

RELATIONSHIP BETWEEN ADJUSTMENT AND MENTAL HEALTH OF B.Ed. STUDENTS

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Abstract

The success of the educational process to a great extent depends on the character, ability and personality of a teacher who is the cornerstone of the arch of Education. It is the need of the time that well adjusted and mentally healthy persons should be trained for teaching profession. Teacher is a member of larger society. There are many factors and conditions, which cause maladjustments in teacher. In light of these conditions it is very important to study the adjustment and mental health of B.Ed. students who are future teacher. For this study the researcher carried out 100 B.Ed. students. The sample was randomly selected. To verify the hypothesis coefficient of correlation by Karl Pearson's Product Moment Method was found out between adjustment and mental health of B.Ed. students. Thus results indicate the nature of relationship is positive and significant.



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INTRODUCTION

The quality of a nation depends upon the quality of its teachers. Education is a powerful instrument for the social, political and economic development of a country. Hence, the success of the educational process to a great extent depends on the character, ability and personality of a teacher who is the cornerstone of the arch of Education. Teachers of the country have major role to play in developing the greatest resources of a nation. Teachers are to develop the nation personality of their students and they can do so only when they are mentally sound and well adjusted. It is the need of the time that well adjusted and mentally healthy persons should be trained for teaching profession.

The dictionary meaning of the word 'Adjustment' is, to fit, make suitable, adapt, arrange, modify, or make correspondence. Thus when we make an adjustment between two things, we adapt or modify or make correspond to each other. In some situations, one of the factors may not be changeable and so the other has to be modified in some way to suit the other.

Mental health is a global term, which refers to that condition of an individual which results from the normal organisation and function of his mind.

Need of the study:-In modern times, with the rapid developments in all walks of life, problems have also multiplied in that proportion. Teacher is a member of larger society. There are many factors and conditions, which cause maladjustments in teacher. In light of these conditions it is very important to study the adjustment and mental health of B.Ed. students who are future teacher.

Objectives of the study:-

1. To study the adjustment of B.Ed. Students.
2. To study the mental health of B.Ed. Students.
3. To study the relationship between adjustment and mental health of B.Ed. students.
4. To compare the adjustment of male and female B.Ed. Students.
5. To compare mental health of male and female B.Ed. Students.

Hypothesis:-

1. There is no significant correlation between adjustment and mental health of B.Ed. students.
2. There is no significant difference in adjustment of B.Ed. Students with respect to sex.
3. There is no significant difference in mental health of B.Ed. Students with respect to sex.

METHOD

Sample

The research investigation was carried out on 100 students of B.Ed. class. The sample was selected randomly from the colleges of Punjab, affiliated to P.U. Chandigarh.

Tool Used

Following tools were used in the present Study:-

- a) Mental Health inventory by Srivastav and Jagdish Rai.
- b) Adjustment inventory by V.K.Mittal.

Results and Discussion

Hypothesis-1:- There is no significant correlation between adjustment and mental health of B.Ed. students.

To verify the above hypothesis coefficient of correlation by Karl Pearson's Product Moment Method was found out between adjustment and mental health of B.Ed. students.

Table-1 Coefficient of correlation between adjustment and mental health of B.Ed. students.

S.No.	Variable	N	R	Remarks
1	Adjustment	100	0.28	Significant at .01 level
2	Mental Health	100		

Table-1 shows that correlation between adjustment and mental health of B.Ed. students is 0.28 which is significant at 0.01 level of significance. It means that there is a significant relationship between adjustment and mental health of B.Ed. students.

Hence hypothesis, “There is no significant correlation between adjustment and mental health of B.Ed. students” is rejected.

Hypothesis-2:-There is no significant difference in adjustment of B.Ed. Students with respect to sex.

To verify this hypothesis t-ratio was computed between the mean scores of adjustment of male and female groups.

Table-2 t-ratio for adjustment scores of male and female groups

Sub Sample	N	Mean	SE _d	t-value	Significance
Male	50	209	2.67	1.5	Not Significant
Female	50	205			

Table-2 shows that t-ratio between the mean scores of adjustment in B.Ed. of male and female groups are 1.5. The t-value in order to be significant at 0.05 and 0.01 level should be 1.96 and 2.58 respectively. The t-ratio does not reach this level. Hence it is not significant. It means there is no significant difference in adjustment male and female groups of B.Ed.

Hypothesis-3:-There is no significant difference in mental health of B.Ed. Students with respect to sex.

To verify this hypothesis t-ratio was computed between the mean scores of mental health of male and female groups.

Table-3 t-ratio for mental health scores of male and female groups.

Sub Sample	N	Mean	SE _d	t-value	Significance
Male	50	184	2.39	1.67	Not Significant
Female	50	180			

Table-3 shows that t-ratio between the mean scores of mental health in B.Ed. male and female groups are 1.67. The t-value in order to be significant at 0.05 and 0.01 level should be 1.96 and 2.58 respectively. The t-ratio does not reach this level. Hence it is not significant. It means there is no significant difference in mental health of male and female groups of B.Ed.

Hence Hypothesis,” There is no significant difference between the male and female students on the basis of mental health “is accepted.

Conclusions

In the present study researcher wanted to study the relationship between adjustment and mental health of B.Ed. students. Hypothesis wise findings revealed:-

1. The first hypothesis, “There is no significant correlation between adjustment and mental health of B.Ed. students” stands rejected as $r = 0.28$ is significant. Thus results indicate the nature of relationship is positive and significant.
2. The second hypothesis, “There is no significant difference in adjustment of B.Ed. Students with respect to sex” stands accepted as value of t-ratio was 1.5 is not significant. Thus results shows that there is no significant difference between male and female students on the basis of adjustment.
3. The third hypothesis, “There is no significant difference in mental health of B.Ed. Students with respect to sex” stands accepted as t-value for mental health score of male and female group is 1.67 which is not significant at 0.05 and 0.01 level of significance. Thus results shows that there is no significant difference between male and female groups of B.Ed. students on the basis of mental health.

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