MENTAL HEALTH AND ADJUSTMENT OF HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

The main objective of this study is to find out the relationship between mental health and adjustment of higher secondary school students. Mental Health Scale developed by Sakthimani (2010) and Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh (2007) were used to collect the relevant data. The sample consists of 103 higher secondary school students of whom 53 are male and 50 are female. The data are analysed by 't' test and Karl Pearson's Product moment correlation. The result indicates that there was significant relationship between mental health and adjustment of higher secondary school students.

Keywords: Mental Health, Adjustment, Higher Secondary Students.

INTRODUCTION

The development of an individual depends on his health. If a person is not healthy, he is unable to do his duties and responsibilities to his satisfaction that is why individual health is more important. Education has to train the individual how to develop and preserve the individual health. The aim of education is to provide healthy personality for individuals and one of the important ingredients of education. The role of mental health is crucial not only in formal education centres, but also in informal education such as family and societies. Mental health is perceived as a positive source contributing to asset development individually, socially, and economically. It is a condition and level of social functioning, socially acceptable, and personally satisfying.

Mental Health is the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. Mental health describes a level of psychological well-being. The World Health Organisation (2013) defines mental health as "a state of well-being in which the individual realizes his own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his community".

Adjustment refers to any operation whereby an organism or organ becomes more favourably related to the environment or to the entire situation. It is an organisational behaviour in life situations at home, at school, at work in growing up, and in ageing. It helps one to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desired goals. It helps for self-initiated growth and development along intellectual, emotional, social, physical, and vocational aspects. It is the predictor of success and growth of a student. It is imperative for higher secondary students who are active adolescents of the society to adjust with the situations so as to exhibit the best performance in their studies as well as in personal life.

1. Significance of the Study

Mental Health is the ability to balance feelings, desires, ambitions, and ideals in one's daily life. It is the full and harmonious functioning of the whole personality. The good mental health of the students is highly essential for their achievement. In the present era school students experience a high level of mental pressure. The high expectations of parents, entrusted responsibilities, fear of examinations, global competitions in the area of employment, apprehensions regarding one's sociability, and peer acceptability create emotional tensions unless

their emotional health is sound. It is unwise to expect students to use their full creative potentiality for their personal happiness and social usefulness. Adjustment is the process whereby an individual enters into harmonious or healthy relationship with his environment, physical, and social. Adjustment of the student with his environment is extremely essential for his overall development. It plays a main role in moulding their personality and character. Higher secondary school students face many type of new problems in the age. During this period, the students should be given certain education and training pertaining to have some adjustment and balance their mental and emotional realms. This would take the students to a long way in the path of their progress. So it is highly essential to deal with this topic 'mental health and adjustment of higher secondary school students'.

2. Review of Related Literature

Jayachandran (2017) made a study to analyse the mental health and peer relation of higher secondary school students. The findings revealed that there was significant difference of mental health among higher secondary school students based on gender and type of school. Jogeswara Rao and Viswanatha Reddy (2016) studied to find out the effect of school environment, home environment, and mental health status on achievement motivation among high school students. The results revealed that there was significant impact of the three variables on achievement motivation of the students. Deepti Dhurandher and Alka Agrawal (2015) examined the mental health of students of science and art subject. The result showed that no significant difference on the mental health of boys and girls of higher secondary school.

Suman Nehra (2014) studied the relationship between adjustment and emotional maturity of IX class students. The findings revealed that there was no significant difference between the adjustment of boys and girls studying in class IX. Surekha (2008) studied the relationship between students adjustment and academic achievement. The findings revealed that the students of private schools have better adjustment than the students of government schools. John Louis Maoharan and Christie Doss (2007) studied the relationship between home environment and

adjustment of higher secondary students. The findings revealed that there was no significant difference between boys and girls students in their adjustment. Usha (2007) studied the emotional adjustment and family acceptance of the child - correlates for achievement. The findings revealed that the boys and girls do not differ in their emotional adjustment. The study also found that emotional adjustment and family acceptance of the child are effective factors contributing to academic achievement.

From the studies reviewed, it is inferred that the mental health and adjustment of higher secondary school students has not been studied so far so deeply. The variables mentioned above are found to be left out. So, the investigator wishes to choose the topic "mental health and adjustment of higher secondary school students".

3. Objectives

- To find out whether there is any significant difference between male and female, XI and XII, government and aided, nuclear and joint family higher secondary school students in their mental health.

- To find out whether there is any significant difference between male and female, XI and XII, government and aided, nuclear and joint family higher secondary school students in their adjustment.

- To find out whether there is any significant relationship between mental health and adjustment of higher secondary school students.

4. Null Hypotheses

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

- There is no significant difference between XI and XII standard students in their mental health.

- There is no significant difference between higher secondary school students from government and aided schools in their mental health.

- There is no significant difference between higher secondary school students from nuclear family and joint family in their mental health.

- There is no significant difference between male and female higher secondary school students in their

adjustment.

- There is no significant difference between XI and XII standard students in their adjustment.

- There is no significant difference between higher secondary school students from government and aided schools in their adjustment.

