

**A STUDY ON RELATIONSHIP BETWEEN
FAMILY ENVIRONMENT, EMOTIONAL
MATURITY AND MENTAL HEALTH
STATUS OF TRIBAL ADOLESCENTS**

BY

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I, Ms. **Shaik Juhiya**, hereby declare that the thesis entitled” **A STUDY ON RELATIONSHIP BETWEEN FAMILY ENVIRONMENT, EMOTIONAL MATURITY AND MENTAL HEALTH STATUS OF TRIBAL ADOLESCENTS**” submitted to the **Acharya N.G. Ranga Agricultural University** for the degree of **Master of Science in Home Science** is the Result of original research work done by me. I also declare that no material contained in the thesis has been published earlier in any manner.

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LIST OF SYMBOLS AND ABBREVIATIONS

F	:	Frequencies
%	:	Percentage
:	:	Colon
/	:	Or
+	:	Addition, plus
-	:	Subtract, minus
“	:	Quotation mark, inverted mark
.	:	Full stop
-	:	Hyphen
;	:	Semicolon
()	:	Open and close parenthesis
=	:	Equal
S.no	:	Serial number
i.e.	:	In the other words
<i>et al.</i>	:	And other people
WHO	:	World Health Organization
FES	:	Family Environment Scale
EMS	:	Emotional Maturity Scale
MHB	:	Mental Health Scale
UNICEF	:	United Nations International Children’s Emergency Fund

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ABSTRACT

Adolescent is a stage of development which from early childhood and adulthood. It is transitional stage of physical and psychological development. It is the period that requires special attention and protection. The age of adolescent is associated with stress, storm and varied mood swings. Parent relationship plays a major role in shaping the adolescent personality. One of the most important support systems available to the child is the Family. Family is the social group consists of parents and children. Children learn all moral, social, ethical, emotional and intellectual qualities by the family members which help them in overall development.

Emotional maturity influences the better personality which helps to have good relationships and lead a happy life. Learning to regulate the negative emotions is a part of the process of developing emotional maturity in a person. Mental health is a combination of personality and behavior on the basis of self adjustment to others and to the environment. Mental health is a state of emotional and psychological health of an individual which is capable of using a person's cognitive and emotional capabilities, function in society and meet the ordinary demands of everyday life. The groups of people who have common ancestors, a common culture and values and live together within the bounded society are called tribe. The tribal adolescents studying in Ashram schools maintain close relationships with their teachers. This type of closeness helps the students in sharpening capacities and to develop full personality.

The present study was conducted on 180 tribal adolescents of both the genders. Ex-

Post facto research design was followed for the study. The sample was collected by random sampling technique and the research was done in Visakhapatnam district of Andhra Pradesh. Personal information of respondents was collected by using general information schedule. The family environment, emotional maturity levels and mental health status of tribal adolescents was measured by using three scales, namely, Family Environment Scale developed by Bhatia and Chadha (2005), Emotional Maturity Scale developed by Singh & Bharagava (2005) and Mental Health Battery developed by Singh and Gupta (2005).

Results on general profile of adolescents showed that many of them were 13 years old studying 8th and 9th grades. The tribal adolescents selected for the study were majorly from nuclear families and from middle income group.

Most of the tribal adolescents have exhibited average level perceptions on cohesion, Expressiveness, Conflict, Acceptance- Caring, Active- Recreational orientation and control dimensions of family environment. Most of the tribal adolescents were having high level perceptions about their own self independence and organization dimensions of family environment.

Higher number of tribal adolescents exhibited average level of emotional stability, emotional progression, social adjustment, personality integration and independence dimensions of emotional maturity. The study revealed that majority of the adolescents selected for the study were extremely emotionally immature.

With respect to mental health status, majority of the adolescents exhibited average level of emotional stability, autonomy, security-insecurity, self- concept and intelligence. It shows that most of the adolescents had good mental health status.

It is remarkable to notice that there is a relationship between family environment, emotional maturity and mental health status of adolescents in tribal areas. All the dimensions of family environment had positively correlated with all the dimensions of mental health like emotional stability, overall adjustment, autonomy, security and insecurity, self-concept and intelligence. Cohesion and active recreational orientation was highly correlated with intelligence. Emotional stability and independence dimensions of emotional maturity were negatively correlated with overall adjustment with the dimension of mental health. Overall mental health status exhibited negative correlation with independence dimension of emotional maturity.

Introduction

CHAPTER- 1

INTRODUCTION

Adolescence represents the most essential stage of human development. The term adolescence is derived from Latin word 'Adolescere' means "to grow" or "to maturity". The term adolescence has a broader meaning which includes mental, emotional and social maturity. Psychologically adolescence is the age where an individual is neither a child and nor an adult and he/she becomes a part of adult society and during this period of age they don't feel lower than the adults but equal at least in right. There are 5 universal concomitants of the changes that occur during adolescence i.e., heightened emotionality, sexual maturity, changes in their bodies, their interest and social roles and changes in values. The first among them is heightened emotionality, the occurrence of which depends on the rate at which physical and psychological changes take place. Because these changes normally occur more rapidly during early adolescence, heightened emotionality is generally more pronounced in early than in late adolescence. The rapid changes that accompany sexual maturity make young adolescents unsure of themselves, of their capacities, and of their interests. They have strong feeling of instability, which are often intensified by the ambiguous treatment they receive from parents and teachers. The changes in their bodies, their interests and in the roles the social groups expects them to play create new problems. Irrespective of societies and culture the period of adolescence is critical one during which many of the problems arises. Adolescence are concisious about their self-esteem and the community they get back on their physical apperance. "Adolescence period is the on stage period" they feel that everyone around them is watching at them. The physical and hormonal changes in the body they get easily frustrated, aggressive, violent and emotional.

Family is the first socializing agent in every one's life which plays an important in individual development. The conversations and interactions between the parents, children and siblings are with other family member in household. These healthy relations between the family members contribute to the psychological health of the individual.

Family plays an important role in well-being of adolescents. Other factors, such as family members' levels of engagement with each other, how much hostility or how many

negative interactions are part of family interactions, and satisfaction with relationships between parents all play a role.

In family environment factors like husband and wife relationships, relationship of children with their parents, child rearing practices, parenting styles, size of the family, ordinal position of the siblings, family structure as nuclear or joint, parental education, socioeconomic status and several other factors have significant impact on adolescent development. The progress of children in the family is highly influenced by the relationship existing between parents without a doubt. A behavior problem has been observed in children whose parents show adjustment problems to each other or a clash of interest or personality.

Home environment refers to social group of parents, children and other family members. Children learn all moral, ethical, social, emotional and intellectual qualities by their family members which help them in all round development.

Family Environment stands for the circumstances which influence the child all through the life right from conception. Family is the fundamental unit of human society where child's life's first lesson is learnt. The family nurtures the individual and prepares him for his roles and responsibilities in the society. Family environment plays significant part among all other environments because it lasts through a life time. The quality environment provided by the family influences almost every aspect of an individual's behavior.

Healthy parental relations in their children at home means for making children's perceptions, thoughts and behaviour into wholesome and adjustable personalities as they play the vital role in laying the foundation of the child's personality.

Adolescence need to have good emotional maturity. Everyone has both positive and negative experiences in life. Each individual's ability to cope negative experiences varies, in large part, determine whether people enjoy their lives. Performance in any endeavour is largely contingent upon mental preparation, psychological strength and emotional maturity. Just as one prepares for any competition by practicing physical skill as well as increasing his strength and endurance, one must also prepare himself mentally and emotionally.

Emotions are great motivating forces throughout the span of human life; affecting aspirations, actions and thoughts of an individual. Emotions are aroused by happenings or

circumstances that enhance the fulfillment of a person's need or the realization of high aspiration. Emotional reaction to the different circumstances depends upon the nature of the problem and also on person's inner state. The concept of mature emotional behavior denotes the fruits of normal emotional development. Emotional development is psychological term which indicates that a person responds to the circumstances or environment in an appropriate manner.

Maturity implies putting away of childish things and reading oneself as an adult ready to shoulder responsibilities that develop upon one in general. Emotional maturity plays a significant part. Therefore, the emotionally mature child is not one who necessarily has resolved all conditions that aroused hostility and angst but it is constantly in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action. As each individual differs, so his needs and consequently his adjustment.

Emotional Maturity is solitary of the vital components of personality which characterizes multi-trait non-cognitive psychological concept. According to (Walter Smitson, 1974) the process of improving the personality by hanging the sense of emotional response to situations, both internally and psychically. Emotional Maturity or stability might be considered as a potential factor in any field of life.

An emotionally mature person knows what kinds of things sets of different emotions are in them, and they know how to identify each emotion, clearly. They don't fall into a panic trying to determine what they feel, how they should react, they know and they manage themselves accordingly. Emotional maturity influences the better personality which helps to have good relationships and lead a happy life. Learning to regulate the negative emotions is a part of process of developing emotional maturity.

Mental health is sum of social, psychological and emotional well-being which affects on thinking, feeling, and action. Mental health helps to how to handle stress, relate to others, and make choices in life. At every stage of life, from infancy to senescence, mental health is very important. Young adulthood is generally considered healthy times of life. Several important public health and social behaviour and problems either start or peak during these years. Most of these problems are linked with social determinants and

lifestyles operating and interacting in complex environments that precipitate or trigger these conditions or behaviours. Developmental transition of young people makes them vulnerable particularly to environmental, contextual or surrounding influences. Environmental factors, including family, peer group, school, neighborhood, societal cues and policies can both support or challenge young people's health and well-being.

The health as shape of entire physical, social and psychological well-being and not only the absence of illness or infirmity conceptualizes health in a positive way and explicitly acknowledges mental health to be an integral part of wellbeing, as important as physical health (WHO, 2001). Although a comprehensive cross-cultural definition of mental health is almost impossible, it is generally defined that mental health is not absence of psychological disorder although it is the wellbeing, self efficiency, competence, autonomy and realization of one's capacity. And in WHO's words, it is state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work proficiently to make a contribution to his or her community (WHO, 2001).

A person's mental health is influenced by his behavior, day to day activities (personal, social, entertainment etc) emotions (positive and negative) and the performance. Available research evidence have demonstrated that mental health offers an opportunity for investigation to attribute of human resource development .Empirical research findings indicated that mental health improvements leads to a better utilization of resources while its impairment has led to serious negative and life consequences. For instance, Brian (2002) reviews or etiology and prevention literatures, exploring relationship between problem and positive youth behaviors and reported that risky/unhealthy/anti-social behaviors, poor academic achievement and poor mental health are highly correlated with and predict each other, while positive mental health strongly influences success and happiness. There are some other variables which affect by mental health like emotional intelligence, self concept, self perception and self efficacy.

Family is the smallest unit and first socializing agent which represents the cultural differences in anyone's life and plays an important role in child and adolescent growth. Therefore family environment is the aid in adolescent adjustment. Its significance in determining adolescent's adjustment and healthy growth has been established by several theorists. Several factors contribute to an adolescent's development, though all these

factors do not operate in isolation. The interaction between the environmental factors and the individual organism helps a child to develop certain perceptions about his own self and his environment, in turn, affect his social development. Many things that human individual do and believe in, have their roots in early experience of infancy and childhood. Emancipation from parents' authority and from emotional dependence upon parents begins in infancy, but the development of emancipation is greatly accelerated during the early adolescence years.

India is home to the largest tribal populations of the world. About 8.6 per cent of the total Indian population belongs to Scheduled Tribes. The Scheduled Tribes constitute 705 tribal groups across India. There are 437 Ashrama schools in Andhra Pradesh catering to the educational needs of tribal children. According to Anjali (2105) tribal people are original dwellers living from unrecorded time. They are financially imperfect, uneducated at times and are less exposed and lifted to the modern world. Even in twenty-first century, the traditional Indian Society is hierarchical organized; each stratum of this hierarchy is defined by the caste of people that constitute it for the development of preadolescent, schools plays an important role. In Tribal Education System Government planners observe education is very important for helping tribal people deal with national integration. Education will also establish their prosperity, success and security in life. The tribes which are underprivileged or neglected towards education will suffer the consequence.

The groups of people who have common ancestors, a common culture and values and live together within the bounded society are called tribe. This helps them to have a good emotional maturity and mental health status. The tribal adolescents studying in Ashram schools maintain close relationships with their teachers. This type of closeness helps the students not only in sharpening the capacities but also in full personality development.

Rationale of the Study:

Adolescence is a period of heightened emotionality, storm and stress. They are in the identity crisis and experience adolescent egocentrism. The family, culture, social norms, community traditions play an important role in their emotional development & mental health. The adolescents face many kinds of pressures at home and also outside. Family nurtures the individual and prepares them for their role and function in society.

Consciously or unconsciously the home environment moulds the child's behavior and personality. The emotional maturity is also affected by home environment and mental health. Hence it was planned to study the relationship between family environment, emotional maturity and mental health status of adolescents. Many research studies are available on mental health condition of adolescents in different parts of India, but not focused much in tribal areas. So the purpose of present study is to find out the relationship between family environment, emotional maturity and mental health status of tribal adolescents in bifurcated Andhra Pradesh State to be precise in Visakhapatnam district with the following objectives

Objectives:

1. To study the family environment of adolescents.
2. To study the emotional maturity levels of adolescents.
3. To study the mental health status of adolescents.
4. To study the relationship if any between family environment, emotional maturity and mental health status of adolescents in tribal areas.

Review of Literature

CHAPTER-II

REVIEW OF LITERATURE

A comprehensive review of literature is crucial for any good research work as it provides background information to support the study in designing and examining research work. Extensive review was done and has been presented under the following headings.

2.1 Theoretical Perspectives

2.2 Studies related to family environment of adolescents.

2.3 Studies related to emotional maturity of adolescents

2.4 Studies related to mental health status of adolescents

2.5 Reviews related to relationship between family environment and emotional maturity of adolescents

2.6 Studies related to relationship between family environment and mental health status of adolescents

2.7 Studies related to relationship between emotional maturity and mental health status of adolescents

2.8 Studies related to relationship between family environment, emotional maturity and mental health status of tribal adolescents

2.1 Theoretical Perspectives

Theories of development provide a frame work for thinking about human growth and learning. Understanding these theories can provide useful insight into individuals and society.

Child development theories focus on explaining how children engage and grow over the course of childhood. Such theories are center of childhood and on various aspects of development including social, emotional and cognitive growth.

Piaget's Cognitive Development Theory (1936)

According to Piaget's theory the formal operational stage occurs from age 11 to adulthood. It is characterized by the idea that children develop the ability to think in abstract ways. This enables children to engage in the problem solving method of developing a hypothesis and reasoning their way to plausible solutions. Children can think of abstract concepts and have the ability to combine various ideas to create new ones. By the end of this stage, children have developed logical and systematic thinking, are capable of deductive reasoning, and can create hypothetical ideas to explain various concepts.

Many developmental psychologists suggest a fifth stage of cognitive development, known as the post formal stage (Basseches, 1984; Commons & Bressette, 2006; Sinnott, 1998). In postformal thinking, decisions are made based on situations and circumstances, and logic is integrated with emotion as adults develop principles that depend on contexts. One way that we can see the difference between an adult in post formal thought and an adolescent in formal operations is in terms of how they handle emotionally charged issues.

Erikson's Psychosocial Development Theory (1959)

Erikson's fifth psychosocial stage takes place during turbulent teenage years. This stage plays an essential role in developing a sense of personal identity which will continue to influence behavior and development for the rest of a person's life.

During adolescence, children explore their independence and develop a sense of self. Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and feelings of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future.

When psychologists talk about identity, they are referring to all of the beliefs, ideals, and values that help shape and guide a person's behavior. Completing this stage successfully leads to fidelity, which Erikson described as an ability to live by society's standards and expectations.

While Erikson believed that each stage of psychosocial development was important, he placed a particular emphasis on the development of ego identity. Ego identity is the conscious sense of self that we develop through social interaction and becomes a central focus during the identity versus confusion stage of psychosocial development. According to Erikson, our ego identity constantly changes due to new experiences and information we acquire in our daily interactions with others. As we have new experiences, we also take on challenges that can help or hinder the development of identity.

Bronfenbrenner Ecological Theory (1979)

According to Bronfenbrenner, the mesosystem involves the relationship between the microsystems in one's life. This means that family experience may be related to school experience. For example, if a child is neglected by his parents, he may have a low chance of developing positive attitude towards his teachers. Also, this child may feel awkward in the presence of peers and may resort to withdrawal from a group of classmates.

