

# A Study of Relationship between Mental Health and School Adjustment of Secondary school students of Amravati City

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**Abstract:** The importance of maintaining a good mental health is crucial to living a long and healthy life. Good mental health can enhance one's life, while poor mental health can prevent someone from living a normal life. According to Richards, Campania, and Muse-Burke (2010), "There is growing evidence that is showing emotional abilities are associated with pro-social behaviours such as stress management and physical health". It was also concluded in their research that people who lake emotional expression lead to misfit behaviours. These behaviours are a direct reflection of their mental health. Self-destructive acts may take place to suppress emotions. Some of there acts include drug and alcohol abuse, physical fights or vandalism. In later childhood, this period is marked by the ability to acquire keen and accurate perception grows the process of conceptualisation. Mental development is also indicated in his growing interests.

Child begins to admire things and people around him. He begins to imitate the manners and behaviour of those people whom child admire. In this stage child acquires ideas and master thought operations at the concrete level. In this stage it teachers and parents provide a verify of rich and con created experience and challenging activities for the learner development of mental is very effective. The home and the school should surround the child with problematic situation, in the process the child develops his power of thinking and rescanning. In this stage teachers and parents must provide project and units work develops encouragement.

**Keywords-** Mental Health and School Adjustment of secondary school students.

## INTRODUCTION

The concept of mental health is as old as human beings. Mental health commutates those behaviours, perceptions and feelings that determine a person's overall level of personal effectiveness, success, happiness and excellence or emotional well-being or an absence of a mental disorder. From perspectives of

the discipline of positive psychology or holism mental health may include an individual' ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience. Mental health is an expression of emotions and signifies a successful adaption to a range of demands.

## MENTAL HEALTH

World Health Organization:

A state of well-being in which the individual realizes his or her Own abilities can cope with the normal stresses of life, can work productively and fruitfully, and is able to work a contribution to his or her community."

Bhatia (1982): The ability to balance desires, feelings, ambitions and ideals in One's daily living it may also be understood as the behavioural characteristics of a person.

Kumar (1992): Mental health is an index which shows the extent to which the person has been able to meet his environmental demands – social emotional or physical.

"Looking after one's mind is as important as looking after one's body". As part of one's overall health, mental and emotional health or well being is a necessary condition to enable one to manage one's life successfully. Mental health is the emotional and spiritual resilience that allows one to enjoy life and to survive pain, suffering and disappointment. It Is a positive sense of well being and an underlying belief in one's own and other's dignity and worth.

## MENTAL HEALTH IS ABOUT

- How one feels inside
- Balancing one's emotions and having control on the

- Self esteem and confidence
- Being comfortable with whom they are
- Coping with one's feeling and building up resilience on one's "bounce-back ability"

The National Association for Mental Health describes some of the characteristics of people with good mental health comfortable feelings about one's self, feeling "right" about other people and being able to meet the demands of life. To attain these one should get well or adjust to the environment. Hurlock has summarized the following factors as important ingredients of mentally health personality.

- Development of realistic evolution of self, others, Situations and achievement.
- Acceptance of reality responsibility
- Development of anatomy, emotional Control, goal and other orientation
- Social acceptance and inculcation of a philosophy of life directedness(v)

Mental health is important as it affects everything one does, how one sleeps, what one eats, the risk one will take and the types of things one does to relax and enjoy one self.

Some of the criteria for good mental health are:

- Adequate feeling of security
- Adequate self-evaluation
- Adequate spontaneity and emotionality
- Efficient contact with reality
- Adequate bodily desires and the ability to gratify them
- Adequate self-knowledge
- Integration and consistency of personality
- Adequate life goals
- Ability to learn from experience
- Ability to satisfy the requirements of the group
- Adequate emancipation from the group or culture

A mentally healthy person shows homogenous organization of desirable attributes, healthy values and righteous self-concept and a scientific perception of the world as a whole. Mental health presents a humanistic approach towards self and others. It is an important factor that influences an individual's various actives, behaviour, happiness and performance. However, when one finds himself trapped in situation he does not have matching coping strategies to deal with it effectively; he gets himself mentally strained. This mental strain is generally reflected in Symptoms

like anxiety, tension, restlessness or hopelessness, among others. Mental health represents a psychic condition which is characterized by mental peace, harmony and content. It is identified by the absence of disabling and debilitating symptoms.

