A Study On The Relation Between Mental Health And Academic Adjustment Of Secondary Students

Abstract
Sound personality is very essential to all human being for surviving properly in rapidly changing phenomenon. An individual has two types of health; one is physiological and another is mental. Psychological wellbeing, emotional wellbeing and consequently social wellbeing are some fundamental aspects of mental health. Each and every human being has that type of health in respect to the parameter of humanistic wellbeing. Among the students, presence of mental health has been perceived in different times in different situations. At the time of adjustment in the school environment, a lot of mechanisms have played vital role to be eligible. Academic adjustment means that type of adjustment procedure by which an individual will be able to adjust in different activities of school environment. Researcher has intended to determine the nature of relationship between mental health and academic adjustment on the basis of students’ responses. A quantitative descriptive researcher design has been developed and properly implemented in present study. At the end of the study, researcher has found some specific features of the corresponding variables in respect to the analytical context.

1. Introduction
Mental health is an indicator of individual wellbeing in respect to the psychological and also emotional behaviours. It also specifies the absence of mental problems. There are a lot of psychological and emotional problems like stress, emotional disorder, psychological disorder, etc. Mental health is also an important indicator of balance and sound personality. Through the balance mental health, one will be able to fulfil the demands of life on the basis of various conditions. Two
fundamental aspects have been identified in the case of mental health; one is psychological and another is emotional. Problems perceived in the thinking, reasoning, judging, language application, concept formation, understanding, cognition, decision making etc. are some aspects associated with the mental health of a human existence. Emotional disturbance, mood swing, problems in respect to the emotional monitoring is some essential aspects of emotional aspect of humanistic mental health. When nothing problems in connection with the cognitive and also affective domains in human personality have been perceived, then the quality of that person will be known as a mental health. Problematic mental health must be assessed by observed some predetermined symptoms among the sufferer. There are some fundamental features of mental health like –absence of illness, wellbeing in respect to cognitive, affective and psychomotor context associated with the human personality (WHO). Adjustment is a process to be eligible in respect to the demands of the situation of the condition which has been perceived by the individual. Adjustment is a fundamental process or technique which is basically used by every individual in every relative of time. In the sector of academic system, in every activity, the need of adjustment has always realized buy every personnel. Teaching, active role of teachers, learning, learning situation, nature of readiness for learning, classroom communication process, interaction mechanism, interrelation between teacher and students and also among all students, participation in group activities etc. are some important sector in where every individual must realize the importance of adjustment. Sum total of adjustments followed by the every learner is generally known as academic adjustment. In present study, corresponding relation between the variable of the study has been determined properly.

2. Objectives Of The Study
There are some predetermined objectives in the study by which every activity have been organized properly. At the end of the study researcher has intended –
- To measure the nature of mental health of the secondary students and also to assess the nature of academic adjustment process.
- To determine the relationship between the variables on the basis of different stratum.

3. Hypotheses Of The Study
On the basis of some assumptions related to the variables, hypotheses have been designed to measure.
- \( H_0: \) There exist no significant relationship between the mental health and academic adjustment in respect to the stratum of measurement.

4. Research Methodology
A required research methodology has been administered in the present study. A quantitative descriptive research methodology has been followed in present study. The associated aspects of the study have been presented below.

4.1 Population & Sampling
All secondary students of Malda district in the province of West Bengal has been considered as the population in the study. By administering the purposive sampling technique the corresponding responses have been determined. Corresponding responses have been converted into data on the basis of stratum.
4.2 Tool Construction & Standardization

In the present study, two important tools have been developed and also they are properly standardized with the help of some specific normative techniques. Mental Health Assessing Scale and Academic Adjustment Measuring Scale have been developed on the basis of some specific dimensions of the corresponding variables.

4.2.1 Dimensions of Scale 1

On the basis of key features of the variable, following dimensions have been constructed and also used in respect to the importance of the study.

i. Associated Aspects of Emotional Wellbeing

ii. Associated Aspects of Psychological Wellbeing

iii. Associated Aspects of Social Wellbeing

4.2.2 Dimensions of Scale 2

Related dimensions of academic adjustment are as follows.

i. Adjustment by following academic strategies

ii. Adjustment by following motivational factor

iii. Adjustment by following the Institutional commitment

iv. Adjustment by facing un-expected situation

4.3 Approach of Study

In the case of data collection, the corresponding survey method has been administered; similarly, in the case of data analysis and interpretation, the approach of quantitative descriptive has been applied.

5. Analysis and Interpretation

Through administering corresponding scales, responses associated with the variables have been determined and also the collected responses have been converted into data. Corresponding data has been analyzed and obtain result has been interpreted on the basis of quantitative descriptive approach. Aspects associated with the analysis and interpretation has been presented below.

5.1 Descriptive Analysis of Mental Health of the secondary students

In this segment, descriptive features of mental health have been analyzed and interpreted also. In the below table and figure, the corresponding features of the measurement have been reflected.