Vygotsky's Sociocultural theory (1978)

According to Vygotsky's human learning describe learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure. Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

Albert Bandura Social-Learning Theory (1977)

The Social Learning Theory was invented and developed by the Canadian psychologist Albert Bandura. The foundation of this theory shows that a personality does not only consist of observable behaviour, as traditional psychologists believe, but that cognitive processes play a crucial role in the changing or mastering of behaviour patterns.

The goal of the social learning theory is to show that an individual can learn in multiple ways. People make choices based on self-reflection, but mainly the environment in which a person finds themselves, influences the way they behave and learn. The learner, the person who is at the center of this theory, processes different impulses in different ways.

According to Bandura, the motivation is the model that is mirrored by the learner. When a model has a large status it is possible that its behavior is imitated. For example, children look up to their parents and therefore adopt behavior after observation. Pop stars, famous actors or other influential people can also be seen as a model. From this it can be concluded that similarities between the model and the learner, increase the likelihood that behavior will be imitated.

Generally, behavior that is empowered is imitated. However, it is necessary that the ratification is not purely materialistic. The learner must also be intrinsically motivated to follow the model.

Family Systems Theory (1930-1990):

It provides a new paradigm for conceptualization of human behavior and treatment of human problems. It is a theory about relationships. Instead of seeing individuals as an emotional unit of his own, or as a separate entity basic unit of treatment, Bowen deemed that individual functioning should be understood in the context of his relationships, that each person's emotional functioning is closely interconnected with each other, with reciprocal impact on each other.

According to Bowen, a family is a system in which each member had a role to play and rules to respect. Members of the system are expected to respond to each other in a certain way according to their role, which is determined by relationship agreements. Within the boundaries of the system, patterns develop as certain family member's behavior is caused by and causes other family member's behaviors in predictable ways. Maintaining the same pattern of behaviors within a system may lead to balance in the family system, but also to dysfunction.

2.2 Studies related to family environment of adolescents.

Doley (2018) conducted a study on Impact of Home Environment factors on Academic Achievement of Adolescents. The sample consisted of 210 respondents – 105 female and 105 male students selected from 6 secondary schools (3 numbers each from rural and urban areas) from the district of Dhemaji, Assam. Home Environment Scale, developed by Akhtar and Saxena (2011) was used to assess the home environment of adolescents. Results showed positive significant correlation between home environment and academic achievement of the students which clearly demonstrated better home environment on high academic achievement of adolescents.

Varma (2017) has studied the effect of Family Climate and Parental Encouragement on Academic Achievement of 200 School going adolescents in the age group 14-16 years from Ankola city in Maharashtra state. The tools used for data collection were family climate questionnaire by Beena Shah (2006) and parental encouragement scale by Sharma (1988). Interestingly the study found positive relationship between family climate and academic achievement and negative and significant correlation between parental encouragement and academic achievement of boys i.e. as the parental encouragement increases, academic achievement decreases.

Deb *et al.* (2015) conducted a study on Role of Home Environment, Parental Care, Parents' Personality and their relationship to Adolescent Mental Health. Three hundred and seventy adolescents were randomly selected from the list of Higher Secondary Schools in Kolkata. The tools used were semi-structured questionnaire and Adjustment Inventory by Bell (1962). Results indicated that parental care was associated with high self-confidence while parental pressure was associated with high anxiety. Fathers' "friendliness" was associated with low emotional adjustment and high self-concept, while mothers' short-temper associated with high anxiety. It is also evident from the results that adolescents from disturbed families exhibited high anxiety, low adjustment, low self-concept and low self-confidence levels.

Bagi and Kumar (2014) have studied the relationship between family environment and subjective wellbeing of adolescents who were in the age range 18-24 years. The sample consisted of 100 college students in the rural areas from Karnal district of Haryana. Family

Environment Scale (FES) developed by Bhatia & Chadha (1998) and PGI general Wellbeing Measure developed by Santosh Verma & Amita Verma (1978) were used to collect the data. The results found that there was significant positive correlation between cohesion and expressiveness, cohesion and conflict, acceptance and caring. Interestingly the study found no relationship between Subjective Wellbeing and dimensions of family environment.

Devi and Kiran (2014) conducted a study on Adolescent's Perception about Their Family Environment. The sample consisted of 224 adolescents in the age range 15-18 years Family Environment Scale by Bhatia & Chanda (1996) was used to assess the adolescent's perceptions about their family environment. The results of the study revealed that majority of the adolescents had average perception about cohesion, expressiveness, acceptance and caring and active recreational orientation dimensions of family environment. Interestingly two thirds of the sample studies scored low on independence dimension. It is surprising to note from the study that adolescent boys and girls did not differ significantly on any dimension of family environment.

Parmar and Shree (2014) conducted a study on home environment among higher secondary school students in relation to gender. The sample consisted of 100 male and 100 female students randomly selected from the higher secondary schools of Ahmedabad city. Home Environment Inventory by Misra (1989) was used for data collection. The results found significant difference between male and female students of higher secondary schools with regards to the scores of various dimensions of home environment i.e., control, protectiveness, punishment, conformity, social-isolation, reward, deprivation of privilege, nurturance, rejection, and permissiveness.

Bandhana and Sharma (2012) have studied home environment and academic achievement on mental health of 12th grade higher secondary school students. 300 participants were selected (150 were females and 150 were males) from Jammu City. The tools used were Home Environment Inventory developed and validated by Karuna Shankar Misra (1989) and also Mental Health Battery which was developed and validated by Singh and Gupta (2005). The results of the study revealed that girls scored high on mental health than their counter part boys.

Naghavi and Redzuan (2012) studied relationship between Family Environment and Emotional Intelligence of early adolescents. The scales used were Emotional Quotient Inventory Youth Version (Bar- on EQ-i; YV, 2000) and the Moos and Moos Family Environment Scale (1986). The results revealed that variables of father's education and emotional intelligence had significant negative relationship, which suggested that as specifically, the variables of father's education and emotional intelligence had significant negative relationship, which suggested that as father's education increased, emotional intelligence tended to decrease.

Ozabaci (2006) has studied the emotional intelligence and family environment, The sample selected were 274 parents who live in Istanbul including 152 female, 122 male. The scales used were Emotional Intelligence Scale (EQ-NED) developed by Ergin (1999) and "Family Environment Scale" by determine the EQ and family characteristics. The results revealed that there was a relationship between EQ and family cooperation. It is clear that emotional intelligence is a crucial factor in regulating the family environment. The possibility to ensure the unity within the family environment increases when families understand themselves, the emotions of the others and guide their emotions.

Mohanraj and Latha (2005) conducted a study on relationship between family environment, home adjustment and academic achievement in adolescents. The adolescents one hundred six Boys and eighty six girls were assessed using the Family Environment Scale (Moos and Moos, 1986) and Bell's adjustment inventory (1962). The results found that conflict and control are significantly related to gender. Girls perceived more conflict in the family and boys perceived more control

2.3 Studies related to emotional maturity of adolescents.

Biswas (2018) conducted a study on Emotional Maturity of Students of Higher Secondary School. The sample consisted of 100 students of four higher secondary schools based on rural and urban areas in Bongaon Town, State of West Bengal. Emotional Maturity Scale (EMS) developed by investigator was used to measure emotional maturity of students. The results of the study revealed that there is no significant difference in Emotional Maturity of Higher Secondary School students based on their gender and

location, which clearly shows that boys and girls of higher secondary schools in rural and urban areas have possessed similar emotional maturity levels.

Joy and Mathew (2018) have studied emotional maturity and general well being of adolescents in the age group of 15-18 years. Three hundred students from various CBSE higher secondary school of southern district in Kerala were selected for the study. Emotional maturity scale developed by Singh and Bhargava (2005) was used to assess the emotional maturity levels of adolescents. The results found that there is a significant positive relationship between emotional maturity and general well being among adolescents which indicates that as emotional maturity increases the general well-being of adolescents also increases.

Rai and Khanal (2017) have studied Emotional Intelligence and Emotional Maturity and their relationship with Academic Achievement of 122 College Students who were randomly selected from Sikkim district. Tools used for the study were Emotional Intelligence Inventory by Mangal and Mangal (2004) and Emotional Maturity Scale by Roma Pal (1988). The results found high positive correlation between emotional intelligence and academic achievement. Interestingly no significant correlation was found between emotional maturity and academic achievement of college students which clearly demonstrates highly emotional maturity. Intelligence students performing high on academics.

Rawat and Singh (2017) have studied the effect of family type on emotional maturity of adolescents in the age group of 16-20 years. The sample consisted of 320 senior secondary school students from Uttarkashi and U.S Nagar districts of Uttarakhand. Emotional Maturity Scale developed by Singh & Bhargava (2005) was used to assess the emotional maturity levels of adolescents. The results of the study revealed that adolescents from joint families were more emotionally progressive, socially well adjusted, had adequate personality and were independent than those from nuclear families. The prominent reasons for a significant difference in emotional maturity across family setup were family composition, climate, traditions and confounding factors.

Kumar and Mishra (2016) conducted a study on emotional maturity and academic achievement among adolescent students in the age group 14-15 years from Punjab state. The sample consisted of 400 students of class X, out of them 200 were boys (100 rural and

100 urban) and 200 were girls (100 rural and 100 urban). The samples were selected by using multistage random sampling technique. The tool used was Emotional Maturity Scale (EMS) developed by Singh and Bhargava (1990). The results revealed positive correlation between emotional maturity and academic achievement among students which clearly indicated that adolescents with high emotional maturity scored high on academic achievement.

Saimonas *et al.* (2016) studied the effect of emotional maturity on self concept of adolescents. The sample consisted of 200 students of secondary level selected from private and government schools from Bilaspur district in Chattisgarh (100 boys and 100 girls). The tools used were Emotional Maturity Scale by Singh & Bhargava (2005) and Self concept Questionnaire by Saraswat (1981). The results found that boys surpass girls on emotional maturity and self concept.

Shafiq and Khan (2016) conducted a study on emotional maturity among adolescents. The sample consisted of 120 adolescents selected from nuclear and joint families of both the genders. Emotional maturity scale developed by Singh and Bhargava (1984) was used to assess the emotional maturity levels of adolescents. The results revealed that emotional maturity varies according to gender and family structure. There is a significant difference between male and female adolescents on the measure of Emotional maturity, where male adolescents had higher emotional maturity than female adolescents and also there is a significant difference on the level of emotional Maturity between Adolescents from nuclear and joint families where adolescents in joint family had possessed good emotional maturity skills than their counter parts i.e, adolescents from nuclear family.

Jain *et al.* (2015) have studied Emotional Maturity and Self Concept among Senior secondary school students. The sample consisted of 100 students from senior secondary schools from Rohtak city in Haryana. Emotional Maturity Scale developed by Singh and Bhargava (2005) and Self Concept Scale developed by Saraswat (1981) were used to assess the emotional maturity level and self concept of students. The results of the study revealed that students of government school have high self concept and high emotional maturity than students of private school.

Shafeeq and Thaqib (2015) conducted a comparative study on emotional maturity of Secondary School Students in relation to academic achievement. Sample consisted of 400 students (200 boys and 200 girls) of class IX taken from 8 schools (4 Government and 4 Private) from Aligarh. Emotional Maturity Scale developed by Yashvir Singh and Mahesh Bhargava (1990) and Academic Achievement of the VIII class were used. The result revealed that most of the secondary school students were extremely unstable regarding emotional maturity and results revealed that there exists a highly positive correlation between emotional maturity and academic achievement of higher secondary school students clearly demonstrated that higher the emotional maturity of adolescents better their academic achievement.

Jain and Pasrija (2014) have studied emotional maturity and adjustment of senior secondary school students. The sample consisted of 140 senior secondary school students that has been selected through random sampling technique. Emotional Maturity Scale by Singh and Bhargava (1984) and Bell Adjustment Inventory by Mohsin and Hussain (1962) were used to measure the emotional maturity and adjustment of students respectively. Results found no significant difference in Emotional Maturity and Adjustment level of senior secondary school students in relation to type of schools (Govt. and Private school) and gender (boys and girls).

Dutta *et al.* (2013) have studied the emotional maturity of secondary school students. The sample consisted of 1000 Students, out of 1000 students 500 were boys and 500 were girls selected randomly from 32 Government and private secondary schools from Lakhimpur and Sonitpur districts of Assam. Emotional Maturity Scale developed by Bhargava and Singh (1990) was used to assess the emotional maturity levels of students. Interestingly the results of the study revealed that there was no significant difference in various areas of emotional maturity of government and private school students, boys and girls and rural and urban secondary school students of both districts of Assam.

Roja *et al.* (2013) have studied the emotional maturity and self concept at higher secondary level students. The sample was teenage adolescent students taken from Pudukkottai district, Tamilnadu. Emotional maturity scale and self concept scale were used to assess the students in Normative Survey method. The results found positive relationship between emotional maturity and self concept. Hereditary factors, personal factors

(maturation, training, health, intelligence, family relationship, social environment and control over emotions) and self concept had (age, appearance, gender, culture, economical status) influence on emotional maturity of adolescents.

2.4 Studies related to Mental Health Status of adolescents

Desai (2017) conducted a comparative study on mental health among rural and urban adolescent students of higher secondary school. The sample consisted of 240 higher secondary school students from Valsad district in Gujarat state. The sample was selected randomly in terms of sex (male and female), area of residence (rural and urban) and type of family (Joint Family and Nuclear Family) in equal proportions. Mental Health (2005) was measured by Singh and Alpana Sengupta's Test of Mental Health Battery. Results revealed that boys had good mental health than girls. Interestingly from the study, it is found that rural students surpassed their urban counterparts on mental health. Further adolescents from joint families possessed better mental health than adolescents from nuclear families.

Murugan (2017) conducted a study on relationship between mental health and adjustment of higher secondary school students. The sample consisted of 103 respondents (53 male and 50 female students) selected from higher secondary school students in Kanyakumari District, Tamil Nadu. Mental Health Scale developed by Sakthimani (2010) and Adjustment Inventory developed by Sinha and Singh (2007) was used for data collection. Results revealed that there is significant difference between male and female higher secondary school students in their mental health. Results revealed that the female higher secondary school students are better in their mental health compared to their counterparts boys.

Brahmbhat (2016) has studied mental health of 120 higher secondary students (30 male students and 30 female students of Gujarati medium, 30 male students and 30 female students of English medium) from Ahmedabad City. Mental health Inventory by Singh and Gupta (2010) was used assess the students. The results of the study revealed significant difference between Gujarati medium and English medium of students of higher secondary school on mental health. Gujarati Medium students of higher secondary school were found to be better on mental health than English Medium students of higher secondary school.

Joseph (2015) has studied Mental Health of high school students. The sample size was 150 high school students from Kallakurichi taluk at Villupuram District of Tamilnadu. The tool Mental Health Inventory standardized by Droved and Augustine (1990) was used to assess the mental health status of students. The results of the study revealed that the level of mental health of high school students is moderate. There is significant difference between boys and girls in their level of mental health and also there is 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. Interestingly students of both joint and nuclear families possessed similar mental health status levels.

Naik *et al.* (2015) have studied mental health among rural and urban adolescent students. 200 secondary students from different schools were selected through random sampling technique of Chattisgarh. General Health Questionnaire (GHQ-28) by Goldberg and Hillier (1979) was used. The study found significant difference in mental health among girls and boys in rural and urban areas. Rural boys have higher mental health than rural girls.

Thirukkovela and Dhanalakota (2015) have studied Mental Health among Rural Secondary School Adolescents. The study was conducted among eleven selected secondary schools (5 residential, 5 non- residential schools and one private school) for students of classes 8, 9 and 10 (574 students) in Karimnagar district of Andhra Pradesh, India. Likert scale was used to assess the status of mental health of the school adolescents. The results found that residential school students perceived more academic stress and problems of mental health when compared to the Non residential school students and caste of the student is significantly influencing the mental health of the student.

Bartwal (2014) has studied on Mental Health and Social Intelligence of senior secondary students. The sample consisted of 400 students of Chamoli district of Uttrakhand and Saharanpur district of Uttar Pradesh. Mental Health Battery (MHB) developed by Singh and Gupta (2000) and Social Intelligence Scale (SIS) developed by Chaddha and Usha Ganesan (2004) were used to assess the students. The results of the study revealed no significant difference in mental health of rural and urban students and also explored that there was a positive relationship between mental health and social intelligence which

clearly demonstrated that students who are socially intelligent possessed good mental health status.

