

## **Emotional Stability and Adjustment Perspective of Mental Health among Rural School Students in Tiruchirappalli District.**

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**Abstract:** *Mental health is a balance between all aspect of life – social, Physical, Spiritual and emotional aspect of a person. Adolescence is a period of transition which leads to emotional instability, lack of adjustment in expressing views and opinions and lack of understanding their parent and teacher. The family system is not only to contribute much for the developmental aspect of the child as a result school has become an important agency and assumes great responsibility in developing the personality of a child. Hence, the present study aims to study the emotional and adjustment perspective of mental health among Rural School Students in Tiruchirappalli district. The researcher has adopted Descriptive Research Design by adopting random sampling method. Emotional stability and overall adjustment dimensions of mental health scale developed by Alpana Sengupta and Arun kumar singh was used. Sample consists of 50 students from a rural school from Tiruchirappalli district and the findings will be discussed in the paper.*

**Keywords:** *Adjustment, Adolescence, Emotional Stability, Mental health, School Student.*

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### **I. Introduction**

Mental Health is a state of well-being in which the individual realize his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community(1). Good mental health is central to your child’s healthy development. It is associated with: feeling happy and positive about yourself and enjoying life; healthy relationships with family and friends; participation in physical activity and eating a healthy diet; the ability to relax and to get a good night’s sleep; and community participation and belonging(2). The adolescent period is habitually accompanied by new stress, behavioral change, lack of relationship between the family members this affects psychosocial development. Adolescent school students have been defined as the period of life spanning between 14-17 years. They are neither children nor adults. In this period they are facing several physical, mental changes and also some external force from peer influence. According to smith and Segal (2011) “People who are emotionally and mentally healthy have the tools for coping with difficult situations and creative in bad times as well as good”. A person who has good mental health adjusts well with himself and his environment. This is the positive aspects of mental health which is analyzed in the present study.

#### **1.1. Emotional Stability**

The term emotions refer to a feeling and its distinctive thoughts, psychological and biological states and range of propensities to act. Stability in emotions means firmly established or fixed, not easily upset or disturbed well balanced and capable to remain in same status. Emotional stability is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of adolescent development. The concept of stable emotional behaviour at any level is that which reflects the fruits of the normal emotional development. An individual who is able to keep his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behavior sometimes. Scott (1968) opined that emotional stability as one of the seven important indicators of superior mental health. It also affects the learning of the pupils. Emotional control may impair performances in situations which require flexibility and adaptability on the part of the person or pupil. If the pupil have no very little emotion control it may lead to anxiety, inferiority feeling and guilt (3).

#### **1.2. Adjustment**

Adjustment plays a vital role in the development of child. Adjustment is a dynamic and continuous process. No human being can live apart forms his physical environment. There is action and reaction changing going on between the individual and his environment. Adjustment is a kind of interaction between the individual and his or her environment. Adjustment refers to adoption of the organism to demands of the environment. Human being not only adapts to their environment but through the use of intelligence changes the environment to meet the needs more effectively. He learns to develop his self by exchanging the demands and influence of

his environment. In the process of meeting the demands of life one may be encountered with problems of health. Duncan (1949). The main characteristic of mental health is adjustment. Magnitude of the adjustment decides the status of mental health. The greater the degree of adjustment, the greater will be the mental health. Lesser degree of adjustment will lead to the lesser mental health. The mentally healthy individual can adapt him or herself to every best and worst condition of life and environment.

## **II. Review of Literature**

Kaur (2013) conducted a comparative study of emotional maturity of senior secondary school students and investigated the emotional maturity of adolescents of Chandigarh. The findings of the study revealed that there was not any significant difference in various areas of emotional maturity of govt. and private school students(4).

Dr. Bharati Roy and Smritikana Mitra (2012) made a study on the "Pattern of adjustment among early and late adolescent school students" examined the adjustment problems among early and late adolescent school students using Bell adjustment inventory adopted by Mohsin - Shamshad. The test was administered on a sample of sixty adolescents (30 early adolescents & 30 late adolescents). The study revealed that early and late adolescents group differed significantly from each other in the home, health and social areas of adjustment. Girls showed better adjustment than boys(5).

Basu (2012) aimed to investigate the adjustment abilities of secondary school students and found that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of type of family(6).

Aleem (2005) examines difference between the mean scores of male and female students on emotional stability and revealed that male students are found to be more emotionally stable than female students(7).

Hay and Ashman (2003) investigated gender differences associated with the development of adolescents' sense of general self-concept and emotional stability were investigated with 655 adolescents. Relationships with parents were important for males' emotional stability, but not females. Peer relations were more influential in the formation of adolescents' emotional stability than parental relationships (8).

Kasinath (2003) studied the male and female student's adjustment with academic achievement and found better social and emotional adjusted students had good academic scores (9).

## **III. Method**

### **3.1. Objective of the study**

- To know the socio demographical details of rural adolescent school students.
- To assess the emotional stability of the adolescent students.
- To assess the adjustment level among rural school student.

### **3.2. Significance of the study**

Adolescence is a period of transition which leads to emotional instability, lack of adjustment, lack in expressing views and opinions and lack of understanding their parent and teacher. Expectation of the parents and teachers are high during the stage of adolescence in particular, on choosing their career, high scoring in public exams, and they have to focus only on study. It leads them to some psychological problem. Hence the family system and school have not only contributed much for the developmental aspect of the child but has become an important agency and assumes great responsibility in developing the mental health of a child.

