



Short Communication

The effect of treatment, adjustment and their interaction on emotional health of female students

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Abstract

In general physical health is given more importance and considered as the synonym of Overall health. However, a person can only be physically healthy if he is emotionally and socially healthy. In fact emotional and social health are pre-requisite of Physical health. People who are emotionally healthy are able to face favourable as well as unfavourable situations equally. To be emotionally healthy one needs to be emotionally stable, socially well adjusted, Independent with integrated Personality. Emotional health can be improved with some planned activities. Therefore present study has been taken up to study "The effect of Treatment, Adjustment and their interaction on reduction of Emotional Suppression". For this study 277 students of B.A. and B.Sc. (Home Science) from Kasturbagam Rural Institute, Kasturbagam, Indore were selected by stratified random sampling method. Present study is an experimental research, where Post-test only Control Group design was used. Emotional Suppression of the students of Experimental Group and Control Group was measured by Emotional Maturity Scale (EMS) by Singh and Bhargava (1990). Students of Experimental Group were treated through a specially designed programme "Emotional Maturity Enhancement Programme" for 40 days which included Yogasanas and Pranayam activities. The Control Group was not given any treatment and continued with their routine activities. After 40 days of Treatment, the Emotional Suppression of students of Experimental Group and Control Group was measured. Adjustment of the students was also measured by Adjustment Inventory by Mittal (1974). 2×2 Factorial Design ANOVA was used to analyse the data. Results revealed that the Emotional Suppression of the Experimental Group is significantly different in comparison to the students of the Control Group. The Emotional Maturity Enhancement Programme was found to be effective in reducing the Emotional Suppression of the students of Experimental Group. No significant effect of Adjustment was found on Emotional Suppression. Results also revealed that there was no significant effect of the Interaction between Treatment and Adjustment on reducing Emotional Suppression.

Keywords: Treatment, Adjustment, Emotional Health, Emotional Suppression, Emotional Maturity Enhancement Programme.

Introduction

In general physical health is given more importance and considered as the synonym of Overall health. However, a person can only be physically healthy if he is emotionally and socially healthy. In fact emotional and social health are pre-requisite of Physical health. People who are emotionally healthy are able to face favourable as well as unfavourable situations equally. To be emotionally healthy one needs to be emotionally stable, socially well adjusted, Independent with integrated Personality. Emotional health can be improved with some planned activities. Velaydhun¹ in his study on Emotional intelligence reported that "Emotional Intelligence Enhancement Programme had significantly positive effect on Emotional intelligence". Mavoa et al² in their study assessed "the relationship between the natural environments of residential neighborhoods and the emotional health of adolescents living in urban New Zealand provides novel evidence of the importance of natural

environments for the emotional health of adolescents". However, not many studies are found to study the effect of Treatment on reduction of emotional Suppression. Therefore present study has been taken up to study the effect of Treatment, Adjustment and their interaction on reduction of Emotional Suppression".

Meaning of emotional health: Emotionally healthy people are aware of their emotions as they are able to control their feelings and behaviours. They can deal with their positive as well as negative emotions equally. Emotionally healthy people also get stressed and irritated, but they are able to handle favourable as well as unfavourable situations equally.

Meaning of emotional suppression: Emotional Suppression means not being able to present the emotions and constantly controlling them unnecessarily. Due to many unpleasant experiences of life, a person starts to feel uncomfortable and

keeps pressing his emotions. This situation is called Emotional Suppression, due to which the chances of a person’s becoming frustrated, annoyed and irritated increases.

Objective of the present study: To Study the effect of Treatment, Adjustment and their Interaction on reduction of Emotional Suppression of female students.

Hypothesis of the present study: There will be no significant effect of Treatment, Adjustment and their Interaction on reduction of Emotional Suppression of female students.

Methodology

Sample Size: In the present study 277 students of Arts and Home Science discipline from Kasturbagram Rural Institute, Kasturbagram, Indore were selected by stratified random sampling method. Then these students were divided into two groups. The first group was Experimental Group having 141 students. Second group was Control Group having 136 students.

Table-1: Sample Size.