Kaur and Arora (2014) have studied the relationship between academic achievement and mental health of adolescents. The sample consisted of 300 adolescents (150 rural and 150 urban) studying in government schools belonging to Ludhiana and Moga districts of Punjab. Tools used for the study were the Mental Health Battery (Singh and Gupta 2005) and the results on mathematics for academic achievement. Results of the study revealed that there is a highly significant relation between academic achievement and two dimensions of mental health namely overall adjustment and intelligence for the sample as a whole.

Kalaiyaran and Solomon (2014) have studied Mental Health among Adolescents. The purpose of this study is to understand the mental health and related problem among adolescents using secondary data. The result of the review article given that every adolescent need social and emotional learning skill such as awareness of self and others, positive attitude and value, responsible decision making and social interaction skill which helps to improve their mental health status.

Patel (2014) has studied Mental Health of 386 Higher Secondary School Students of Ahmedabad city. Mental health battery developed by Manoj Shastri was used to assess the mental health status of students. The results found that there is no significant difference between gender, standard and area on the mental health of the students.

Shastri (2012) has studied Mental Health of IX class students. The sample size was 244 students, out of which 187 are boys and 57 are girls from Modasa Taluka of Gujarat. Mental health battery developed by Manoj Shastri was used to assess the mental health status of students. The results revealed that about 50 per cent of students have medium level of mental health, where as 11 percent have lower level and 37.30 per cent have higher level of mental health, There is no effect of gender on mental health of the students studying IX of Modasa taluka, The effect of area is seen on the mental health of the students of studying IX of Modasa Taluka were the mental health of rural student is found much better than that of the semi-urban students. The mental health of students with lower educational achievement is better among the students of studying IX of Modasa taluka.

2.5 Studies related to relationship between family environment and emotional maturity of adolescents

Rajeshwari and Raj (2017) have studied the impact of Environmental Factors on Emotional Maturity of 150 respondents from Karnataka State. Emotional maturity scale developed by the researcher was used to collect data. Results of the study revealed that the level of emotional maturity among students differed significantly due to different environmental factors i.e parents, family status, family type, area of residence, siblings and working status of mother. Positive environmental factors lead to high level of emotional maturity among students while negative settings of environment lead to low level of emotional maturity among students.

Bhut and Zalavadia (2016) studied the Emotional Maturity and Home Environment among 210 college students of Rajkot city. Emotional maturity scale developed by Roma Pal (1988) and Home Environment Scale by Sarla Java (1975) were used to assess the emotional maturity levels and home environment of students. The results of the study revealed that there is significant positive correlation between the College Student Emotional Maturity and Home Environment. It means that students with high emotional maturity were from families with favorable home environment.

Mondal and Sutradhar (2015) studied the effect on home environment on different dimensions of emotional maturity of adolescents. The sample consisted of 120 adolescents from Bilaspur District of Chhattisgarh. Home Environment Inventory by Karuna Shankar Mishra (1989) and Emotional Maturity Scale by Singh & Bhargava (2005) were used for the study. The results found that home environment has effect on emotional maturity, emotional instability, emotional regression, social maladjustment, personal disintegration and independence of adolescents.

Mathew and Vincet (2015) have studied the positive relation between emotional maturity and home environment. The tools used in this study were Home Environment Inventory (HEI) developed by Karuna Shankar Misra (1989) and Emotional Maturity Scale (EMS) developed by Singh and Bhargava (1971). The results found positive significant relationship between emotional maturity and nurturance component of Home Environment Inventory. Better the family nurturance better the emotional maturity of adolescents.

Kumar (2014) has studied the Emotional maturity of adolescent students in relation to their family relationship. The sample consisted of 60 adolescent students (30 boys and 30 girls) of higher secondary level from Karnal city. Tools used for data collection were Family Relationship Inventory developed by Sherry and Sinha (2011) and Emotional Maturity scale by Singh and Bhargava (2005). The results found significant difference in emotional maturity of boys and girls and also study found significant relation between emotional maturity and family relationship of adolescent students. Parental attitude marked by acceptance, concentration and avoidant parenting is associated with adolescent development of emotional maturity.

Singh *et al.* (2014) studied Family Structure on Social and Emotional Maturity of adolescents. 277 adolescents studying in class XI were taken randomly from Pantnagar. Social Maturity Scale developed by Nalini Rao (1986), Emotional Maturity Scale by Singh and Bhargava (2005) and Self-designed socio-demographic questionnaire was used to collect data. The results of the study revealed that respondents from joint family were more personally, interpersonally and socially adequate and thus, socially mature than those from nuclear family. Similarly, they were significantly higher on emotional stability, emotional progression, social adjustment, personality integration and independence component of emotional maturity than those from nuclear family. Interestingly it is found that Social maturity was significantly and positively correlated across type of family.

2.6 Studies related to relationship between family environment and mental health status of adolescents

Malhotra (2016) conducted a study on the influence of family environment on mental health of students at formal operational stage of cognitive development. The sample consisted of 200 students from the district of Rohtak in the state of Haryana. Family Environment Scale developed by Bhatia & Chadha (1993) and Mental Health Battery (MHB) developed by Singh & Gupta (revised in 2008) was used to assess the family environment and mental health status of students. The results of the study revealed cohesion, acceptance & caring, active recreational orientation and independence positively influenced the mental health whereas expressiveness, organization and control affect the mental health of students of formal operational stage in negative direction which clearly demonstrates that good mental health involves a number of internal processes that are best

developed through warm and caring parents with clear and consistent expectations, emphasis on the reinforcement of positive behavior.

Kaur *et al.* (2015) studied the relationship between family environment with mental health of adolescents. The sample consisted of 60 adolescents including boys and girls chosen from one school in urban area and another from rural area through random sampling technique from Sirsa district of Haryana. The family environment of the adolescents was assessed by using family environment scale by Bhatia and Chadha (1993) and mental health of the adolescents was assessed by Mental Health Check list by Parmod Kumar (1992). The results found that there is no significant relationship between mental health and family environment among adolescents. It is surprisingly to note that it was found that there was no significant difference in mental health of rural adolescent boys and girls and family environment of urban adolescent boys and girls. Significant difference was observed in family environment of rural boys and girls and mental health of urban boys and girls. Interestingly rural adolescents girls had better family environment than rural adolescent boys and urban boys had higher mental health than their urban counter parts.

Mahalakshmi and Pugalenty (2015) have studied Home Environment and Mental Health of higher secondary students of Coimbatore district. The sample size was 80 participants, 46 of whom were females and 34 were male. "Mental Health Inventory" developed by Jadish and Srivas (1983) and Home Environment Inventory standardized by Karuna Shankar Misra (1989) were used to collect the data. The results found no significant difference in home environment of students based on gender, locality and type of Family. It means that these demographic variables did not affect the home environment of students to a greater extent. Interestingly Students from joint family have better home environment than the students from nuclear family

Sathyabama and Eljo (2014) studied Family Environment and Mental Health of Adolescent Girls. Ninety adolescent girls were chosen through disproportionate sampling procedure in Government Higher Secondary School, Ammapalayam, Perambalur District of Tamilnadu. Family Interaction Pattern Scale developed by Bhatti (1986) and General Well Being Scale (Positive Mental Health) by Verma (1986) were used to collect data. The results revealed that there is significant positive relationship between family environment

of the adolescent girls and their levels of general wellbeing which enable the adolescent girls to cope with the challenges that arise in critical transitional periods.

Barmola (2013) has studied Family Environment, Mental Health and Academic Performance of Adolescents who were in the age range 14-16 years. The sample consisted of 300 high school students selected from five different public schools of Haridwar and Dehradun districts of Uttarakhand. Family Environment Scale and Mental Health Scale were used to collect data. The results found significant relationship between family environment and mental health, and mental health and academic performance. In another finding no significant relationship was found between family environment and academic performance. So it can be said that family environment can have significant relationship with mental health but not with academic performance. On the other hand both mental health and academic performance can have significant relationship.

Sharma (2013) conducted a study on Family Relationship Pattern and Mental Health of Adolescents in age group of 13 to 15 years. The sample consisted of 100 high school students (50 girls and 50 boys) selected randomly in four different government schools from Dibrugarh of Assam. Family Relationship Inventory (FRI-ss) developed by Sherry and Sinha (2011) was used to measure three types of parental attitudes-acceptance, concentration and avoidance in a family. Mental Health Checklist (MHC) developed by Pramod Kumar (1992) was employed to assess mental health in adolescents. The findings of the study disclose that the correlation between adolescents' Mental Health and their Family Relationship patterns is low to moderate positive correlation. No significant correlations were indicated in the parental attitude dimension of concentration and good mental health category in adolescents, but this attitude had significant moderate positive correlation with poor mental health in adolescents. This indicates that though a parental attitude with low concentration has no relationship with adolescents' good mental health, high parental concentration has a moderate positive relationship with poor mental health. The results also indicated that socio-economic status does have an impact on the mental health in adolescents. With respect to the variance in attitude between mother and father with respect to acceptance, avoidance and concentration towards girls and boys, significant variance was seen in maternal acceptance and paternal acceptance towards either gender or family.

2.7 Studies related to relationship between emotional maturity and mental health status of adolescents

Mohithe (2018) has studied the relationship between emotional maturity and mental health among youth with a sample size of 80 (boys 40 and girls 40) sample. Emotional Maturity Scale by Bhargava (2005) and Mental Health Inventory (MHI) by Jagdish and Srivastava (1983) were used. The results found positive correlation between emotional maturity and mental health of boys and negative correlation between emotional maturity and mental health of girls.

Sodhi (2016) conducted a study on Emotional Intelligence as Predictor of Mental Health among Normal and Chronic Disease Group. Sample size of the study is 400 respondents (200 normal healthy individuals, 200 chronic disease group individuals). Multidimensional Measure of Emotional Intelligence (MMEI) and General Health Questionnaire (GHQ) were used for the purpose of data collection. The results showed that various factors of emotional intelligence is significantly associated with mental health and further Step-wise multiple regression analysis revealed that emotional intelligence is significant predictor of mental health.

Kansal and Bala (2015) conducted a study on relationship between Mental Health and Emotional Maturity of adolescents. The sample consisted of 580 adolescents of 10th class from Bhatinda District of Punjab state. Mental health battery by Singh & Gupta (1983) and Emotional Maturity Scale by Singh & Bhargava (2005) were used for data collection. The data was analyzed by using Coefficient of Correlation. The results found no significant relationship existing between mental health and emotional maturity of adolescents. (a) Significant negative correlation was found between emotional stability, security- insecurity and intelligence dimensions of mental health and emotional maturity that is over-all adjustment, autonomy and self concept are found to be insignificantly correlated with emotional maturity. (b) Significant negative relationship between mental health and overall emotional maturity of adolescents.

Dhull (2014) studied Emotional Maturity among 400 Senior Secondary School Students in Relation to their Self-esteem and Mental Well-Being. The tools used were Emotional Maturity Scale by Singh (1977), Self-Esteem Inventory by Stanley Coppersmith

and Mental Health Battery developed and standardized by Singh and Gupta (2000). The results showed that self-esteem scores were correlated with personality factors indicating positive relationship with emotional maturity, psychological adjustment and intellectual behavior. The study also found positive and significant relationship between mental health and emotional maturity of secondary school students.

Singh (2014) has studied mental health of adolescents in relation to emotional maturity and parent child relationship. The sample comprised of 200 IX class adolescents (100 boys and 100 girls) studying in Government Secondary Schools from Moga district. The data was obtained by using Emotional Maturity Scale (2011) by Singh and Bhargava, Parent Child Relationship Scale (2011) by Rao and Mental Health Battery (2012) by Singh and Gupta. The results showed positive and significant relation between Mental Health and Emotional Maturity of Adolescents. It is also evident from the results that Mental Health and Parent Child Relationship of Adolescents are positively and significantly related with each other.

Quadri and Shirsath (2012) have studied Mental Health and Emotional Maturity among urban child labour students and other adolescents of 10 to 18 years. The sample consisted of 150 child labour students, 150 regular school going students from Indus child labour project from Maharashtra. The results showed that child labour and regular school going students differed from each other significantly on the emotional maturity favouring school going children than the child labour on emotional maturity.

2.8 Studies related to relationship between family environment, emotional maturity and mental health status of tribal adolescents

Ali and Eqbal (2016) conducted a study on mental health status of tribal school going adolescents in the age group 13-17 years. The sample consisted of 780 male students from rural community of Ranchi, Jharkhand. Socio demographic data sheet and Strengths and Difficulties Questionnaire (SDQ) by Giannakopoulos & Tzavara (2009) were administered to the adolescents. In the survey study it was found that 5.12 percent of the tribal students were having emotional symptoms, 9.61% of the tribal students were having conduct problems, 4.23 percent of the students were having hyperactivity and 1.41 percent of the tribal students were having significant peer problems.

Bala (2016) has studied mental health of adolescents in relation to emotional maturity and family environment. Sample size of the study is 580 respondents (290 urban and 290 rural) of age group 13 to 18 years in various secondary schools from Bhatinda district of Punjab state was selected randomly. The data was obtained by using Emotional Maturity Scale (1993) by Singh and Bhargava, Family Environment scale (1983) by Bhatia and Chandha and Mental Health Battery (1983) by Singh and Gupta. Interestingly no significant difference was found in mental health of urban and rural adolescents.

Anjali (2015) has studied the effect of gender, community culture and type of school on emotional maturity of tribal and non-tribal pre-adolescents who were in the age range 13 to 16 years. The sample consisted of 150 students from Gandhari area of Nizamabad district in Telangana State. Emotional maturity scale developed by Singh & Bhargava (2005) was used to assess the emotional maturity levels of adolescents. The results of the study revealed that non-tribal adolescents performed better on emotional maturity than tribal adolescents. Surprisingly from the results it is also evident that students in private schools performed significantly better than students in government schools on emotional maturity.

Sinha (2014) conducted a study on Emotional Maturity among Tribal and Non-Tribal Adolescent Girls. The sample consisted of 100 students (50 tribal and 50 non-tribal) of 16-18 years adolescent girls from Ranchi town. Emotional Maturity Scale developed by Singh & Bhargava (2005) was used to assess the emotional maturity levels of adolescents. The results showed that non-tribal adolescent girls having high level of Emotional Maturity in comparison to the tribal adolescent girls.

From the review of literature it is evident that family environment, emotional maturity had significant impact on mental health status. Further there are very limited studies carried out on tribal adolescents mental health.

Material and Methods

Chapter III

MATERIALS AND METHODS

The present study was undertaken to analyze the family environment, emotional maturity and mental health status of tribal adolescents residing in tribal schools in Visakhapatnam district of Andhra Pradesh. The method followed in the course of investigation is discussed under the following sections.

- 3.1 Research design
- 3.2 Location of the study
- 3.3 Sample and sampling procedure
- 3.4 Variables and their empirical measurement
- 3.5 Operational definitions
- 3.6 Measurement tools
- 3.7 Data collection procedure
- 3.8 Analysis pattern

3.1 Research Design

The design of research is the most important and crucial aspect of research methodology. In a broad sense “Research Design” is the entire process of planning and carrying out the research or investigation. Based on the nature of the problem and objectives, Ex-Post facto research design was adopted for conducting study. An ex post facto research design is a method in which groups with qualities that already exist are compared on some dependent variables.

