

# A study of Responsible Environmental Behaviour the Adolescents in relation to Emotional Maturity and Mental Health

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## ARTICLE DETAILS

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## ABSTRACT

In many countries around the world the problem of littering is perceived as the most visible sign of environmental pollution .it is so also in cities and communities in india . But the problem appears substantial and is increasing very fast in India ,the capital city of Ludhianastateto the extent that a Indian ministers for environment ,housing , and urban development once branded Indian in city of Ludhiana state and moga in moga state as the dirtiest cities in India.

In additions ,cleanup exercise by government agencies, local authorities, and communities involves significant financial ,time and human resources .hence, efforts to combat littering by creating awareness among residents of India to be more responsible of their environment mental behaviour is one of the major issues confronting various stakeholders in India.

## 1. Introduction

Etymologically speaking, word 'adolescence' comes from the Latin word 'adolescere' which means 'to grow'. So the essence of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of child's physical, mental, social and emotional life.

It has been described as the spring of life of human beings and an important era in total life span. Psychologically adolescence is a period of transition during which cognitive, physical, emotional and social change occur. The suddenness of these changes results in anxieties causes confusion and unrest among adolescents. During this period they need guidance. **Hall, G.S. (1904)** wrote two volumes on adolescence and his book was published in 1904. In this book, he characterized adolescence as a period of great complexity – 'A betwixt and between' stage of human development. He believed that this period could have a decisive impact on adult personality.

The emotional aspect of maturity is the most important factor in the development of the comprehensive mature personality, especially for the gifted. This is the global factor of emotional maturity which is the strength to actualize individual abilities within the frame of social demands.

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

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

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

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

Maturity is the ability to stick with a project or a situation until it is finished. It is the capacity to face unpleasantness, frustration, discomfort and defeat without complaint or collapse. It is the ability to make a decision and stand by it. Maturity is the ability to live up to the responsibilities of a love relationship and this means being dependable. It is the ability to harness your abilities and your energies and to do more than is expected in your relationship. According to **Walter et al. (1976)** emotional **maturity** is a process in which the personality is continuously striving for the greater sense of emotional health, both intra physically and intra personally. The most outstanding mark of emotional maturity is to bear tension.. A mentally sound or healthy person should also be understood as a dynamic and conscientious person who is found to be reasonably rational in the choice of means for the realization of his or her pious ends (**Anand, 1988**). So mental health is an attitudinal concept toward ourselves and others (**Lehner&Kubs, 1962**). It also presents a humanistic approach towards the understanding and assessment of the self, positive feeling, attitudes towards self and others.

Thus the concept of mental health takes a 'Gestalt' view of the individual. It incorporates the concepts of personality characteristics and behavior all in one. It may also be understood as the behavioural characteristic of the person.

In recent years clinical psychologists as well as educationists have started giving proper attention to the study of mental health. After reviewing the literature in this field (**Jahoda, 1959; Maslow&Mittlernan, 1951; Rogers, 1961; Whittaker, 1970**), following six popular indices of mental health were finally selected for inclusion in the present battery:

1. Emotional Stability
2. Over-all Adjustment
3. Autonomy
4. Security-Insecurity
5. Self-concept
6. Intelligence

In additions ,cleanup exercise by government agencies, local authorities, and communities involves significant financial ,time and human resources .hence, efforts to combat littering by creating awareness among residents of India to be more responsible of their environment mental behaviour is o0ne of the major issues confronting various stakeholders in India .

Various regulatory tools have been developed to addressing the problems . the tools range from environment planning ,compulsory monthly environmental sanitations , establishment of the ministry of environment and water resources solid waste management provision of trucks of waste collections and disposal kerbsides sweeping the subject matter is becoming a behavioural a problem in instead of an environmental problem and because behavioural issues are domiciled in psychology , it would then be seminal to examine the problem from a behavioural prism ,such as responsible environmental behaviour (REB).

Environmentally responsible behaviors are classified under five different categories:

1. Physical Actions (Eco-Management or Direct Actions): the behaviors that performed directly to resolve or prevent environmental problems.
2. Consumer/ Economic A) resolve an environmental problem or issue.
3. Individual action: The use of monetary support or financial pressure to help prevent or preventing environmental problems.
4. Political Action: enforcements that are applied politically to solve or resolve environmental problems.
5. Legal Action: Use of the legal system to support or enforce existing laws that are designed to lead to an improved or maintained environment .

## 2. Justification

Responsible environmental behaviour should be the integral parts of any environmental education curriculum. Actually involving students in their communities and in solving local environmental problems encourages them to become more active at global level. Knowledge alone cannot influence the protection of environment.

Lower responsible environmental behaviour is caused by lower emotional maturity and lower level of mental health because emotional in maturity and mentally unhealthy person can't think about responsible environmental behaviour because emotional maturity and good mental health are nothing but enabled everyone to do anything with freedom. It is essentially display of responsible environmental behaviour. So the investigator decided to carry out the study of responsible environmental behaviour of adolescents in relation to their mental health and emotional maturity.