#### SCHOOL ADJUSTMENTS

School adjustment has been construed historically in terms of children's academic progress or achievement. This outcome is important but being very limited it narrows the search for precursors and events in children's environments that may affect adjustment. On a broader level, we might think of adjustment as involving not only children's progress and achievement but also their attitudes toward school, anxieties, loneliness, social support, and academic motivation.

School plays a vital role in the development of an adolescent as they spend most part of their day attending school, engaging in extracurricular activities; and even at home engaged in scholastic work. School is an institution which contributes to the total educational and socialization process directed to the development of personality of an adolescent. School environment includes relationships among and between administration, teachers, parents, students and the community that influence over all development through the academic demands of formal curricular and through exposure to teachers who emphasize academic achievement, motivation to learn and self-improvement. The Upper Primary introduces a better perspective to the adolescents.

#### OBJECTIVES OF RESEARCH

- To study the mental health of boys and girls studying at secondary level.
- To Study the school adjustment of boys and girls studding at secondary level.
- Relationship between Mental Health and School Adjustment of secondary school students.

Hypotheses:

- There is no significant difference in the mean of metal health score of the boys and girls students studying at secondary level.
- There is no significant difference in the mean of school adjustment score of boys and girls studying at secondary level.

SCOPE AND LIMITATION

Scope:

- The scope of present study is widened enough to study the mental health of students.
- The study is to assess the school adjustment of the students.

Limitations:

Table No. 1

Gender	N	M	SD	SEDM	Df	't' Value	Table Value	Sig.
All Girls	100	92	8.33	1.21	198	3.22	2.60	0.01 level
All Boys	100	95.9	8.97					

Interpretation -

Table No. 1 shows that mean of mental health score of all girls and all boys students studying at secondary level is 92 and 95.9 respectively, where as SD is 8.33 respectively. The Standard error difference of mean is 1.21. For comparing the mean of mental health score of all girls and all boys students, 't' test is employed. The calculated 't' value is 3.22. Table 't' value at 0.01 level of significance for Df 198 is 2.60. It indicates that the calculated 't' value is greater than the table value. Hence the null hypothesis is rejected. It means that the

Table No. 2

Locality & Gender	N	M	SD	SEDM	Df	't' Value	Table Value	Sig.
All Girls	100	89.26	5.16	0.73	198	1.91	1.97	0.05
All Boys	100	90.66	5.38					

Interpretation -

Table No. 2 shows that mean of school adjustment score of all girls and all boys students studying at secondary level is 89.26 and 90.66 respectively, whereas SD is 5.16 and 5.38 respectively. The standard error difference of mean is 0.73. For comparing the mean of mental health score of all girls and all boys students, 't' test is employed. The calculated 't' value 1.91. Table 't' value at 0.05 level of significance for Df 198 is 1.97. It indicates that the calculated 't' value is less than the table value. Hence the null hypothesis is accepted. It means that there is no significant mean difference in school adjustment of girls and boys studding at secondary level.

Conclusion --

Conclusion can be drawn that there is no significant difference between school adjustment of girls and boys student studying at secondary level.

- The study is limited to Amravati District only.
- The study is limited to Secondary Level.

Interpretation

Mental Health of Girls and Boys:

H-1 There is no significant difference in the mean of metal health score of the boys and girls students studying at secondary level.

means difference of mental health of all girls and all boys student studying at secondary level is significant.

Conclusion –

Conclusion can be drawn that there is no significant difference between mental health of girls and boys student studying at secondary level.

School Adjustment of Girls and Boys Students:

H-2 There is no significant difference in the mean of school adjustment score of boys and girls studying at secondary level.

Result :-

- 1.Conclusion can be drawn that there is no significant difference between mental health of girls and boys student studying at secondary level.
- 2.Conclusion can be drawn that there is no significant difference between school adjustment of girls and boys student studying at secondary level.

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