3.2 Location of the study

The study was conducted in Visakhapatnam district of Andhra Pradesh

3.3 Sample and Sampling procedure

The sample was collected from the schools in tribal areas by using random sampling method. The sampling procedure involved is:

3.3.1. Selection of Mandals

An enumeration plan was prepared by listing out the schools in

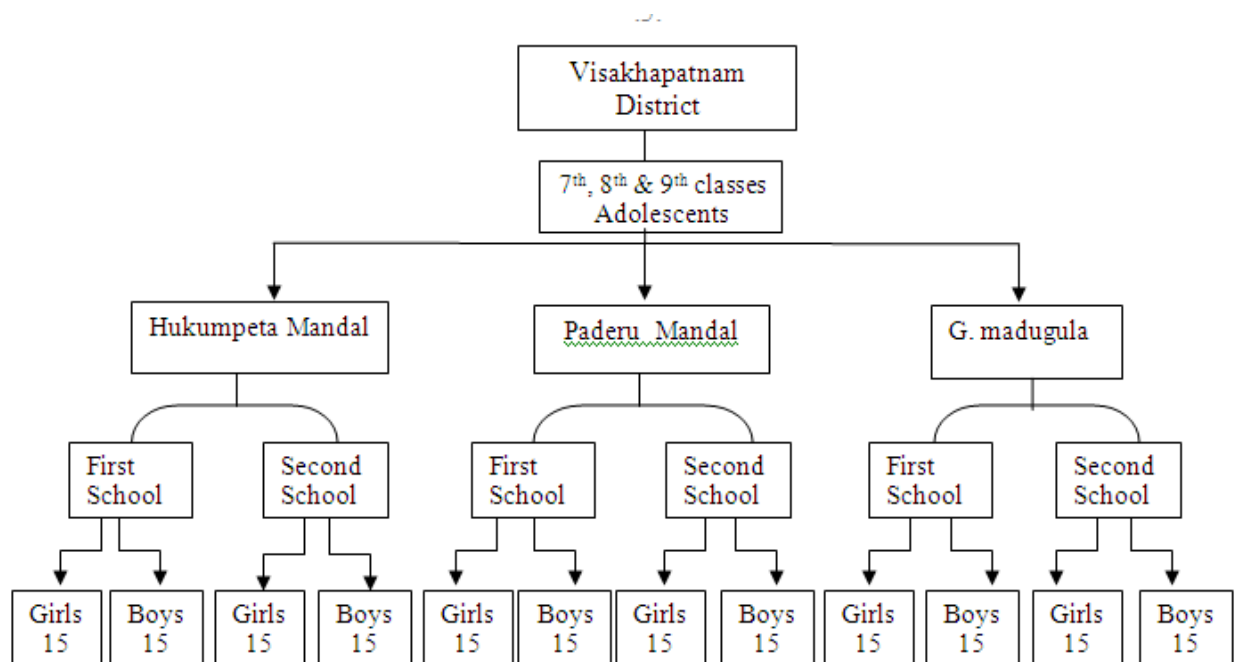
Visakhapatnam district of Andhra Pradesh.

Selection of Mandals – Out of 11 tribal mandals of Visakhapatnam district i.e, Paderu, G. Madugula and Hukumpeta were selected randomly for data collection.

Selection of schools- 2 schools were selected from each mandal. whole sample was collected from six schools in 3 selected mandals in tribal area.

Selection of sample: the sample for the study comprises of 180 tribal adolescents of both genders selected randomly who were in the age range of 13-15 years and studying 7th, 8th and 9th classes.

Table 3.1 Distribution of sample based on mandals and schools.



3.4 Variables and Empirical Measurement

The study included both independent and dependent variables and the relationship between the independent variables and the dependent variables are studied in the present investigation. The details of the independent and dependent variables are given below.

Relationship between independent and dependent variables are studied in the present study. Details of independent and dependent variables and their

measurement are presented in table 3.4.1

Table 3.2 Variables selected and their empirical measurement

A.	Independent variables	Measuring tools
1.	Child related <ul style="list-style-type: none"> ▪ Age ▪ Gender ▪ Type of family ▪ Socio-economic status ▪ Class of study 	General information Schedule – Developed by the researcher for the purpose of study
2.	Family Environment Dimensions <ul style="list-style-type: none"> ➤ Cohesion ➤ Expressiveness ➤ Conflict ➤ Acceptance and Caring ➤ Independence ➤ Active Recreational orientation ➤ Organization ➤ Control 	Family Environment scale by Bhatia and Chadha (2005)
3.	Emotional Maturity Dimensions <ul style="list-style-type: none"> ➤ Emotional Stability (ES) ➤ Emotional Progression (EP) ➤ Social Adjustment (SD) ➤ Personality Integration (PI) ➤ Independence (I) ❖ Total Emotional Maturity 	Emotional Maturity Scale by Singh and Bhargava (2005)
B.	Dependent variable	
1.	Mental Health Dimensions <ul style="list-style-type: none"> ➤ Emotional stability 	Mental Health Battery by Singh and Gupta

	<ul style="list-style-type: none"> ➤ Over-all adjustment ➤ Autonomy ➤ Security-Insecurity ➤ Self- concept ➤ Intelligence ❖ Total Mental health 	(2005)
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3.5 Operational Definitions

According to Kerlinger (1995) operational definition means giving meaning to a variable by spelling out what the investigator must do to measure it.

Independent Variables- Independent variable is the variable which is manipulated by the experimenter and logically it has some effect on dependent variable (Kerlinger, 1995).

3.5.1 Child related:

- a. **Age:-** It is the number of years completed by the adolescent at the time of investigation.
- b. **Gender:** - It is a scheme for categorization of individuals based on biological differences for assigning social difference as females and males.
- c. **Type of family:** It is composition of members in a family.
- d. **Socio-economic status:** Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation.
- e. **Class of the study:** It is the class in which the adolescents are studying at the time of investigation.

3.5.2 Family environment:

Family environment: It is the perception of the respondent about his/her conjugal family environments which include cohesion, expressiveness, conflict, acceptance and caring, independence, active recreational orientation, organization and control dimensions.

Cohesion – It is the degree of commitment, help, and support family members provide for one another.

Expressiveness – It is the extent to which family members are encouraged to act openly and express their feelings and thoughts directly.

Conflict – It is the amount of openly expressed aggression and conflict among family members.

Acceptance and Caring – It is the extent to which the members are unconditionally accepted and the degree to which caring is expressed in the family.

Independence – It is the extent to which family members are assertive and independently make their own decisions.

Active- Recreational Orientation – It is the extent of participation in Social and recreational activities.

Organization – It is the degree of importance of clear organization structure in planning family activities and responsibilities.

Control – It is the degree of limit setting within a family.

3.5.3 Emotional Maturity: It is defined as the ability to respond to situations, control of emotions and behaving in an adult manner when dealing with others. The five dimensions operational definitions of Emotional Maturity are

Emotional Stability (ES) –It is the characteristics of a person that does not allow him to react excessively or given to swings in mood or marked changes in any emotive situation. The emotionally stable person is able to do what is required of him in any given situation.

Emotional Progression (EP) - It is the characteristic of a person that refers to a feeling of adequate advancement and growing a vitality of emotions in relation to the environment to ensure a positive thinking imbued with righteousness and contentment.

Social Adjustment (SD) – It is the process of interaction between the needs of a person and demands of the social environment in any given situation, so that they can maintain and adapt a desired relationship with environment.

Personality Integration (PI) – It is the process of firmly unifying the diverse elements of an individual's motives and dynamic tendencies, resulting in harmonious coactions and de-escalation of the inner conflict in the undaunted expression of behavior.

Independence (I) – It is the capacity of a person's attitudinal tendency to be self-reliant or of resistance to control by others, where he can take his decisions by his own judgment based on facts by utilizing his intellectual and creative potentialities.

Dependent Variable: The dependent variable is the factor that is measured to determine the effect of independent variables. In the present investigation Mental Health was considered as dependent variable.

3.5.4 Mental health: Mental health includes emotional, psychological and social well-being. The six dimensions operational definitions of Mental Health are

Emotional Stability: - It is experiencing subjective stable feeling which has positive or negative values for the individual.

Over-all Adjustment: -Individuals are achieving an overall harmonious balance between the demands of various aspects of environment, such as home, health, social, emotional and school of the one hand and cognition on the other.

Autonomy: -It refers to a stage of independence and self-determination in thinking.

Security-Insecurity: - The high (or low) sense of safety, confidence, freedom from fear, apprehension or anxiety particularly with respect to fulfilling the persons present or future needs.

Self-Concept:- The sum total of the person's attitude and knowledge towards himself and evaluation of his achievements is called as self-concept.

Intelligence: - A general mental ability which helps the person in thinking rationally, and in behaving purposefully in his environment.

3.6 Measurement Tools: General information schedule, Family Environment Scale, Emotional Maturity Scale and Mental Health Battery were used to collect from the sample (appendix)

General information schedule: - General information schedule was prepared to get the profile of the child i.e., name, age, gender, type of family, socio-economic status and class of the study. The information schedule was constructed for the purpose of the study found the broad framework for collecting personal profile of the sample.

3.6.1 Family Environment

Family Environment Scale (FES) was developed by Bhatia and Chadha (2005) based

on the Family Environment Scale by Moos (1974). This scale is in English and includes 69 items and measures eight dimensions of family environment – Cohesion, Expressiveness, Conflict, Acceptance and Caring, Independence, Active Recreational Orientation, Organization and Control.

Table- 3.3 Dimensions and number of positive and negative items of Family Environment Scale

S. No	Dimensions	Positive Items	Negative items	Total Items
1	Cohesion	1,9,24,37,43,55,60,63,66,67	17, 31, 49	13
2	Expressiveness	10, 25,38,44,56,	2,18,32,50	9
3	Conflict	11,19,39,51,61,69	3,26,33,45,57,64	12
4	Acceptance & Caring	8, 16,36,42,48,54,59,62	23,30,65,68	12
5	Independence	4,27,46,52		9
6	Active Recreational Orientation	5,13,21,28,47		8
7	Organization	14	6	2
8	Control	7, 22	15, 29	4
Grand Total				69

Administration and Scoring: The scale was administered by asking the respondents to select the items by making any one of the five response options: strongly agree, agree, neutral, disagree and strongly disagree. On the basis of the total score obtained by the subjects for each dimension of family environment the respondents were classified into high, average and low on each of the 8 dimensions.

Table- 3.4 Classification and Scoring of Family Environment Scale

S.No	Dimensions	Raw Score	Qualitative Norms
I	Cohesion	61 and above	High
		46 to 60	Average
		45 and below	Low
II	Expressiveness	40 and above	High
		28 to 39	Average
		27 and below	Low
III	Conflict	52 and above	High
		38 to 51	Average
		37 and below	Low
IV	Acceptance and caring	55 and above	High
		41 to 54	Average
		40 and below	Low
V	Independence	41 and above	High
		31 to 40	Average
		31 and below	Low
VI	Active-recreational orientation	34 and above	High
		26 to 33	Average
		25 and below	Low
VII	Organization	10	High
		7 to 9	Average
		6 and below	Low
VIII	Control	18 and above	High
		14 to 17	Average
		13 and below	Low

Reliability:-

Split- half reliability was found for the present scale. For this purpose the present scale was split into two halves. The scores of dimensions were also split into halves. The scores for each of the half tests the reliability coefficient of the whole test was 0.95 estimated using the Spearman Brown prophecy formula.

Validity:-

Face and content validity was tested for content verification by giving the scale to eighteen experts to evaluate the tests items. Only those items with at least 75 percent agreement among the judges were retained.

For content validity the dimensions of the family environment were selected and clearly defined for the purpose of measuring the specific aspect of the environment. These definitions were also subjected to the judgment of the eight experts in the first step, and five experts in second step.

3.6.3 Emotional Maturity

Emotional Maturity Scale developed by Yashvir Singh & Mahesh Bharagava (2005) was adopted. This scale has total 48 items under five categories. First four (Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration) dimensions has 10 items and independence has 8 items.

Scoring:

Items of the scale are in question form demanding information for each in either of the five options, very much (5), much (4), undecided (3), probably (2) and never (1)

Total score on the scale is indicative of emotional maturity where the greater the total score on the scale higher emotional immaturity.

Table- 3.5 Scoring and Classification of Emotional Maturity Scale

Scores	Level of maturity
50-80	Extremely emotionally mature
81-88	Moderately emotionally mature
89-106	Emotionally immature
107-240	Extremely emotional immature

Validity:- The scale was validated against external criteria, i.e., the Gha (□) area of the adjustment inventory for college students by Sinha and Singh. The inventory has ‘Gha’ area measuring emotional adjustment of college students. The number of items of this area is twenty-one. Product moment correlation obtained between total scores on all twenty-one ‘Gha’ items and total scores on EMS was .64 (N=46).

Reliability:- The reliability of the scale was determined by: (i) Test – retest Method and (ii) Internal Consistency.

- (i) Retest reliability – The scale was measured for its test –retest reliability by administering upon a group of students (N= 150) including male & female students. The time interval between the two testing was that of six months. The product moment r between the two testing was .75
- (ii) Internal Consistency –The internal consistency of the scale was checked by calculating the coefficient of correlations between total scores on each of the five areas.

Mental Health Battery: Mental Health Battery (MHB) developed by Arun Kumar Singh and Alpana Sen Gupta (2005) was used. The scale consists of two parts i.e., Section – A and Section – B. Section – A deals with socio-economic status of parents with 4 indices, and Section – B deals with mental health status of children of age group of 13 to 22 years Section – B is divided into six dimensions consisting of 130 items. An administrator can use these forms individually or in combination. This is a power test with no time limit. The dimensions of MHB & total number of questions measuring these dimensions are:

Table 3.6 Dimensions of Mental Health Battery (MHB)

Part	Areas of Mental Health	Total No. of Items
I	Emotional stability (ES)	15
II	Over-all adjustment (OA)	40
III	Autonomy (AY)	15
IV	Security-Insecurity (SI)	15
V	Self-Concept (SC)	15
VI	Intelligence (IG)	30
	Total	130

Scoring Pattern:

The scoring of MHB comprises of two sections – **section A and section B.**

Section A- item Nos. I to IV of preliminary information should be given weight to determine socio-economic status (SES) of the examinee. A, B, C, D of item No. II, III and IV each should be given the score of 1, 2, 3 and 4 respectively whereas A, B, C, D and E of item No. I should be given a score 5,4,3,2 and 1 respectively. Scores earned should be added together to yield final total score and finally, SES should be judged as under upper, middle and low SES.

Section B -The answers of those items (in each part) which tally with the answers given in the scoring key would be given a score of +1. If they don't tally, they will be given a score of zero.

The classification of the sample with respect to their mental health status is given based on the total score obtained (Table No.3.7).

Table 3.7 Classification and Scoring of Mental Health Battery (MHB)

S. No.	Domain	Category	Score range
I.	Section – A		
1.	Socio-economic status (SES)	Upper SES	15-17
		Middle SES	9-14
		Low SES	8 or below
II.	Section – B		
1.	Emotional stability	High	11-15
		Average	6-10
		Low	1-5
2.	Over-all adjustment	High	27-40
		Average	14-26
		Low	1-13
3.	Autonomy	High	11-15
		Average	6-10
		Low	1-5
4.	Security – Insecurity	High	11-15
		Average	6-10
		Low	1-5
5.	Self – Concept	High	11-15
		Average	6-10
		Low	1-5
6.	Intelligence	High	21-30
		Average	11-20
		Low	1-10
7.	Mental Health Status	Excellent Mental Health	90 and above

	Good Mental Health	70 to 89
	Average Mental Health	50 to 69
	Poor Mental Health	30 to 49
	Very Poor Mental Health	Below 29

Reliability: Both temporal stability reliability and internal consistency reliability of Mental Health Battery were computed. The details are given in Table 3.8.

Table 3.8 Reliability Coefficient of Mental Health Battery (MHB)

Part	Area	Mean Age	N	Test-retest reliability	Odd-even (whole length) Reliability
I.	Emotional Stability	15.6 Yrs.	102	rtt = .876	rtt = .725
II.	Over-all Adjustment			rtt = .821	rtt = .871
III.	Autonomy			rtt = .767	rtt = .812
IV.	Security-Insecurity			rtt = .826	rtt = .829
V.	Self-Concept			rtt = .786	rtt = .861
VI.	Intelligence			rtt = .823	rtt = .792

Note: All correlation values were significant ($P < .01$).

Validity: MHB was validated against the different tests developed earlier. Part I of MHB was validated against Emotional Stability Test developed earlier by Sen Gupta & Singh (1985). Part II was validated against High School Adjustment Inventory (HSAI) developed earlier by Singh and Sen Gupta (1987). For part III and part V Construct validity was computed. Part IV was validated against Neuroticism Scale of MPI as adapted by Jalota & Kapoor (1975). Likewise, part VI was validated against Jalota Group General Mental Ability Test (1967). Only relevant parts of MHB with suitable criteria were given to the random sample of 102. The standard instructions of the test and the criteria were followed. The details are given in Table 3.9

Table 3.9 Validity Coefficients of Mental Health Battery (MHB)

Parts of MHB	N	Concurrent Validity	Parts of MHB	N	Construct Validity
Part I : ES	102	.673*	Part III : AY Part V : SC	102	.681*
Part II : QA		.704*			
Part IV : SI		.821*			
Part VI : IG		.823*			

*P < .01

3.7 Data Collection Procedure

Data was collected from the selected 180 adolescents by using general information schedule developed for the study.