### **3.3. Hypothesis**

- ❖ There is a significant association between Birth order of the respondent and their level of Emotional Stability.
- ❖ There is a significant association between Mother Education of the respondent and their level of overall Adjustment.
- ❖ There is a significant difference between age of the respondent and their emotional Stability.
- ❖ There is a significant difference between Family income of the respondent and their overall Adjustment.

### **3.4. Research design**

#### **The researcher adopted the descriptive design.**

The population of this study was all the government secondary schools in Tiruchirappalli. 2 schools were selected as samples and in each school only the 9th standard was selected through simple Random sampling method. The sample of the study consists of 50 (25 from each school) secondary school students. 25 boys and 25 girls were selected randomly through lottery method. The age ranges from 14 years to 16 years.

Tool of data collection includes self prepared social demographical profile and mental health scale developed by Alpana Sengupta and Arun kumar singh was used. The scale has Emotional stability dimensions consists of 15 question and overall adjustment dimensions consists of 40 questions.

**IV. Result and Discussion**

**Table 1:** Distribution of the Respondent by their Caste

Sl. No	Caste	No. of Respondent	Percentage
1	BC/MBC	42	84
2	SC/ST	08	16
	Total	50	100

The above table shows the distribution of the respondent by their caste. Vast majority of the respondent (84%) were BC/MBC and a least (16%) number of the respondent belong SC/ST.

**Table 2:** Distribution of the Respondent by their Annual Family Income

Sl. No	Annual family income	No. of Respondent	Percentage
1	Below 10000	08	16
2	10001 to 25000	22	44
3	Above 25001	20	40
	Total	50	100

The above table shows the distribution of the respondents by their Annual family income. Nearly less than half of the respondents (44%) have annual income between Rs.10001 to Rs.25000. More than one fourth of the respondents (40%) have annual income above Rs.25001. A least number of the respondents have annual income below Rs.10000.

**Table 3:** Distribution of the Respondents by their Emotional Stability and Overall Adjustment

Sl. No	Emotional Stability	No. of Respondents	Percentage
1	Low	24	48
2	High	26	52
	Total	50	100
Sl. No	Adjustment	No. of Respondents	Percentage
1	Low	24	48
2	High	26	52
	Total	50	100

The above table shows the overall Emotional Stability and Adjustment more than half of the respondents (52%) were high and less than half of the respondents (48%) were low.

**Table 4:** Association between Birth Order and their Level of Emotional Stability

S.No	Birth order	Emotional stability		Statistical inference
		Low	High	
1	1	9	7	$X^2= 5.024$ df=2 P> 0.05 <b>Not significant</b>
2	2	13	10	
3	3 & above	2	9	

The above table indicates that there is no significant association between Birth order of the respondents and their level of Emotional Stability. The research hypothesis is rejected and the Null hypothesis accepted.

**Table 5:** Association between Mother’s Education and their Overall Adjustment

S.No	Mother’s education	Adjustment		Statistical inference
		Low	High	
1	Elementary	8	3	$X^2= 5.516$ df=2 P< 0.05 <b>Significant</b>
2	High school	13	22	
3	Higher secondary	3	1	

The above table indicates that there is significant association between Mother’s Education of the respondents and their overall Adjustment. The research hypothesis is accepted and the Null hypothesis rejected.

**Table 6:** Difference between Age of the Respondent and their Emotional Stability

S.No	Age- emotional stability	Mean	SS	MS	df	Statistical inference
1.	Between groups	G1=7.64	2.271	0.320	1	F=0.074
	Within groups	G2=7.80	1.871	4.328	48	P>0.05 <b>Not significant</b>

G1=Below 14, G2=15 & above

The above table indicates that there is no significant difference between age of the respondents and their level of Emotional Stability. The research hypothesis is rejected and the Null hypothesis accepted.

**Table 7:** Difference between Family Income of the Respondent and their Overall Adjustment

S.No	Family income-Adjustment	Mean	SS	MS	df	Statistical inference
1.	Between groups Within groups	G1=23.62 G2=20.95 G3=24.60	145.090 613.630	72.545 13.056	2 47	F=5.556 P<0.01 <b>Significant</b>

G1= below 10000, G2=10001-25000, G= 25001 & above

The above table indicates that there is significant Difference between family income of the respondents and their overall Adjustment. The research hypothesis is accepted and the Null hypothesis rejected.

## V. Discussion

The adolescent emotional stability and adjustment dimension revealed that nearly half of them had high level of adjustment and emotional stability but it is not enough to say that they are on the safer side. Emotion instability and maladjustment creates more problems like stress, depression, fear, anxiety, adjustment with their parent and siblings among adolescent especially in rural areas. The institution like family and school plays a vital role to mould the adolescent. The student has to be motivated to have a high desire to achieve, for that proper parental support is essential. The academic institution also considers the importance of personality development and opportunities to improve the student's self concept and vision in their life through proper channels by promoting yoga classes regularly. Such measures help the adolescents for the achievement of well being and psychological integration and Meditation will improve concentration of students and act as stress relief agent. Both parents and teachers have to should provide some time to spend for recreational activities. From a Social worker's perspective, help the student to adjust with the academic pressure and cope with bio psycho social needs and self confidence and self esteem can be enhanced among the student through above mentioned techniques.

## VI. Conclusion

From the above study it can be concluded that though Emotional Stability and Adjustment is partially better among the school going adolescents, they are at the verge of slipping in to Emotional instability and mal adjustment.

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