freedom (N-2)	r- value	Remarks
Mental Health	300	(300-2) df = 298	0.995***	Sig. at 0.01 level
Emotional Maturity				

It is found from table 7 that the obtained 'r' (0.995) value for  $df = 298$  is greater than the table value of 0.148. Therefore, it is significant at the 0.01 level. Hence, there is a significant and positive relationship between mental health and the emotional maturity of graduate students (as cited in Garrett, H.E., 2006, p. 201).

### Major findings of the study

1. Gender, locality, and social status do not make a significant difference in the mental health as well as emotional maturity of graduate students, whereas there is no significant difference between arts and science graduate students in their emotional maturity.
2. Type of management makes a significant difference in their mental health as well as emotional maturity, whereas there is a significant difference between arts and science graduate students in mental health.
3. There is a significant and positive relationship between mental health and the emotional maturity of graduate students.

### Recommendations for Further Studies

The following suggestions are made for further research in this area.

1. A similar study may be conducted with a large sample in Telangana.
2. Correlative studies may be undertaken in different regions of Telangana to analyze the impact of culture and on the sociological aspects of life and their influence on mental health and emotional maturity.
3. Similar studies may be undertaken involving the +2 students, postgraduate students, B.Ed. students, D.Ed. students and Engineering students studying in various colleges situated in Hyderabad and Rangareddy

districts of Telangana.

## Conclusion

The study showed that no significant difference is found in the mental health of graduate students with gender, locality, and social status. There is a significant difference between government and private graduate students concerning mental health. The government graduate students are more mentally healthy compared to private students. There is a significant difference between arts and science graduate students concerning mental health. The mean difference is in favour of science graduate students. It can be said that science graduate students possess high mental health than arts students. No significant difference is found in the emotional maturity of graduate students with gender, locality, academic stream, and social status. Type of management makes a significant difference in their emotional maturity. The mean difference is favourable for government graduate students. It can be said that government graduate students possess extremely unstable emotional maturity than private students. Students should be trained to maintain emotional stability to improve their mental health to live a healthy life. Students spend more hours in the school environment and need the guidance and counseling of their teachers to solve all their problems. Therefore a supportive and conducive educational environment enhances students' emotional maturity and mental health to cope with stress and face challenges in all areas of life.

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