The final schedule consisted of 4 parts. Part-I dealt with items on personal characteristics of respondents while part-II included family environment part-III contains emotional maturity and part-IV has mental health.

Prior to data collection, sufficient rapport was established with the respondents. After obtaining necessary permission from school headmasters, the purpose of the study was explained to the respondents and subsequently the randomly selected adolescents (13-15) from 7th, 8th and 9th standard students were interviewed personally for collecting the information on different dimensions of family environment, emotional maturity and mental health. The time taken for collecting the general information schedule was 10 minutes and 20 minutes for Emotional maturity scale. For family environment and mental health battery took 1 hour. Total time was taken for 3 scales were 1 hour and 30 minutes to completely collect the information.

3.8 Analysis Pattern:

Descriptive and Inferential statistics was used for analyzing the data. (Frequencies, percentages, correlation)

Results and Discussion

CHAPTER- IV

RESULTS AND DISCUSSION

This chapter deals with the results obtained from the present study. The data was collected from tribal adolescents in age range of 13-15 years, studying in tribal schools of Visakhapatnam district in Andhra Pradesh. The total sample consisted of 180 adolescents, equally represented by boys and girls. The data examined from the study was coded, consolidated, tabulated and analyzed using suitable statistical methods are presented under the following headings.

4.1 General profile of the tribal adolescents studying in tribal schools.

4.2 Perceptions of tribal adolescents about their family environment.

4.3 The emotional maturity levels of tribal adolescents.

4.4 The mental health status of tribal adolescents.

4.5 Relationship, if any, between family environment, emotional maturity and mental health status of adolescents in tribal areas.

4.1 General Profile of the tribal adolescents studying in tribal schools.

Personal profile of the tribal adolescents studying in tribal schools including age, class of study, type of family and socio- economic status is given in Table 4.1.1

Table 4.1.1 General profile of the tribal adolescents studying in tribal schools (N=180)

S.No	Profile details	Boys		Girls		Total	
		frequency (n=90)	(%)	frequency (n=90)	(%)	frequency (N=180)	(%)
I	Age						
	13 years	32	36	43	48	75	42
	14 years	39	43	30	33	69	38
	15 years	19	21	17	19	36	20
II	Class of study						
	7th class	24	27	27	30	51	28
	8th class	32	36	32	36	64	36
	9th class	34	38	31	34	65	36
III	Type of family						
	Nuclear family	60	67	64	71	124	69
	Joint family	30	33	26	29	56	31
IV	Socio-Economic Status						
	Low	33	37	35	39	68	38
	Middle	50	56	50	56	100	56
	Upper	7	8	5	6	12	7

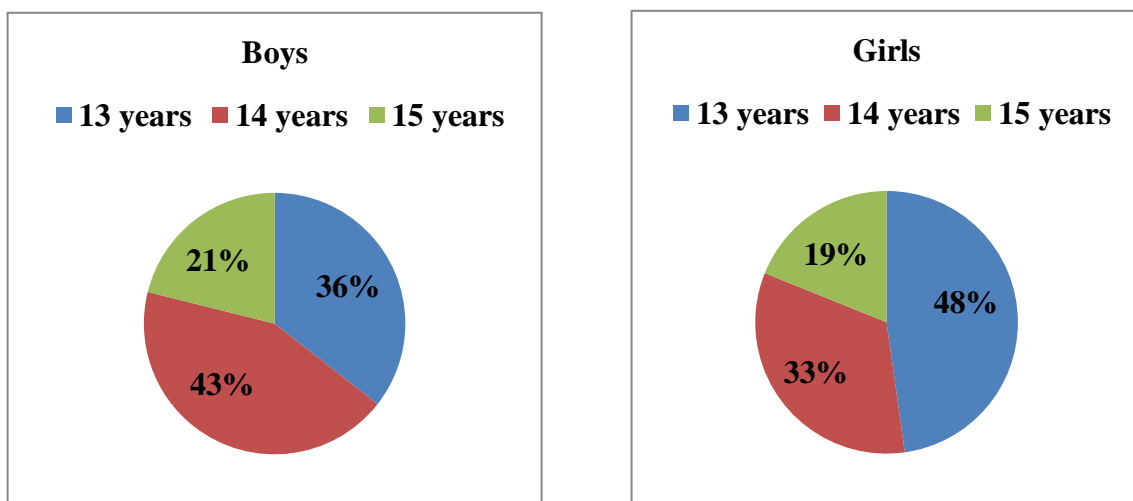


Figure: 4.1. Distribution of children based on age.

Results on tribal adolescents (fig 4.1) indicate that 43 percent of the boys belonged to the 14 years group followed by 13 years (36%) and 15 years (21%). Nearly half of the

girls under study (48%) belongs to the 13 years age group followed by 14 years (33%) and 15 years (19%) age group.

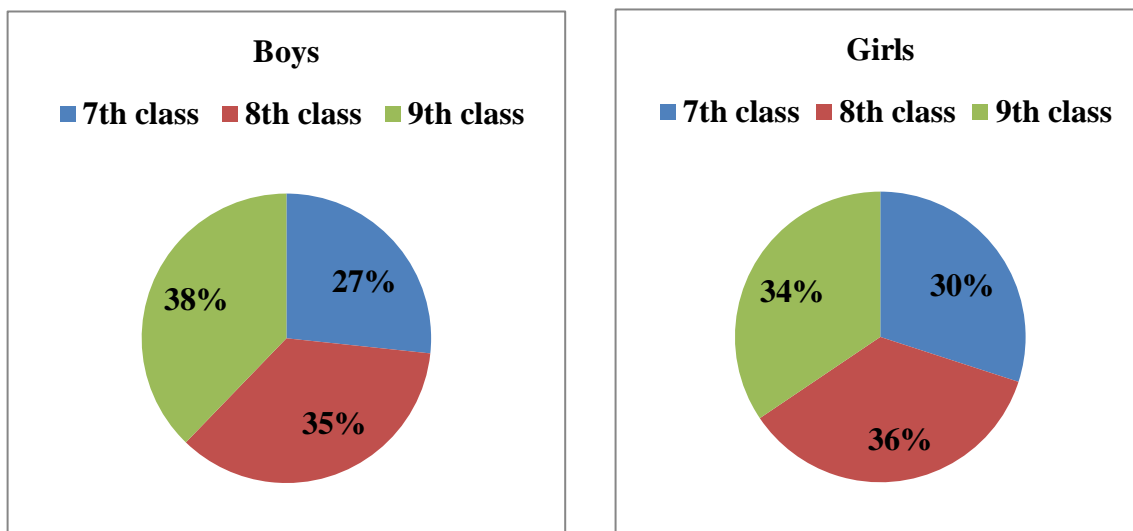


Figure: 4.2. Distribution of children based on class of study.

Results on tribal adolescents (fig 4.2) indicate that one third of the sample both boys and girls (38% and 34% respectively) were studying 9th class and one third of both boys and girls (35% and 36%) were in the 8th class and remaining (27% and 34% respectively) were in 7th class.

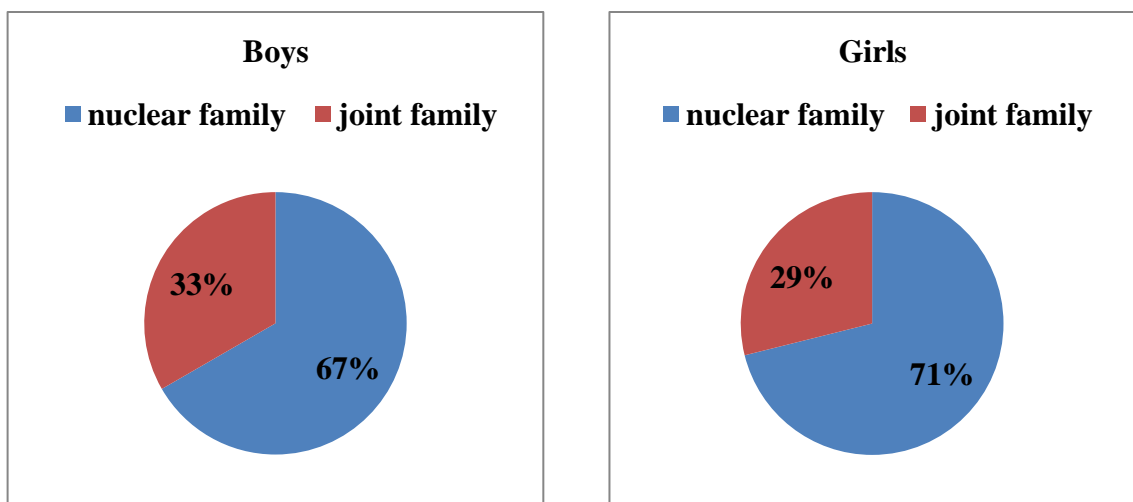


Figure: 4.3. Distribution of children based on type of family.

From the results (Fig 4.3) it is evident that two thirds (67% and 71%) of the boys and girls were from nuclear family and remaining (33% and 29%) were from joint family in tribal adolescents.

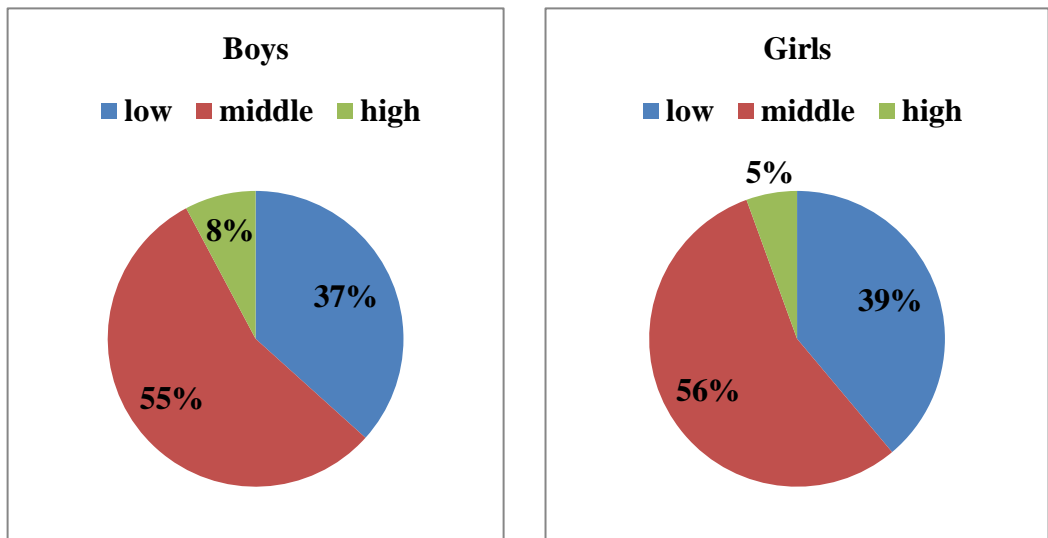


Figure: 4.4. Distribution of children based on socio-economic status.

Socioeconomic status (SES) is an economic and measure of a person's work experience and of an individual's or family's economic and social stance in relation to others, based on income, education, and occupation. To find out socio-economic status of the respondents, the SES scale developed by Singh and Gupta (2005) was used which categorizes families into 3 groups i.e, low, middle and upper SES based on the scores.

From the results (fig 4.4) obtained, it was observed that more than half of the sample selected for the study fell under middle income group (55% boys and 56% girls) followed by low income (37% boys and 39% girls) and very negligible percentage (8% boys and 5% girls) of tribal adolescents belonged to high income group.

- a. **Perceptions of tribal adolescents about their family environment:** The family environment involves the circumstances and social climate conditions within families. Family Environment of tribal adolescents is measured by using the 'Family Environment Scale' developed by Bhatia and Chadha (2005). Family environment include eight dimensions- cohesion, expressiveness, conflict, independence, acceptance and caring, active recreational orientation, organization, control. The data was collected and tabulated in the table 4.2.1

Table 4.2.1 Frequency distribution of sample based on their level of perception on dimensions of Family Environment (N=180)

S.No	Dimensions of Family Environment	Boys		Girls		Total	
		frequency (n=90)	(%)	frequency (n=90)	(%)	frequency (n=180)	(%)
I	Cohesion						
	Low	37	41	37	41	74	41
	Average	51	57	51	57	102	57
	High	2	2	2	2	4	2
II	Expressiveness						
	Low	28	31	31	35	59	33
	Average	62	69	58	64	120	67
	High	0	0	1	1	0	0
III	Conflict						
	Low	3	3	1	1	4	2
	Average	54	60	38	42	92	51
	High	33	37	51	57	84	47
IV	Acceptance and Caring						
	Low	35	39	37	41	72	40
	Average	52	58	53	59	105	58
	High	3	3	0	0	3	2
V	Independence						
	Low	58	65	63	73	121	67
	Average	31	34	23	27	58	32
	High	1	1	0	0	1	1
VI	Active recreational orientation						
	Low	38	42	39	43	77	43
	Average	44	49	43	48	87	48
	High	8	9	8	9	16	9
VII	Organization						
	Low	52	58	30	42	90	50
	Average	32	35	40	45	72	40
	High	6	7	12	13	18	10
VIII	Control						
	Low	33	37	35	39	68	38
	Average	41	45	44	49	85	47
	High	16	18	11	12	27	15

1. **Cohesion** – Cohesion is the degree of commitment, help, and support family members provide for one another. From (fig 4.5 the results indicates that 57 per cent of tribal adolescent boys and 41per cent of tribal adolescent girls were in average level and low level of cohesion and the remaining 2 percent were in low level of cohesion.

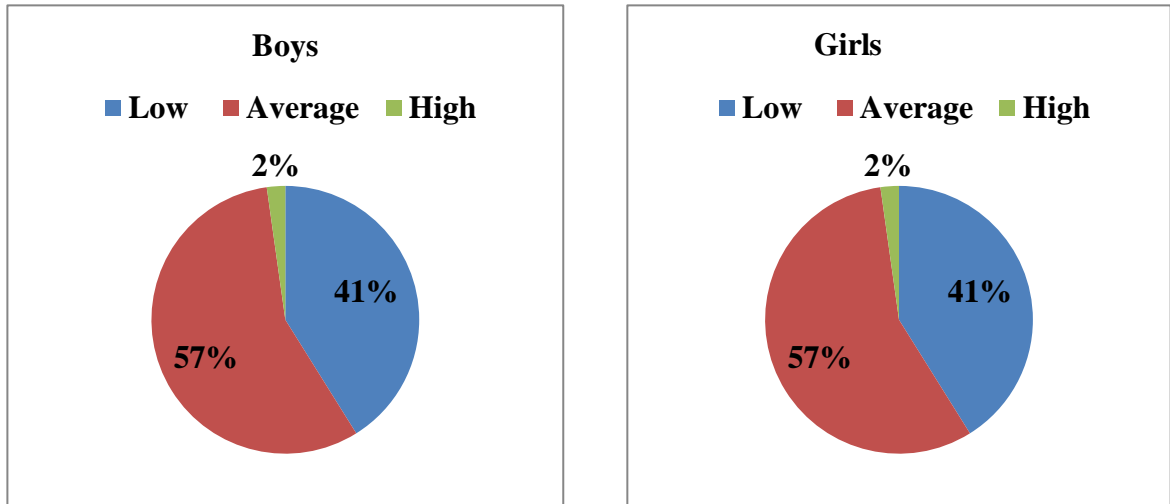


Figure: 4.5. Distribution of adolescents based on Cohesion dimension.

2. **Expressiveness** – Expressiveness is the extent to which family members are encouraged to act openly and express their feelings and thoughts directly. From the results (Fig 4.6) it is clearly seen that families of two third of the samples (69% boys and 64% girls) were encouraged to express their feelings and thoughts directly. About one third of the sample (31% boys and 35% girls) perceived that they had low perception about expressiveness.