## 3. Objectives

To compare the Responsible Environmental Behaviour of adolescents in relation to

- a) Emotional Maturity
- b) Their Mental Health
2. To study the interactive effect of
  - a) Emotional Maturity and Mental Health
  - b) Mental Health and Responsible Environment behaviour
  - c) Emotional Maturity and Responsible Environmental Behaviour

## 4. Hypotheses

1. There may exist significant difference in Responsible Environmental Behaviour of adolescents on the basis of.
  - a) Emotional Maturity.
  - b) Their Mental Health.
2. There may exist significant interactive effect between
  - a) Emotional Maturity and Mental Health.
  - b) Mental health and Responsible Environmental Behaviour.
  - c) Emotional Maturity and Responsible Environmental Behaviour

## Design of the study

The study is conducted with Descriptive Research Method on 800 adolescents.

After collecting administrate say data we did the scoring of all scales according to the manuals after scoring we divided three groups of students in six groups as high and low groups on the basis of the  $M +_SD$  the analysis and interpretation is shown as under:

## Sample

In order to were conduct the present study, 12 schools affiliated to Punjab school Education board, Mohali will be selected from Ludhiana and Mohali Cities randomly. Intact section of 60 students will be taken from each school. The sample of study was 800 adolescents students of IX and XI classes.

## 5. Research tools

1. Responsible environmental behaviour scale developed by the Jindal and Bajwa (2010).
2. Emotional maturity scale developed by the Singh and Bharagava (2012)
3. Mental health scale developed by the Singh and Gupta (2013).

**6. Statistical Techniques**

The following statistical techniques were used to analyze the obtained data will be applied.

- Descriptive statistical technique such as mean and standard deviation were computed to find out the trend of the data.
- t value

2x2 analysis of variance (ANOVA) was employed.

**Table No 1.1**

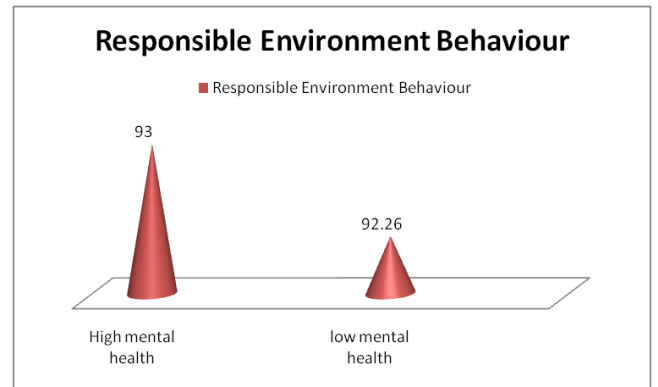
**Responsible Environmental Behavioural the basis of mental health.**

Variable	Mean	S.D	t-value
High Mental Health	93.78	36.10	0.179649
Low Mental Health	76.26	30.69	

**Responsible Environmental Behaviour score t- value insignificant**

The Mean Responsible Environmental Behaviour of higher group of mental health is 93.78 and lower group is 79.26 the S.D of higher group 36.10 and lower group 30.69 t-value

turned out to be 0.17 which is insignificant both levels (0.01 and 0.05).



**Graph Interpretation**

Graph no 4.1 It can be seen clearly that the students having higher score in Mental Health have better Responsible Environment Behaviour as compared the students heaving lower score in Mental Health.

Table no 1.2

Computation of the values of mean square variance

Source of variance	Sum of square	df	Mean square variance
Between- groups	$S_b^2 = 65.5$	2	$\frac{65.5}{2} = 32.75$
Within- groups	$S_w^2 = 294021.5$	57	$\frac{294021.5}{57} = 51158.27$

$$f = \frac{\text{Mean square variance between-groups}}{\text{Mean square variance within-groups}} = \frac{32.75}{51158.27} = 0.000640$$

Mean square variance within-groups

**Table Interpretation**

**Table No. 1. 2** Shows the F- value =.00064 that shows the interactive effect is insignificant between Responsible Environmental Behaviour with Emotional maturity and Responsible Environment Behaviour with Mental Health We can see from the table score of Emotional Maturity are higher in all dimensions of responsible Environment behaviour as compared to Mental Health . So Responsible Environmental Behaviour of students is more effected by Emotional Maturity as compared to Mental Health .

**7. Conclusions**

1. It is seen that Emotional Maturity affects Responsible Environmental Behaviour.
2. It is seen that Mental Health affects Responsible Environmental Behaviour.
3. The interactive effect between Responsible Environmental Behaviour with Mental Health came out to be insignificant.
4. The interactive effect between Responsible Environmental Behaviour with Emotional Maturity came out be insignificant