

## RELATIONSHIP BETWEEN EMOTIONAL ADJUSTMENT AND MENTAL HEALTH OF HIGHER SECONDARY STUDENTS

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### **Abstract**

*Mental Health is considered a sense of wellbeing, inner happiness, and enthusiasm for living and harmony within self and with others, an absence of disorders, conflicts, worries and anxieties. Emotional adjustment and experiences affect both physical as well as psychological health. Negative emotional states are associated with unhealthy patterns of physiological functioning, whereas positive emotional states are associated with healthier patterns of responding to both cardiovascular activity and immune system. Emotionally adjustment people can cope better with life's challenges and control and adjust their emotions more effectively, both of which contribute to good psychological and physical health as well as mental health. So the present study is designed to see the relationship between emotional adjustment and mental health and to see the role of emotional adjustment in mental health. A descriptive survey method was adopted by the investigator to conduct this study. The investigator used the simple random sampling technique for selecting the sample. The representative sample consists of randomly selected 300 students, studying +1 course, in the higher secondary schools in Sivagiri Taluk. The tools used in the study were emotional adjustment. The emotional adjustment Scale prepared and validated by Dr.V.Kasirajan (2013), and Mental health tool was developed by Jegadish and A. K. Srivastava (1997). The investigator found that i) The level of emotional adjustment of higher secondary students on gender is average ii) The level of mental health of higher secondary students on gender is average.iii)There is no significant difference between male and female higher secondary students in their emotional adjustment. iv) There is no significant difference between male and female higher secondary students in their mental health. v) The is significant relationship between Emotional Adjustment and Mental Health of higher secondary school students.*

**Keywords:** *Emotional Adjustment, Mental Health.*

### **Introduction**

Emotional adjustment is the emergence of a child's experience, expression, understanding, and regulation of emotions from birth through late adolescence. It also comprises how growth and changes in these processes concerning emotions occur. Emotional development does not occur in isolation; neural, cognitive, and behavioral development interact with emotional development and social and cultural influences, and context also plays a role. Various emotional development theories are proposed, but there is general agreement on age-related milestones in emotional development. Mental Health is considered a sense of wellbeing, inner happiness, and enthusiasm for living and harmony within self and with others, an absence of disorders, conflicts, worries and anxieties. Emotional adjustment and experiences affect both physical as well as psychological health. Negative emotional states are associated with unhealthy patterns of physiological functioning, whereas positive emotional states are associated with healthier patterns of responding to both cardiovascular activity and immune system. Emotionally adjustment people can cope better with life's challenges and control and adjust their emotions more effectively, both of which contribute to good psychological and physical health as well as mental health. Mental health is a normal

state of well-being that is positive but relative quality life. By the word “relative. We imply that the degree of mental health which an individual enjoys at a time is continuously changing. It is a mere absence of mental illness that constitutes mental health. On the other hand, it is a positive, active quality of the individual’s daily living. This quality of living is manifest in the behavior of an individual whose body and mind are working together in the same direction. It means the ability to face and accept the realities of life. It connotes such habits of work and attitudes towards people and things that bring maximum satisfaction and happiness to the individual. But the individual gets this satisfaction and happiness without any friction with the social order or group to which he or she belongs.

### **Significance of the Study**

Emotional adjustment refers to that stage of individual which an individual can face reality and deal with it, is interested in given and receiving love, can learn from his experiences and able to accept frustration and hostility in a constructive manner. It is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. Emotional adjustment as the ability to manage emotions and feelings has an important role in life and success an individual. In recent years, the emotional adjustment has become more popular for numerous applications in various fields such as education, careers, personal development, differences between individual. All the people have experienced excitements such as love, affection, spite, and hatred, sad and happiness, anger, and fear. These are excitement that is important in life and affect in the happiness of individuals and the mental health. The excitement that people feel is the result of assessment information that this evaluation includes cognitive or receive d information processing environment, body, person memory, tend to respond to specific practices and consider action s result that may be obtained from the emotional mode.

Mental health of the individual varies the very stage from infancy to adulthood. Emotionally adjustment individual tends to have sound mental health that is an emotional adjustment is the pivot of the mental health. A mentally healthy person shows a homogeneous organization of desirable attitudes, healthy values and righteous self -concept and a scientific perception of the world as a whole. Emotional adjustment seems to go hand in hand with developing mental health. Mental Health is considered a sense of wellbeing, inner happiness, and enthusiasm for living and harmony within self and with others, absence of disorders, conflicts, worries and anxieties. Emotional adjustment and experiences affect both physical as well as psychological health. Negative emotional states are associated with unhealthy patterns of physiological functioning, whereas positive emotional states are associated with healthier patterns of responding to both cardiovascular activity and immune system. Emotionally adjustment people can cope better with life’s challenges and control and adjust their emotions more effectively, both of which contribute to good psychological and physical health as well as mental health. Having this background in mind the investigator pursues this study.

### **Objectives of the Study**

1. To find out the level of emotional adjustment of higher secondary students about gender.
2. To find out the level of mental health in the biology of higher secondary students about gender.
3. To find out whether there is any significant difference in the emotional adjustment of higher secondary students with regard to gender.
4. To find out whether there is any significant difference in mental health of higher secondary students about gender.
5. To find out the whether there is any significant relationship between emotional adjustment and mental health of higher secondary students

### **Null Hypotheses**

1. The level of emotional adjustment of higher secondary students about gender is average.
2. The level of mental health in the biology of higher secondary students with regard to gender is average.
3. There is no significant difference in emotional adjustment of higher secondary students about gender.
4. There is no significant difference in the mental health of higher secondary students with regard to gender.
5. There is no significant relationship between emotional adjustment and mental health of higher secondary students

### **Methodology**

A descriptive survey method was adopted by the investigator to conduct this study.