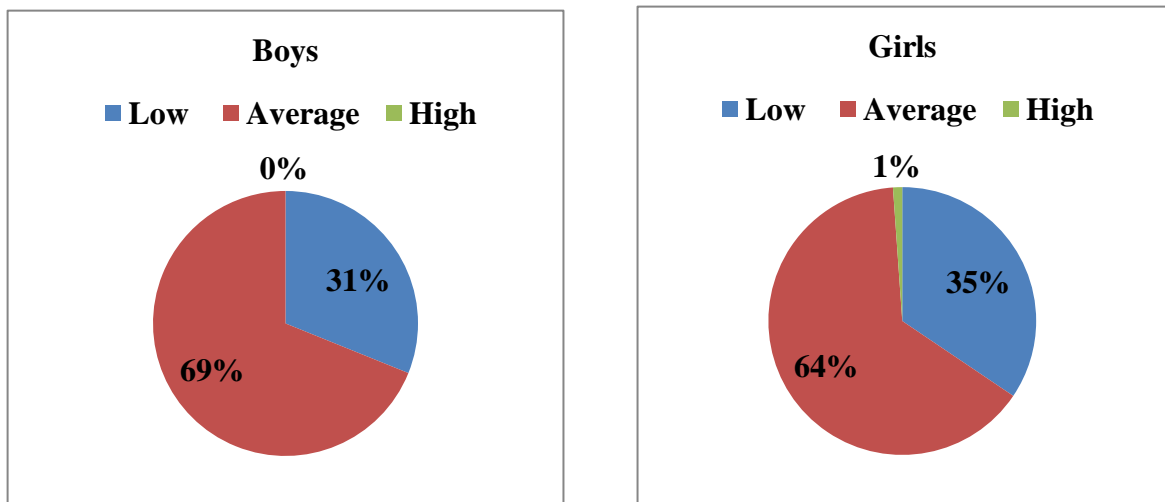


Figure: 4.6. Distribution of adolescents based on Expressiveness dimension.

3. Conflict – Conflict is the amount of openly expressed aggression and conflict among family members. The results indicated that more than half of the adolescents (60% boys and 42% girls) perceived that their families were average in terms of expressing aggression openly and thus exhibit conflict. High level of conflict was perceived by 37% of boys and 57% of girls (Fig 4.7). Very negligible percentage of the respondents (3% boys and 1% girls) perceived low level of conflict.

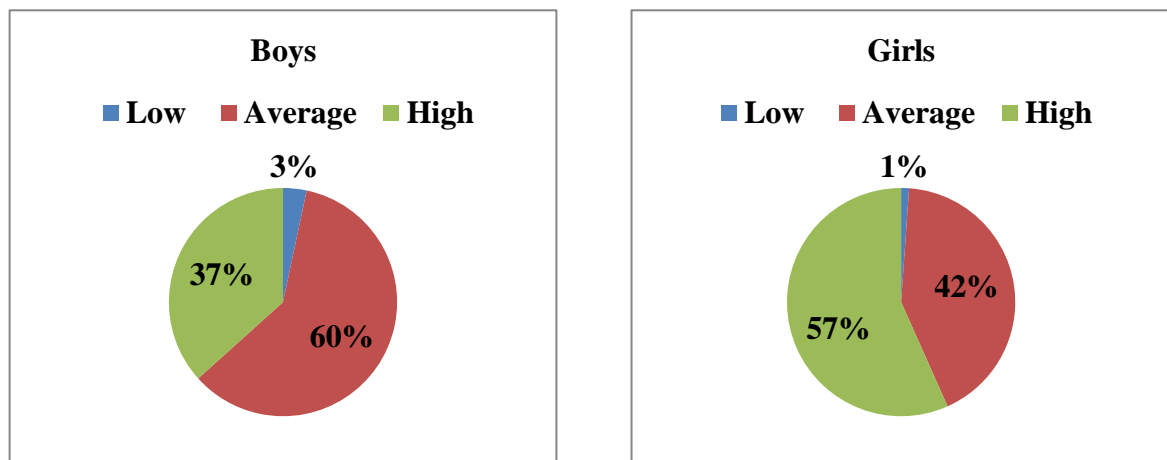


Figure: 4.7. Distribution of adolescents based on Conflict dimension.

4. Acceptance and Caring – It is the extent to which the members are unconditionally accepted and the degree to which caring is expressed in the family. Around 60% of the tribal adolescents, both boys and girls perceived that their families were average in exhibiting care and acceptance while one third (39% boys and 41% girls) of the sample felt that their families were low in expressing acceptance and care towards family members. The remaining 3 per cent of the boys showed high levels of expression with respect to acceptance and caring.

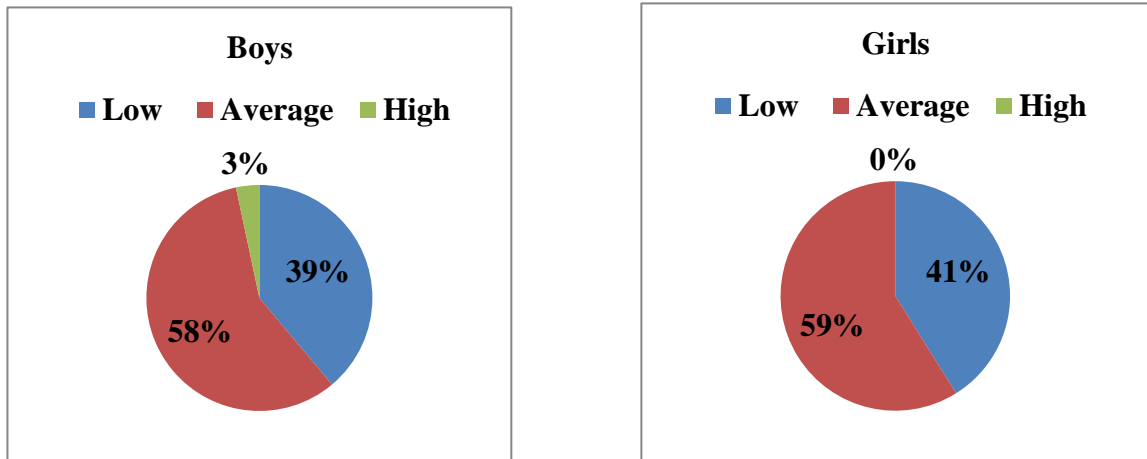


Figure: 4.8. Distribution of adolescents based on Acceptance and caring dimension.

5. Independence – Independence is the extent to which family members are assertive and independently make their own decisions. In the present study, 34 per cent of the boys and 27 per cent of the girls perceived that their families encourage being assertive and give independence in decision making. One third of the respondents (65% and 73%) both boys and girls were in low level of independence which means that the families are not encouraging adolescents to be assertive and to take decisions by themselves. Adults should take decisions as children cannot take wise decisions due to lack of experience and this may be due to their low emotional maturity.

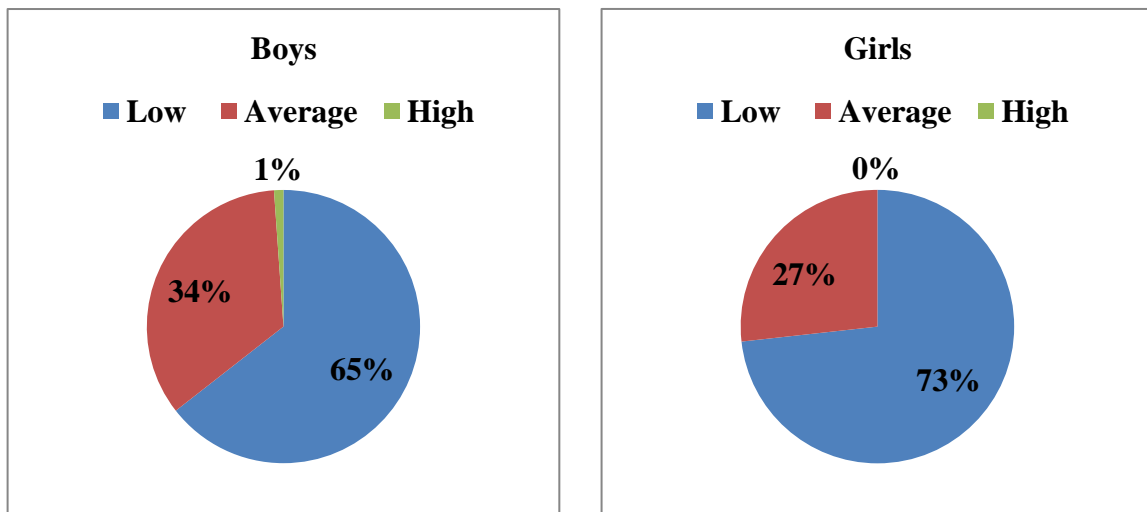


Figure: 4.9. Distribution of adolescents based on Independence dimension.

6. Active-Recreational Orientation – The extent of participation in Social and recreational activities. The results depict that 42 per cent boys and 43 per cent girls were in low level of active-recreational orientation. It is Interestingly to note that,

nearly 50 per cent of tribal adolescents believed that their families encourage them to participate in social and recreational activities and remaining 9 per cent had in high level of active- recreational orientation. Very few of the respondents had high perception about active recreational activities.

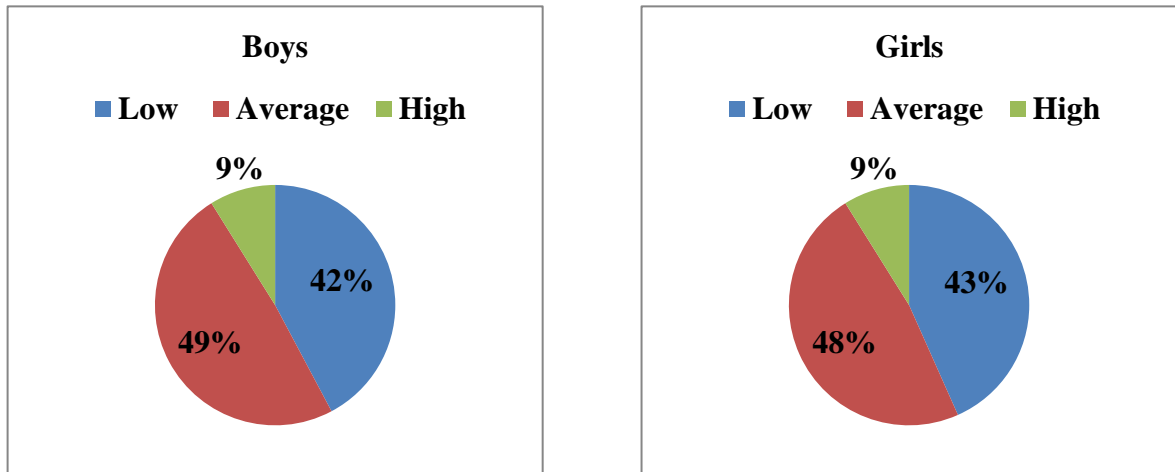


Figure: 4.10. Distribution of adolescents based on Active- recreational orientation dimension.

7. Organization – Organization is the degree of importance of clear organization structure in planning family activities and responsibilities. The results presented in fig 4.11 show that nearly half of the respondents (58 % boys and 42% girls) were at low level of organization of family activities and responsibilities. One third of the boys and nearly half of the girls (35% boys and 45% respectively) were having average perception about organization and remaining (7% boys and 13% girls) were in high level of perception about of organization dimension in family environment.

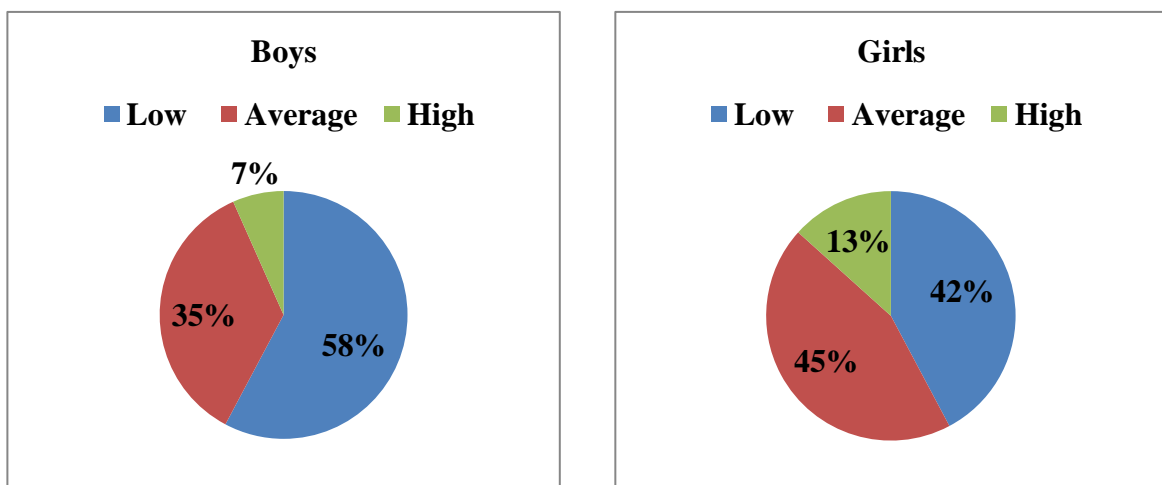


Figure: 4.11. Distribution of adolescents based on organization dimension

8. Control – Control is the degree of limit setting within a family. The results showed that one third of the respondents (37% boys and 39% girls) were in low level of control (Fig 4.12). Nearly half of the respondents (45% boys and 49% girls) were in average level of control and remaining (18% boys and 12% girls) were in high level of control dimension in family environment.

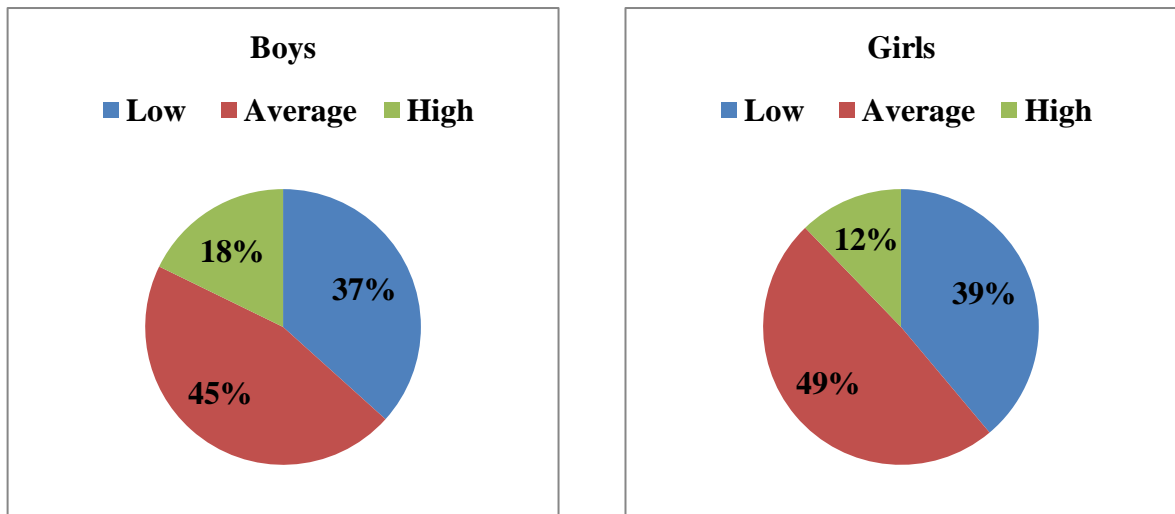


Figure: 4.12. Distribution of adolescents based on Control dimension.

4.3 Emotional maturity levels of tribal adolescents

Emotional maturity: Emotional Maturity is the ability to respond to situations, control of emotions and behaving in an adult manner when dealing with others. To know that emotional maturity level of tribal adolescents, the 'Emotional Maturity Scale' developed by Singh and Bhargava (2005) was used. Overall emotional maturity was calculated by adding up the scores obtained in each dimension and categorized into Extremely Emotionally mature, Moderately Emotionally Mature, Emotional Immature and Extremely Emotional Immature.