<table>
<thead>
<tr>
<th>Table 1: Descriptive Analysis of Students’ Mental Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>MHBOY</td>
</tr>
<tr>
<td>MHGIRL</td>
</tr>
<tr>
<td>MHTOTAL</td>
</tr>
</tbody>
</table>
By studying the above table, it has been identified that average performance in respect to the mental health of the girl secondary students has been obtained. Value of SEM has specified the trustworthiness of the individual score of the distribution. Similarly, SD has also specified that there must exist less scatter position of the individual score in the score distribution. Corresponding distribution of the total sample group in respect to mental health of the secondary has been specified by studying the graph of normal p-p plot.

![Normal P-P Plot of MHTOTAL](image)

Figure 1: Normal P-P Plot of MHTOTAL

Corresponding straight line is representing the normal line of the normal distribution; similarly, dots are representing the status of the individual score in the frequency distribution. By observing the above figure, it has been cleared that said distribution has the normality in distribution.

### 5.2 Descriptive Analysis of Academic Adjustment of the secondary students

Human ability to adjust in the rapidly changing society; a student is a fundamental component of the survival need of the individual score of the distribution. In the table 2, the descriptive nature in respect to the gender based measurement in connection with the academic adjustment has been specified properly.

<table>
<thead>
<tr>
<th>Table: 2 Descriptive Analysis of Students’ Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statistic</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>N</strong></td>
</tr>
<tr>
<td><strong>AADBOY</strong></td>
</tr>
<tr>
<td><strong>AADGIRL</strong></td>
</tr>
<tr>
<td><strong>AADTOTAL</strong></td>
</tr>
</tbody>
</table>

**AASBOY → Academic Achievement of Boy secondary students, AAGIRL → Academic Achievement of Girl secondary students, AATOTAL → Academic Achievement of Total secondary students selected for the present study.**
On the basis of observation of table 2, researcher has identified that gender wise difference in respect to average performance of the individual sample concerning academic adjustment has been found. Average performance in favour of girl secondary students has been found higher than boy students. Normality of the distribution has been proved by the figure 2.

Figure 2: Normal P-P Plot of AADTOTAL

Slight deviation has been found in the middle of the distribution; in other cases normality of individual score has been explored.

5.3 Interpretation of Descriptive result

On the basis of descriptive analysis of the result, researcher has found the following aspects.

- Girl secondary students have explored the higher level of positive responses regarding presence of the quality of good mental health and also academic adjustment than the boy secondary students.
- In both cases, normality in distribution and also trustworthiness of the said distribution has been observed in this segment of study.

5.4 Analysis of correlation between the variables

In this segment of study, researcher has conducted approaches to determine the inter-correlation between the said variables of the study.

<table>
<thead>
<tr>
<th>Table: 3 Correlation between MHBOY and ADBOY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MHBOY</strong></td>
</tr>
<tr>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td><strong>ADBOY</strong></td>
</tr>
<tr>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>N</td>
</tr>
</tbody>
</table>

*. Correlation is significant at the 0.05 level (2-tailed).
Both positive and significant relationship has been found between the mental health and academic adjustment followed by the boy secondary students. The calculated value is 0.200; that has been significant at 0.05 level. Therefore, corresponding null hypothesis has been rejected in this regard. Corresponding result has been found in respect to the non-directional parameter of the study.

Insignificant relationship has been found between mental health and academic adjustment of girl secondary students in the present study. In this case, negative relationship has been found. Therefore, corresponding null-hypothesis has been accepted. In this segment, it has been specified that mental health of the girl secondary is not related to academic adjustment; this evidence has specified the presence of some other influencing factors in this regard.

Both positive and significant relationship has been found between the mental health and academic adjustment followed by the total selected secondary students. The calculated value is 0.137; that has been significant at 0.05 level. Therefore, corresponding null hypothesis has been rejected in this regard.

### 5.5 Interpretation of the result between Mental Health and Academic Adjustment

Following aspects have been interpreted on the basis of above result of correlation between the variables of the study.

- Significant correlation has been found in the cases of boy secondary students and also in the case of total sample of the study. The change of mental health can influence to change the nature of academic adjustment.

- Insignificant relationship has been found in the case of girl secondary students.
6. Conclusion
Mental health of secondary students and their efforts to adjust in the academic systems has been analyzed statistically on the basis of some specific data of measurement. By analyzing the corresponding features of the said variables, it has been concluded that mental health of secondary boy students is significantly related with the academic adjustment; this result is also theoretically accepted. But, in the case of girl secondary, the commonness of the theoretical aspects has not been found. But, in the case of total selected samples, the corresponding relationship has followed the theoretical notation i.e. positive mental health will help to obtain the effective academic adjustment.

7. Reference

About Author’s
1st. Dr. Bapi Mishra is an Assistant Professor, Department of Education, University of Gour Banga, Mokdumpur, Malda, West Bengal. He is intended to discover the unidentified facts related to the different activities performed in the education system in all over the country. He was served as Assistant Teacher in Maniknagar High School, Beldanga, Murchidabad; was also served as Assistant Professor, Nahata J.N.M.S Mahavidyalaya, His area of interest to research the new thought or undiscovered facts. He is interested in Spiritual Exercises.
2nd. Tapasi Sarkar is a student of P.G section of said university. She intends to study more through research mode.