- There is no significant difference between higher secondary school students from nuclear family and joint family in their adjustment.

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

5. Methodology

The investigator adopted survey method. The population for the study is higher secondary school students in Nagercoil Educational district. The investigator has used simple random sampling technique for collecting the data. The sample consists of 103 higher secondary school students. Among them 53 are male and 50 are female students. Mental Health Scale developed by Sakthimani (2010) and Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh (2007) were used for collecting the data. 't' test and Karl Pearson's Product moment correlation were used to analyse the data.

5.1 Validity and Reliability of the Tools

The Mental Health Scale is adopted from Sakthimani. The investigator has established content validity for the tool. The investigator has used test-retest method for establishing reliability of the tool. It was 0.83. Thus the validity and reliability of the tool has been established. In the Adjustment Inventory, the authors (A.K.P. Sinha and R.P. Singh, 2007) have established validity and reliability of the tool. They determined item-analysis validity co-efficients for each item by biserial correlation method. They also used split half, test-retest, and K-R formula 20 methods for establishing reliability of the tool. It was 0.95, 0.93, and 0.94. Thus the validity and reliability of the tool has been established.

6. Analysis of Data

6.1 Mental Health of Higher Secondary School Students

Null Hypothesis 1: There is no significant difference between

male and female higher secondary school students in their mental health.

It is inferred from Table 1 that there is significant difference between male and female higher secondary school students in their mental health, as the calculated 't' value 2.174 is greater than the table value 1.98 at 5% level of significance. While comparing the mean scores of male and female higher secondary school students, the female higher secondary school students are better in their mental health. Hence the null hypothesis is rejected.

Null Hypothesis 2: There is no significant difference between XI and XII standard students in their mental health.

It is inferred from Table 2 that there is no significant difference between XI and XII standard students in their mental health, as the calculated 't' value 0.565 is lower than the table value 1.98 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis 3: There is no significant difference between higher secondary school students from government and aided schools in their mental health.

It is inferred from Table 3 that there is no significant

Variable	Male (N=53)		Female (N=50)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Mental Health	142.92	17.304	150.12	16.294	2.174	S

(At 5% level of Significance, the Table Value of 't' is 1.98)

Table 1. Difference between Male and Female Higher Secondary School Students in their Mental Health

Variable	XI (N=55)		XII (N=48)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Mental Health	147.31	17.508	145.40	16.800	0.565	NS

(At 5% level of Significance, the Table Value of 't' is 1.98)

Table 2. Difference between XI and XII Standard Students in their Mental Health

Variable	Government (N=48)		Aided (N=55)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Mental Health	147.44	18.229	145.53	16.216	0.558	NS

(At 5% level of Significance, the Table Value of 't' is 1.98)

Table 3. Difference between Higher Secondary School Students from Government and Aided Schools in their Mental Health

difference between higher secondary school students from government and aided schools in their mental health, as the calculated 't' value 0.558 is lower than the table value 1.98 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis 4: There is no significant difference between higher secondary school students from nuclear family and joint family in their mental health.

It is inferred from Table 4 that there is significant difference between higher secondary school students from nuclear family and joint family in their mental health, as the calculated 't' value 2.321 is greater than the table value 1.98 at 5% level of significance. While comparing the mean scores of higher secondary school students from nuclear family and joint family, the higher secondary school students from joint family are better in their mental health. Hence the null hypothesis is rejected.

6.2 Adjustment of Higher Secondary School Students

Null Hypothesis 5: There is no significant difference between male and female higher secondary school students in their adjustment.

It is inferred from Table 5 that there is no significant difference between male and female higher secondary school students in their emotional, social and educational adjustment, as the calculated 't' values 0.954, 0.059, and

0.659 are lower than the table value 1.98 at 5% level of significance. In general, there is no significant difference between male and female higher secondary school students in their adjustment, as the calculated 't' value 0.784 is lower than the table value 1.98 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis 6: There is no significant difference between XI and XII standard students in their adjustment.

It is inferred from Table 6 that there is no significant difference between XI and XII standard students in their emotional, social, and educational adjustment, as the calculated 't' values 0.561, 0.511, and 1.688 are lower than the table value 1.98 at 5% level of significance. In general, there is no significant difference between XI and XII standard students in their adjustment, as the calculated 't' value 0.788 is lower than the table value 1.98 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis 7: There is no significant difference between higher secondary school students from government and aided schools in their adjustment.