Table 4.3.1 Frequency distribution of adolescents Based on overall Emotional Maturity Scores (N=180)

S.No	Category of Emotional Maturity	Boys		Girls		Total	
		frequency (n=90)	(%)	frequency (n=90)	(%)	frequency (n=180)	(%)
1	Extremely Emotional mature	0	0	0	0	0	0
2	Moderately Emotionally Mature	10	11	14	16	28	15
3	Emotional Immature	20	22	16	18	32	18
4	Extremely Emotional Immature	60	67	60	67	120	67

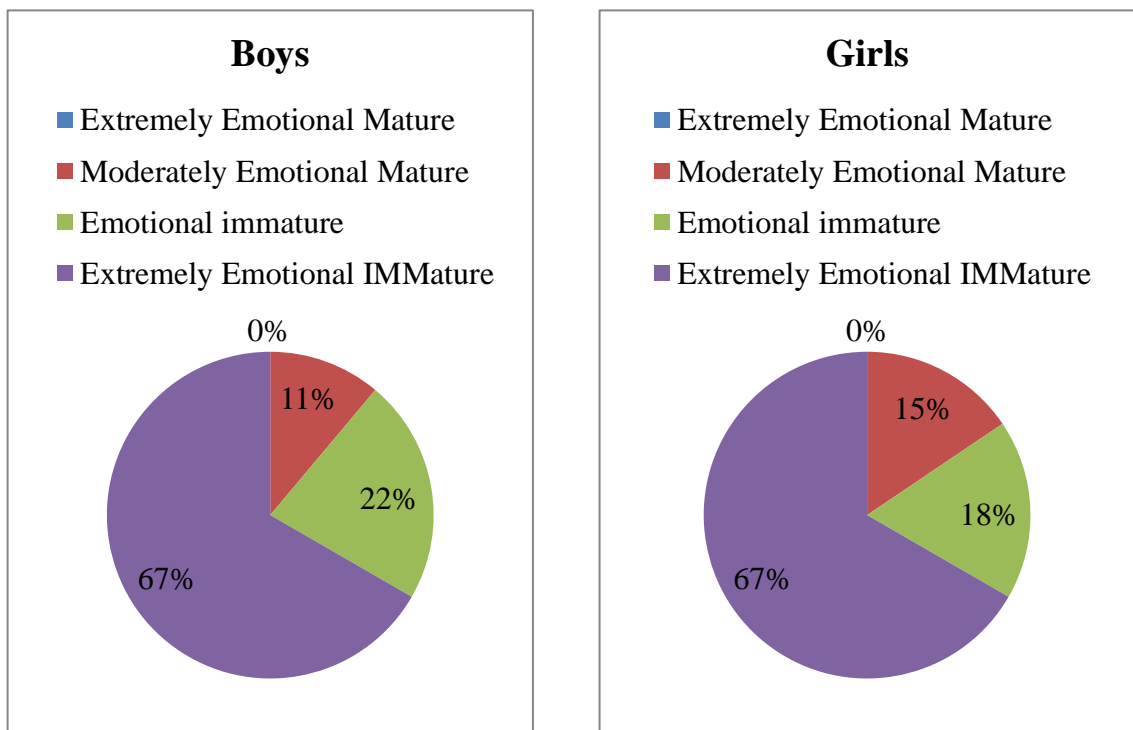


Figure: 4.13. Overall emotional maturity status of adolescents

Table 4.3.1 depicts the overall emotional maturity of tribal adolescents. The result clearly represents that more than 50% of the male and female adolescents (67%) fall into extremely emotionally immature category. It is surprising to know that, none of the tribal adolescents were extremely emotionally mature. Most of the adolescents were extremely emotionally immature due to their inability to control the emotions, expressing the right emotions at right situation and identifying the other person's emotions.

It is also observed from the results (Fig. 4.13) that fifteen per cent of girls and 11 per cent of boys were moderately emotionally mature while 22 per cent of boys and 18 per cent of girls were emotionally immature. There is not much difference between emotional maturity of tribal adolescent boys and girls.

According to Hurlock. 1981 girls and boys achieve emotional maturity by the end of adolescence. They do not "blow up" emotionally when others are present, but wait for a convenient time and place to let off emotional steam in a socially acceptable manner.

In support of results of the present study, Shimisiya and Parambat (2016) says Emotional maturity is a status of having reached an adult level of emotional development

which implies emotional control in social situation. As the selected sample is middle adolescents they have not reached the adult level in their emotion control, they are still emotionally immature. Dureja *et.al* (2012) studied that emotional maturity differentials among college students found that male students had higher emotional maturity than female students.

Table 4.3.2 Frequency distribution of Emotional Maturity status of adolescents in each dimension.

S.No	Dimensions of emotional maturity	Boys		Girls		Total	
		frequency (n=90)	(%)	frequency (n=90)	(%)	frequency (n=180)	(%)
I	Emotional stability						
	High	12	13	13	14	25	14
	Average	49	54	43	48	92	51
	Low	29	32	34	38	63	35
II	Emotional Progression						
	High	13	14	14	16	27	15
	Average	56	62	55	61	111	62
	Low	21	23	21	23	42	23
III	Social Adjustment						
	High	10	11	9	10	19	11
	Average	61	68	62	69	123	68
	Low	19	21	19	21	38	21
IV	Personality Integration						
	High	8	9	8	9	16	9
	Average	62	69	56	62	118	65
	Low	20	22	26	29	46	26
V	Independence						
	High	7	8	9	10	16	9

	Average	64	71	63	70	127	71
	Low	19	21	18	20	37	21

- 1. Emotional stability:** Emotional stability is one's balanced and equilibrium state of his/her moods and feelings. Emotionally stable person is able to do what is required of him in any given circumstances. The results obtained show that 54% of the adolescents boys 48% of the girls were having average level of emotional stability. Interestingly more than 1/3rd of the boys (32%) and girls (38%) were emotional instable and very least percentage of boys and girls (13 % &14%) were emotionally stable. The results indicate that most of the boys and girls were unable to maintain emotions and their mood swings easily.
- 2. Emotional Progression:** Emotional progression refers to a person's ability to adjust in situations of loss and grief. The present study clearly shows that more than half of the respondents (62% boys and 61% girls) had average levels of emotional progression. Nearly one fourth percent of the sample (23 % of both boys and girls) felt inferiority, restlessness, hostility, aggressiveness and self centeredness. Interestingly very few (14% boys and 16% girls) of the adolescents expressed emotional progressive behaviors like feeling secure, showing friendliness and being humble.
- 3. Social Adjustment:** It is the process of interaction between the needs of a individual and demands of the social setting in any given situation, so that they can maintain and adapt a desired relationship with their environment. From the results of the present study it is observed that two thirds of the sample studied (68% boys and 69% girls) fall under the moderate level of social adjustment followed by high level (11% boys and 10% girls) which clearly indicates that tribal adolescents had good moral codes, adjustment with the surrounding people, obeyed by the rules of the community.
- 4. Personality Integration:** Integrated personality refers to a personality which integrates the various dimensions of the personality into a balanced and integrated whole. The integrated personality aims at developing the whole or the total human being. It is interesting to note that more than two thirds of the sample of both boys (69%) and girls (62%) exhibited average personality integration and nearly one

fourth of boys (22%) and girls (29%) were low in personality disintegration and only 9 per cent were high in personality integration.

- 5. Independence:** Independence is the capacity of a person's attitudinal tendency to be self-reliant or resistance to control by others, where he can take his decisions by his own judgment based on facts by utilizing his intellectual and creative potentialities. The result showed that two third of respondents (71% and 70%) felt they have moderate independence. One third of boys and girls (21% and 20%) were dependent on their parents or other family members due to their lack of confidence. Very least percentage of respondents (8% of boys and 10% of girls) felt high level of independence.

4.4 The mental health status of tribal adolescents

Mental Health: Personality is constituted by mental health. The mental health is overall emotional, psychological and social well-being. Our thoughts, feelings and actions depend on mental health. A good level of mental health helps us to deal with stress, make proper decisions and to have good relationship with others. To know the mental health status of tribal adolescents the mental health battery was used. Mental Health Battery (MHB) developed by Singh and Gupta (2005) has six dimensions which include emotional stability, overall adjustment, autonomy, security- insecurity, self- concept and intelligence. Over all mental health was calculated by summing up the scores of sub dimensions and categorized into excellent, good, average, poor and very poor is presented in Table 4.4.1

Table 4.4.1 Frequency distribution of overall Mental Health Status of adolescents

S.No	Category of Mental Health	Boys		Girls		Total	
		frequency (n=90)	(%)	frequency (n=90)	(%)	frequency (n=180)	(%)
1	Excellent	1	1	0	0	1	1
2	Good	55	61	52	58	107	59
3	Average	34	38	38	42	72	40
4	Poor	0	0	0	0	0	0
5	Very Poor	0	0	0	0	0	0

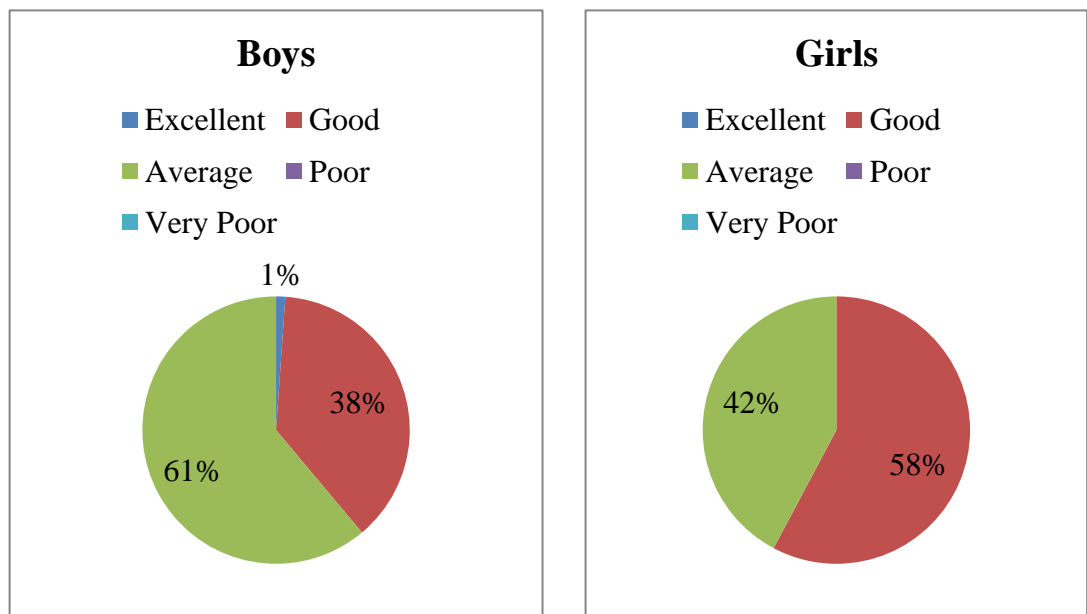


Figure: 4.14. Overall Mental Health Status of adolescents

Mental health is a psychological well-being, or an absence of a mental disorder. Mental health includes an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological rigidity. A good mental health is more than the absence of mental illness. It is a positive sense of well-being. For children and young people, it is the ability to learn, play, enjoy friendships and relationships, and deal with difficulties experienced during childhood, adolescence and early adulthood.

Overall mental health status of the sample studied showed that 38 per cent of boys and 42 per cent of girls were in average level of mental health (Table 4.14). More than half of the percentage (61% boys and 58 % girls) were in good mental health. Interesting to note that very few of the tribal adolescents were in excellent level of mental health and none of the adolescents were having poor and very poor mental health.

Table 4.4.2 Frequency distribution of tribal adolescents on Mental Health status

S.No	Dimensions of emotional maturity	Boys		Girls		Total	
		frequency (n=90)	(%)	frequency (n=90)	(%)	Frequency (n=180)	(%)
I	Emotional stability						
	Low	6	7	16	18	22	12
	Average	71	79	67	74	138	77
	High	13	14	7	8	20	11
II	Overall adjustment						
	Low	4	4	2	2	6	3
	Average	74	82	76	84	150	83
	High	12	13	12	13	24	13
III	Autonomy						
	Low	2	2	1	1	3	2
	Average	46	51	48	53	94	52
	High	42	47	41	46	83	46
IV	Security- insecurity						
	Low	10	11	2	2	12	7
	Average	67	74	66	73	133	74
	High	13	14	22	24	35	19
V	Self- concept						
	Low	2	2	6	7	8	4
	Average	66	73	59	66	125	69
	High	22	24	25	28	47	26
VI	Intelligence						
	Low	24	27	27	30	51	28
	Average	61	68	57	63	118	66
	High	5	6	6	7	11	6

1. Emotional Stability: - Emotional stability is experiencing subjective stable feeling which has positive or negative values of an individual. Three fourth percentage of the sample (79% boys and 74% girls) were in average level of emotional stability. It is surprising to know that boys (14 %) were more emotionally mature than girls (8 %). Even though majority of the adolescents fell under average emotional stability, boys were more emotionally stable than girls. Bala *et al.* (2009) in her study found gender difference in several aspects of mental health in terms of emotional stability and adjustment boys favouring than girls.

- 2. Over-all Adjustment:** Overall adjustment is an overall harmonious balance between the demands of various aspects of environment such as home, health, social, emotional and school of the one hand and cognition on the other. The results showed that majority of the tribal adolescents (82% boys and 84% girls) were average in overall adjustment. Thirteen per cent of both boys and girls were well adjusted to the environment and negligible percent (4% boys and 2% girls) were in low level of overall adjustment.
- 3. Autonomy:** It's a stage of independence and self-determination in thinking. Half of the sample had average level of perception about the autonomy. Nearly 50 per cent of boys and girls perceived that they have independence to choose their own decisions. Very negligible percentage (2% boys and 1% girls) were low in autonomy dimension.
- 4. Security-Insecurity:** It is high or low feeling of safety, confidence, freedom from fear, apprehension or anxiety, particularly with respect to fulfilling present or future needs of the person. From the results it is clearly evident that nearly three fourths of the sample both boys and girls (74% and 73%) were average in security-insecurity dimension. Interestingly one fourth of girls and 14 per cent of boys had high sense of safety, confidence, freedom from fear and rest of them had low levels of security.
- 5. Self-Concept:** self-concept is the sum total of the person's attitude and knowledge towards himself and evaluation of his achievements. Three fourth per cent of respondents (73% boys and 66% girls) fell under average level of self-concept and one fourth percentages (24% and 28%) of both boys and girls were having high level of self concept i.e. they had better understanding about themselves. Very negligible percentages of sample (2% boys and 7% girls) were in low level of self-concept.
- 6. Intelligence:** Intelligence is a general mental ability which helps the person in thinking rationally, and in behaving purposefully in his environment. From the results found that two thirds of the sample (68% boys and 63% girls) had average level of intelligence. Surprisingly, one fourth of the sample (27% boys and 30% girls) were low on general mental abilities and a very low percent (6% boys and 7% girls) had high level of intelligence.

4.5 The relationship between family environment, emotional maturity and mental health status of adolescents in tribal areas

In order to understand the relationship of different independent variables like age, class of study, type of family and socio-economic status with the family environment of tribal adolescents. Pearson two tailed correlation coefficient was used. Each of the demographic variables were compared with dimensions family environment, emotional maturity and mental health (Table 4.5.1)

Table 4.5.1 Relationship between selected independent variables and family environment of adolescents.

S.No	Variables	Cohesion	Expressiveness	Conflict	Acceptance & caring	Independence	Active recreational orientation	Organization	Control
1.	Age	0.074 NS	0.025 NS	-0.025 NS	0.096 NS	-0.014 NS	0.112 NS	0.181*	0.029 NS
2.	Class of study	0.072 NS	0.002 NS	-0.025 NS	0.108 NS	-0.046 NS	0.120 NS	0.121 NS	0.135 NS
3.	Type of family	-0.022 NS	-0.180*	-0.069 NS	-0.100 NS	-0.150*	-0.182*	0.051 NS	0.020 NS
4.	Socio-economic status	0.129 NS	0.053 NS	0.115 NS	0.080 NS	0.090 NS	0.187 *	0.200**	-0.003 NS

*p >.05 ; **p >.01 ; NS : Not significant.

Family is the social group consists of parents and children. Children learn all moral, ethical, emotional, social and intellectual qualities by their family members which help them in overall development. Table 4.5.1 it is clearly obtained that out of four independent variables three variables i.e. age, type of family and socio-economic status were related to few dimensions of family environment.

Age: It is interesting to note from the results that age was significantly and positively related to organization dimension of family environment (5% level of significance) i.e. as age of tribal adolescents increases their perception about organization dimension also increased. It was also found that age was not significantly related to other seven dimensions of family environment.

Type of family: From the results it is clearly evident that type of family is significantly and positively related (5% level of significance) to three out of eight dimensions of family environment which included expressiveness, independence and active recreational orientation favoring nuclear families. Adolescents from nuclear families perceived that their families are encouraged to act openly and express their feelings and thoughts directly. This may be because of the opportunities that the adolescents get in nuclear families in terms of small family size, better interactions between children and parents and sharing of financial resources among limited family members compared to joint families. Interestingly type of family did not show any significant relationship with other five dimensions of family environment which include cohesion, conflict, acceptance and caring, organization and control.