Group	Arts Group	Home Science Group	Total
Experimental Group	89	52	141
Control Group	87	49	136
Total	176	101	277

Research design: Present study is an experimental research, where Post-Test Only Control Group Design was used. Emotional Suppression of the students of Experimental Group and Control Group was measured by Emotional Maturity Scale by Singh and Bhargava³. Students of Experimental Group were treated through a specially designed programme “Emotional Maturity Enhancement Programme” for 40 days at the rate of one hour daily. In this programme Yogasana and Pranayama activities were organized for Experimental Group. The Control Group was not given any Treatment and continued with their routine activities. After 40 days of Treatment, the Emotional

Suppression of students of Experimental Group and Control Group was measured. Adjustment of the students was also measured by Adjustment Inventory by Mittal⁴.

Tools: Emotional Suppression of the students of Experimental Group and Control Group was measured by “Emotional Maturity Scale (EMS)” Developed by Singh and Bhargava⁴ (1990) and Adjustment of the students of Experimental Group and Control Group was measured by “Adjustment Inventory” developed by Mittal.

Results and Discussion

Effect of Treatment on Emotional Suppression: It is clear from Table-2 that F-value of 19.33 for treatment is significant at 0.01 level with $df = 1/273$. It shows that the mean scores of Emotional Suppression of experimental and control group differ significantly. Thus, Treatment produced significant effect on Emotional Suppression. Therefore, the null hypothesis that there will be no significant effect of Treatment on Emotional Suppression is rejected. The mean score of Emotional Suppression of students belonging to experimental group ($M=17.72$) is significantly lower than those belonging to Control Group ($M=28.12$). It may therefore be said that students belonging to Experimental Group were found to possess significantly lower Emotional Suppression in comparison to Control Group. Thus, ‘Emotional Maturity Enhancement Programme’ was found to be significantly successful in reducing the Emotional Suppression of students significantly. This finding is supported by Muchhal⁵ and Gehlot⁶, as they also reported that specially planned activities like Yogasanas and Pranayam had positive impact on Emotional Maturity.

The possible reason for the above result may be that the activities of Yogasanas and Pranayama, which were conducted during the ‘Emotional Maturity Enhancement Programme’ were able to relieve stress, increase concentration and physical and mental capacity, balance of hormones, control of emotions and thus in turn could reduce the emotional Suppression of the students of experimental group.

Table-2: Description of 2x2 factorial design ANOVA of unequal cell size for emotional suppression.

Description	Source of Deviation	df	SS	MSS	F value
Emotional Suppression	Treatment (a)	1	728.46	728.46	19.33**
	Adjustment (b)	1	47.29	47.29	1.26
	axb	1	21.08	21.08	.56
	Error	273	8630.85	37.69	
	Total	277			

** .01 level of significance.

Effect of Adjustment on Emotional Suppression: It can be observed from Table-2 that F-value of 1.26 for Adjustment is not significant. It shows that the mean scores of Emotional Suppression of students belonging to two levels of Adjustment did not differ significantly. Thus, the null hypothesis that there will be no significant effect of Adjustment on Emotional Suppression is not rejected. It may therefore be said that Emotional Suppression was found to be independent of Adjustment.

The possible reason for the above result may be that both better adjusted and poor adjusted students belongs to the almost same socio-economic status, same educational environment, very similar family traditions and almost the same religious-cultural beliefs. Hence, Emotional Suppression of both the groups did not differ much.

Effect of Treatment, Adjustment and their Interaction on Emotional Suppression: From Table-2, it may be observed that F value of 0.56 for the interaction between Treatment and Adjustment is not significant. It indicates that Interaction between Treatment and Adjustment did not produce significant effect on Emotional Suppression of students. Therefore, the null hypothesis that there will be no significant effect of Interaction between Treatment and Adjustment on Emotional Suppression is not rejected. Thus, it can be said that Emotional Suppression was found to be independent of the effect of Interaction between Treatment and Adjustment. The possible reason for the above result may be that during the 'Emotional Maturity Enhancement Programme', more attention was given to enhance the students' emotional conditions. And no activities of any kind were organized for the adjustment. Therefore Treatment, Adjustment and their interaction did not have any effect in reducing the Emotional Suppression.

Conclusion

Results revealed that the Treatment was found to be successful in reducing the Emotional Suppression of the students. Thus it is

clear that the activities of Yoga and Pranayama conducted under 'Emotional Maturity Enhancement Programme' proved to be beneficial for emotional Health by relieving the stress, increasing concentration, improving physical and mental capacity and thus in turn could reduce the Emotional Suppression of the students of Experimental Group.

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