It is inferred from Table 7 that there is no significant difference between higher secondary school students from government and aided schools in their emotional,

Variable	Nuclear (N=96)		Joint (N=7)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Mental Health	145.28	16.552	162.00	18.529	2.321	S

(At 5% level of Significance, the Table Value of 't' is 1.98)

Table 4. Difference between Higher Secondary School Students from Nuclear Family and Joint Family in their Mental Health

Adjustment and its Dimensions	Male (N=53)		Female (N=50)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Emotional	6.60	3.152	6.00	3.264	0.954	NS
Social	6.53	2.584	6.56	2.822	0.059	NS
Educational	9.34	3.430	8.92	3.029	0.659	NS
Adjustment (General)	22.55	7.034	21.46	7.037	0.784	NS

(At 5% level of Significance, the Table Value of 't' is 1.98)

Table 5. Difference between Male and Female Higher Secondary School Students in their Adjustment

Adjustment and its Dimensions	XI (N=55)		XII (N=48)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Emotional	6.15	3.336	6.50	3.074	0.561	NS
Social	6.67	2.389	6.40	3.016	0.511	NS
Educational	8.64	3.129	9.71	3.287	1.688	NS
Adjustment (General)	21.51	7.052	22.60	7.016	0.788	NS

(At 5% level of Significance, the Table Value of 't' is 1.98)

Table 6. Difference between XI and XII Standard Students in their Adjustment

Adjustment and its Dimensions	Government (N=48)		Aided (N=55)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Emotional	6.27	3.469	6.35	2.989	0.116	NS
Social	6.71	2.440	6.40	2.903	0.585	NS
Educational	8.73	3.023	9.49	3.393	1.205	NS
Adjustment (General)	21.77	7.188	22.24	6.933	0.333	NS

(At 5% level of Significance, the Table Value of 't' is 1.98)

Table 7. Difference between Higher Secondary School Students from Government and Aided Schools in their Adjustment

social and educational adjustment, as the calculated 't' values 0.116, 0.585, and 1.205 are lower than the table value 1.98 at 5% level of significance. In general, there is no significant difference between higher secondary school students from government and aided schools in their adjustment, as the calculated 't' value 0.333 is lower than the table value 1.98 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis 8: There is no significant difference between higher secondary school students from nuclear family and joint family in their adjustment.

It is inferred from Table 8 that there is no significant difference between higher secondary school students from nuclear family and joint family in their emotional, social and educational adjustment, as the calculated 't' values 1.193, 0.756, and 0.468 are lower than the table value 1.98 at 5% level of significance. In general, there is no significant difference between higher secondary school students from nuclear family and joint family in their adjustment, as the calculated 't' value 0.328 is lower than the table value 1.98 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis 9: There is no significant relationship between mental health and adjustment of higher secondary school students.

It is inferred from Table 9 that there is significant relationship

Adjustment and its Dimensions	Nuclear (N=96)		Joint (N=7)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Emotional	6.38	3.278	5.43	1.902	1.193	NS
Social	6.49	2.695	7.29	2.690	0.756	NS
Educational	9.18	3.241	8.57	3.309	0.468	NS
Adjustment (General)	22.07	7.113	21.29	6.047	0.328	NS

(At 5% level of Significance, the Table Value of 't' is 1.98)

Table 8. Difference between Higher Secondary School Students from Nuclear Family and Joint Family in their Adjustment

Variables	Calculated 'γ' Value	Remarks at 5% Level
Mental Health and Adjustment	0.598	S

(At 5% level of significance for 101df the table value of 'γ' is 0.194)

Table 9. Relationship between Mental Health and Adjustment of Higher Secondary School Students

between mental health and adjustment of higher secondary school students, as the calculated 'γ' value 0.598 is greater than the table value 0.194 at 5% level of significance. Hence the null hypothesis is rejected.

7. Findings

- There is significant difference between male and female higher secondary school students in their mental health. While comparing the mean scores of male and female higher secondary school students, the female higher secondary school students are better in their mental health.

- There is no significant difference between XI and XII standard students in their mental health.

- There is no significant difference between higher secondary school students from government and aided schools in their mental health.

- There is significant difference between higher secondary school students from nuclear family and joint family in their mental health. While comparing the mean scores of higher secondary school students from nuclear family and joint family, the higher secondary school students from joint family are better in their mental health.

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

- There is no significant difference between XI and XII standard students in their adjustment.

- There is no significant difference between higher secondary school students from government and aided schools in their adjustment.

- There is no significant difference between higher secondary school students from nuclear family and joint family in their adjustment.

- There is significant relationship between mental health and adjustment of higher secondary school students.

Conclusion

The 't' test result reveals that the female higher secondary school students are better than male higher secondary school students in their mental health. This may be due to

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the fact that the female students are not only free from stress, but also they are very strong in mental and physical health. So females are better than males in their mental health.

The 't' test result reveals that the higher secondary school students from joint family are better than the higher secondary school students from nuclear family in their mental health. This may be due to the fact that the total domestic work is shared by the senior members of the family. The students are not given any role to play in the joint family. Hence, the joint family students are better than nuclear family students.

The 'γ' test result reveals that there is significant relationship between mental health and adjustment of higher secondary school students. This may be due to the fact that once the students have a sound mental health; adjustment would automatically follow the mental health. So both of them are correlated.

Recommendations

- Special counselling classes may be given with the help of good counsellors.

- Conducting meditation and yoga will be effective to improve their mental health.

- Teachers should motivate and insist the parents to spend adequate time with their children in order to improve their mental health.

- Orientation programmes regarding mental health can be organised.

- The mentally imbalanced students should be given medical treatment to remove their ailments.

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