### **Sample**

The investigator used the simple random sampling technique for selecting the sample. The investigator selected 300 students studying in Higher Secondary schools in Sivagiri Taluk.

### **Tools Used for the Present Study**

1. Emotional adjustment scale (EAS) prepared and validated by Dr.V.Kasirajan (2013).
2. Mental health tool was developed by Jegadish and A. K. Srivastava (1997).

### **Statistical Techniques Used**

Percentage analysis, t-test, and Pearson Product Moment Correlation

### **Analysis**

#### **Null hypothesis: 1**

The level of emotional adjustment of higher secondary students an gender is average

**Table 1: Level of Emotional Adjustment of Higher Secondary Students with Respect to Gender**

Background variables	Sub- Categories	Low		Average		High	
		Count	%	Count	%	Count	%
Gender	Male	15	14.6	71	68.9	17	16.5
	Female	23	15.6	98	66.7	26	17.7

It is inferred from the above table that, with regard to male students, 14.6% of students have low level, 68.9% of students have average level and 16.5% of the students have high level of emotional adjustment. With regard to female students, 15.6% of students have low level, 66.7% of the students have average level and 17.7% of the students have high level of emotional adjustment.

### Null Hypothesis: 2

The level of mental health of higher secondary students an gender is average

**Table 2: Level of Mental Health of Higher Secondary Students with Respect to Gender**

Background variables	Sub- Categories	Low		Average		High	
		Count	%	Count	%	Count	%
Gender	Male	18	17.5	69	67.0	16	15.5
	Female	20	13.6	106	72.1	21	14.3

It is inferred from the above table that, about male students, 17.5% of students have a low level, 67.0% of students have an average level and 15.5% of the students have high level, of mental health. With regard to female students, 13.6% of students have low level, 72.1% of the students have average level and 14.3% of the students have a high level of mental health of gender.

### Null Hypothesis: 3

There is no significant difference between male and female higher secondary students in their emotional adjustment.

**Table 3: 't' Value Showing Significant Difference between Male and Female Higher Secondary Students in their Emotional Adjustment**

Variable	Gender	Number	Mean	S .D	Calculated 't' value	Table	Remarks
Emotional Adjustment	Male	103	86.75	12.61	0.82	1.96	NS
	Female	147	88.03	11.43			

It is inferred from above table that the calculated 't' value (0.82) is less than the table value (1.96) for df (249) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female higher secondary students in their emotional adjustment.

### Null Hypothesis: 4

There is no significant difference between male and female higher secondary students in their mental health

**Table 4: 't' Value Showing Significant Difference between Male and Female Higher Secondary Students in their Mental Health**

Variable	Gender	Number	Mean	S .D	Calculated 't' value	Table	Remarks
Mental Health	Male	103	137.45	16.19	1.90	1.96	NS
	Female	147	141.37	15.91			

It is inferred from above table that the calculated 't' value (1.90) is less than the table value (1.96) for df (249) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female higher secondary students in their mental health.

#### **Null Hypothesis: 5**

There is no significant relationship between emotional adjustment and mental health of higher secondary school students.

**Table 5: Carl Pearson Correlation Table Showing Significant Relationship between Emotional Adjustment and Mental Health of Higher Secondary Students**

Correlation	N	Calculated "r" value	Table "r" value	Remarks
Emotional Adjustment and Mental Health	250	0.649	.088	S

It is inferred from the above table value that the calculated 'r' value (0.649) greater than the calculated 'r' value (0.88) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant relationship between emotional adjustment and mental health of higher secondary school students.

#### **Findings**

1. 14.6% of male students have low, 68.9% have average , and 16.5% have a high level of emotional adjustment.
2. 15.6% of female students have low, 66.7% have average and 17.7% have a high level of emotional adjustment.
3. 17.5% of male students have low, 67.0% have average and 15.5% have high a level of mental health.
4. 13.6% of male students have low, 72.1% have average and 14.3% have high a level of mental health.
5. There is no the significant difference between male and female higher secondary students in their emotional adjustment.
6. There is no the significant difference between male and female higher secondary students in their mental health.
7. There is a significant relationship between Emotional Adjustment and Mental Health of higher secondary school students.

### **Interpretation**

The 'r' test result shows that there is a significant difference between emotional adjustment and mental health of higher secondary students. This may be because a good emotional adjustment in help to manage emotion in oneself and to enhance pleasure as a good mental health. Emotional adjustment person tends to have sound mental health that is an emotional adjustment is the pivot of the mental health. Emotional adjustment seems to go hand in hand with developing mental health. So there is the significant relationship between emotional adjustment and mental health.

### **Recommendation**

1. The schools should be arranged extracurricular activate and games for the students for the development of emotional adjustment
2. The schools should be arranged the counseling center for students carrier.
3. Group discussion and group work should be arranged in the classroom for the development of student's mental health students develop their mental health.
4. The students develop their mental health though the yoga and meditation.
5. The aided, unaided should train the teachers in the task of developing mental health the students.
6. The teacher may provide awareness of negative emotion to the higher secondary students.
7. These students having low emotional adjustment should be provided proper counseling by the trained counselor.
8. The teacher should guide the students at an appropriate time to keep them away from emotional disturbances.
9. All children have a state of mental health that is changeable and independent of mental illness.
10. Schools are one place to teach social and emotional learning (SEL), but other practitioners can teach these skills too.
11. The teacher should promote and develop the strong social, and emotional learning (SEL) skills contribute to good mental health for all children.
12. The public health concepts of promotion, risk and protective factors, and resilience offer common language that creates common ground and invites further exploration of the connections between social and emotional learning (SEL) and Children's Mental Health (CMH).

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