Socio-economic status: From the results of the present study, it is clearly evident that socio-economic status is significantly and positively correlated (5% and 1% level of significance) to two out of eight dimensions of family environment which include active recreation orientation and organization. As socio-economic status increases adolescents perception about active recreation orientation and organization also increases. This might be due to opportunities given by families for adolescents to participate or engage in recreational activities. Further increase in socio-economic status also increases their perception about organization by being the degree of importance of clear organization structure in planning family activities and responsibilities. Even study conducted by Patel (2000) also confirmed that economic level of family was an important factor influencing the nature and various dimensions of family environment.

It is noteworthy to mention that class of study did not show any significant relationship with all of the dimensions of family environment. Exposure of the tribal adolescents to same type of facilities, environment and discipline at school may be the reason for this.

Another supporting study Shah *et. al.* (1984) studied on effect of family climate on students academic achievement. The results found that when the parents wanted their

children to achieve better, they should provide and maintain a highly friendly atmosphere in the family.

Table 4.5.2 Relationship between selected independent variables and emotional maturity.

S.No	Variables	Emotional stability	Emotional progression	Social adjustment	Personality integration	Independence	Total Emotional maturity
1.	Age	-0.036 NS	-0.028 NS	-0.056 NS	0.034 NS	-0.069 NS	-0.039 NS
2.	Class of study	-0.093 NS	-0.013 NS	-0.089 NS	0.071 NS	-0.027 NS	-0.039 NS
3.	Type of family	0.079 NS	0.046 NS	0.064 NS	0.077 NS	0.040 NS	-0.072 NS
4.	Socio-economic status	-0.010 NS	0.014 NS	0.093 NS	-0.044 NS	-0.047 NS	0.006 NS

***p >.05 ; **p >.01 ; NS : Not significant.**

It is surprising to note from the results drawn from the table 4.5.2 that none of the demographic variables showed any relationship with all five dimensions of emotional maturity and total emotional maturity. The reasons for the same should be probed in future studies. According to Mathew and Vincent (2015) says that emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health. Emotional maturity is important to lead an effective life and have stable relationships. Learning to regulate the negative emotion is part of the process of developing emotional maturity. Home environment refers to social group of parents, children and other family members. Children learn all moral, ethical, emotional, social and intellectual qualities by their family members which help them in all round development.

Table 4.5.3 Relationship between selected independent variables and mental health

S.No	Variables	Emotional stability	Over-all adjustment	Autonomy	Security-Insecurity	Self-concept	Intelligence	Total Mental Health
1.	Age	0.052 NS	-0.053 NS	0.097 NS	0.067 NS	0.013 NS	-0.065 NS	-0.004 NS
2.	Class of study	-0.006 NS	-0.057 NS	0.005 NS	0.042 NS	0.003 NS	-0.062 NS	-0.056 NS
3.	Type of family	-0.130 NS	-0.065 NS	-0.013 NS	0.046 NS	0.114 NS	-0.146 NS	-0.117 NS
4.	Socio-economic status	0.044 NS	-0.058 NS	-0.010 NS	-0.013 NS	-0.103 NS	0.189*	0.049 NS

***p >.05 ; **p >.01 ; NS : Not significant.**

It is surprising to note from the results (Table 4.5.3) that out of four demographic variables age, class of study, type of family and socio-economic status, only socio-economic status is positively and significantly related to intelligence dimension (5% level of significance) of mental health which demonstrates that as socio-economic status increases the mental abilities of the adolescents also increased. That is adolescents from better socio-economic status were better in their mental abilities by being able to perform mental tasks such as solving problems, generating ideas and similar challenges compared to tribal adolescents from low socio-economic status. This may be due to the opportunity provided by parents of high socio-economic status to their children to sharpen their mental abilities. Shah and Jani (2018) in their study found that gender, area, education of parents and stream of study having no effect on mental health of higher secondary English medium students.

Table 4.5.4 Correlation between family environment and mental health

S.No	Dimensions of Family Environment	Emotional stability	Over-all adjustment	Autonomy	Security-Insecurity	Self-concept	Intelligence	Total Mental Health
1.	Cohesion	0.106 NS	0.078 NS	0.012 NS	0.051 NS	-0.100 NS	0.201**	0.180*
2.	Expressiveness	0.109 NS	0.058 NS	-0.017 NS	0.033 NS	-0.129 NS	0.104 NS	0.094 NS
3.	Conflict	0.045 NS	0.149*	0.044 NS	-0.025 NS	-0.028 NS	0.166*	0.191*
4.	Acceptance & caring	0.048 NS	0.076 NS	-0.077 NS	0.154*	0.007 NS	0.136 NS	0.163*
5.	Independence	0.050 NS	0.066 NS	-0.066 NS	-0.065 NS	-0.123 NS	0.189*	0.090 NS
6.	Active recreational orientation	0.091 NS	0.013 NS	-0.102 NS	-0.081 NS	-0.154*	0.210**	0.059 NS
7.	Organization	-0.044 NS	0.020 NS	0.109 NS	0.197**	-0.050 NS	0.185*	0.170*
8.	Control	-0.052 NS	-0.011 NS	0.063 NS	0.142 NS	-0.005 NS	-0.089 NS	-0.018 NS

*p >.05 ; **p >.01 ; NS : Not significant.

Relationship between family environment, emotional maturity and mental health correlation coefficient were carried out see the relationship between two independent variables i.e. family environment, emotional maturity and mental health status of adolescents and are presented in Table 4.5.4. Relationship between eight dimensions of family environment and five dimensions of mental health and total mental health are studied and discussed under following;

Cohesion: cohesion refers to helping one another, support, unity and commitment among the members of the family. From the results of the present study, it is clearly evident that cohesion is an important dimension of mental health i.e. intelligence adolescents who perceived that their families were cohesive were intelligent also by possessing mental abilities like thinking rationally, and in behaving purposefully in his environment.

Expressiveness: The present study revealed an interesting result that expressiveness dimension of family environment did not show any significant relationship with any of the five dimensions of mental health and total mental health status.

Conflict: It is very encouraging to note that the tribal adolescents perceptions about conflict is positively correlated to two important dimensions of mental health i.e. overall adjustment (5% level of significance) and intelligence and total mental health status.

Acceptance & caring: It is noteworthy to mention from the results that acceptance and caring is positively and significantly related (5% level of significant) to one important dimension of mental health i.e. security and insecurity. Adolescents who felt that their parents or family members accepted unconditionally and make them feel secure which enhances their overall mental health status.

Independence: It is encouraging to note that adolescents who perceived that they have independence in their families were intelligent. The correlation between independence in families and intelligence was found to be significant at 5 per cent level.

Active recreational orientation: It is surprising to note that the dimension of active recreational orientation is negatively related to self concept at 5 per cent level of significance and positively related to intelligence at 1 per cent level. That means adolescents who perceived that their families provided them an opportunity to participate in social and recreational activities had low self concept compared to their counterparts, higher their perception lesser their self concept. It is interesting to note that adolescents who perceived that those who had active recreational orientation had higher intellectual levels. This meant that adolescents were excellent in their mental abilities when they are participating in Social and recreational activities.

Organization: An important dimension of family environment is organization. From the results of the present study, it is clearly evident that organization is positively and significant related to security and insecurity dimensions at 1 per cent level of significance. Adolescents who perceived that their families were highly organized were secure. Interestingly organization dimension is positively and significantly related to

intelligence dimension of mental health status and also to total mental health status at 5 per cent level. These results clearly showed the role of organization in enhancing the mental health status of tribal adolescents.

Control: It is of interest to note from the results that the control dimension of family environment is not related to any five dimensions of mental health and total mental health. From the results it can be concluded that family environment has significant role in enhancing mental health status of tribal adolescents. Study conducted by Mahalakshmi and Pugalenty (2015) also found the existence of significant and negative correlation between family environment and the mental health of higher secondary school students. Siddique and Arcy, 1984 who confirmed same where they found strong association between cohesion, degree of conflict and organization in adolescent's mental health.

Table 4.5.5 Correlation between Emotional Maturity and Mental Health

S.No	Dimensions of Mental Health	Emotional stability	Emotional progression	Social adjustment	Personality integration	Independence	Total Emotional maturity
1.	Emotional stability	-0.006 NS	-0.080 NS	-0.065 NS	-0.052 NS	-0.096 NS	-0.077 NS
2.	Over-all adjustment	-0.162*	-0.129 NS	-0.048 NS	-0.108 NS	-0.151*	-0.142 NS
3.	Autonomy	0.115 NS	0.037 NS	-0.020 NS	0.031 NS	0.074 NS	0.056 NS
4.	Security-Insecurity	0.076 NS	0.056 NS	-0.053 NS	-0.034 NS	0.006 NS	0.009 NS
5.	Self-concept	0.095 NS	0.029 NS	0.001 NS	0.110 NS	0.066 NS	0.067 NS
6.	Intelligence	0.017 NS	-0.029 NS	0.026 NS	-0.103 NS	-0.144 NS	-0.048 NS
	Total mental health	-0.008 NS	-0.083 NS	-0.054 NS	-0.106 NS	-0.163*	-0.093 NS

*p >.05 ; **p >.01 ; NS : Not significant.

According to Mathew and vincet emotional maturity is achieving the greater sense of mental health. Perusal on table 4.5.5 reveals the relationship exists between emotional maturity and mental health relationship was studied dimension wise and also with total emotional maturity and mental health. From the results of the present study, it is surprising to note that three of the emotional maturity dimensions i.e. emotional progression, social adjustment, personality integration and total emotional maturity did not show any significant relationship either with five mental health dimensions i.e. emotional stability, over-all adjustment, autonomy, security and insecurity, self concept and total mental health status which needs further probing through residing studies to know the reasons.

Emotional stability dimensions is negatively and significant related at 5% level to overall adjustment dimension of mental health tribal adolescents who were emotional stable were low in overall adjustment which clearly demonstrates the role of emotional stability in adjustment to life which in term enhances the mental health status. From the results of the present study, it is also clearly shows that emotional stability dimension is not related to other four dimensions of mental health and total mental health of tribal adolescents studied.

Independence: an important dimension of emotional maturity is individual which is negatively and significant related to overall adjustment and total mental health status at 5 per cent level of significance. The tribal adolescents who perceived that they are dependent by being were not adjusted well to their environment and they were low in total mental status.

In support of the Kansal and bala (2015) results found that mental health and overall emotional maturity of adolescents are negatively correlated. Mohite (2018) studied relation between emotional maturity and mental health among youth, the results found that there is negative correlation between emotional maturity and mental health.

Summary and Conclusions

CHAPTER- V

SUMMARY AND CONCLUSION

Adolescence is the peak period of biological and psychological transitions. It's a period of emotional turmoil. It's a difficult time for both an adolescent and a parent. Adolescence expects independence from their parents and they get more influenced by the peer groups. The secure family environment and parents help children to develop their self-concept, confidence, emotional health and also overall mental health.

Mental health is an important determinant of one's integrated personality and balanced behavior, identified on the basis of the level of his/her adjustment to own self, others and environment. A good mental health depends on the state of both body and mind which is a basic aspect that contributes to the upholding of physical well being as well as social success.

The aim of the present study was to know the relationship between family environment, emotional maturity and mental health status of tribal adolescents. The sample of the study comprised of 180 tribal adolescents with equal number of boys and girls in the age range of 13-15 years. The data was collected by using Family Environment Scale (FES) developed by Bhatia and Chadha (2005), Emotional Maturity Scale developed by Singh & Bharagava (2005) and Mental Health Battery (MHB) developed by Singh and Gupta (2005). The collected data was scored, tabulated, analyzed and interpreted with appropriate statistical analysis.

Major findings of the study

1. General profile of the tribal adolescents

- Majority of the tribal adolescents were in the age range of thirteen to fifteen years.
- Majority of the tribal adolescents were studying in 8th and 9th classes.
- Majority of the tribal adolescents belonged to the nuclear families.

2. The family environment of tribal adolescents.

- Majority of the tribal adolescents found to have average level perceptions about the dimensions of family environment such as Cohesion, Expressiveness, Conflict, Acceptance- Caring, Active Recreational orientation and control.
- Most of the tribal adolescents had high level of perceptions about their own self independence and organization dimensions of family environment.

3. The emotional maturity levels of tribal adolescents.

- Most of the adolescents selected for the present study were extremely emotionally immature
- Many of the tribal adolescents exhibited average level of emotional stability, emotional progression, social adjustment, personality integration and independence dimensions of emotional maturity.

4. The mental health status of tribal adolescents.

- Most of the adolescents were average in five dimensions of mental health i.e, emotional stability, autonomy, security-insecurity, self- concept and intelligence.
- Many of the adolescents had good mental health status on total mental health status.

5. The relationship between family environment, emotional maturity and mental health status of adolescents in tribal areas.

- There was positive significant relationship between age and organization dimensions of family environment.
- Type of family was significantly negatively correlated with expressiveness, independence and active- recreational orientation dimensions of family environment.
- Socio-economic status was positively correlated with active recreational orientation and organization dimensions of family environment.
- No independent variable was related to the total emotional maturity of the tribal adolescents and its five dimensions.
- Socio-economic status was positively correlated with intelligence dimensions of mental health.
- All the dimensions of family environment were positively correlated with many dimensions of mental health like emotional stability, overall adjustment, autonomy,

security and insecurity, self-concept and intelligence. Cohesion and active recreational orientation was highly correlated with intelligence.

- The only overall adjustment aspect of mental health had negative correlation with emotional stability and independence dimension of emotional maturity.
- Total mental health was negatively correlated with independent dimension of emotional maturity.

Conclusion

The present study showed that majority of the adolescents were emotionally immature and very few of them were moderately mature. More than half of the adolescents selected for the study had good mental health. Major dimensions of family environment scale like cohesion, expressiveness, conflict, acceptance and caring, active- recreational orientation and control, the study sample had average perception. In the dimensions of independence and organization the adolescents had low perception.

Based on the results, the study concludes that the tribal adolescents were having fewer opportunities to communicate themselves in the family environment and also with peer group. It's also fact that tribal adolescents were from middle income status and they live with very basic necessities and also get less comforts. Most of the parents have no education and they provide less guidance to their children. Tribal people are one of the most economically under developed population and fell under below poverty line. Though the government implemented many programmes to improve life and education still their status is impoverished. Because of the economic backwardness and insecure livelihood tribal people face many health problems.

Limitations

- The age group of the sample was limited to 13-15 years.
- The study was limited to Visakhapatnam district of Andhra Pradesh.
- The study was limited to six schools only in three mandals.
- The findings were based on the reported opinions of the respondents and the objectivity was limited to the honesty of the respondents.

Implications of the study

- The study could be helpful for the government to initiate new programmes which will be helpful to improve the tribal adolescent's mental health.
- The study is helpful for creating awareness among the parents about need of conducive family environment for child/adolescent development.
- The study also is helpful for the teachers to include more co and extra-curricular activities to improve their mental health status.
- The study will be very helpful for the professionals for guidance purpose as it will help the guidance worker to have deeper insight into the family environment, emotional maturity and mental health of tribal adolescents.

Suggestions for future research:

- The present study was limited only to tribal areas of Visakhapatnam district. Similar study can be undertaken in other districts of Andhra Pradesh.
- The present study of investigation can be repeated with large sample and more mandals to get more valid and reliable results.
- A similar study can be conducted on college students and adults furthermore.
- The comparative study can be conducted on tribal and non-tribal adolescents on mental health status.

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Appendices

GENERAL INFORMATION SCHEDULE

I. General Information of child:

1. Name of the Child :
2. Date of birth :
3. Age :
4. Gender : Male/Female
5. Ordinal position :
6. Class of study :
7. Place of residence : Rural/ Urban/ Tribal
8. Religion : Hindu/ Muslim/ Christian/ other.
9. Family background :

	Father	Mother	Siblings	Others
Age				
Educational Qualification				
Occupation status				
Income per month				

10. Total Number of family members:
11. Type of family: Nuclear/Joint/Extended

II. School & Academic information:

1. Name of the school?
2. Address of the school?
3. What is the mode of your transport?
4. How much time it takes to travel from home to school
5. How much percentage/grade do you got in previous year?
6. What are your study habits?
7. How is your Academic performance

III. Recreational activities

1. How do you spend your leisure time?
2. What is your hobby?
3. Which activity interests you more and why
4. Any other:

IV. Hobbies and Interest