

MENTAL HEALTH OF TRIBAL AND NON-TRIBAL STUDENTS

TAVIYAD MANSINGBHAI S.

Assistant Professor, Department of psychology,
S.P.T. Arts and Science College Godhra, Gujarat

ABSTRACT : *The main aim of the present research was to study and compare various components of mental health of tribal and non tribal high school student. Present research was conducted on random sample of 120 (30 male Tribal student, 30 female Tribal students, 30 male Non Tribal student, 30 female Non Tribal students) high school students of Panchmahal District. Mental health Battery by Arunkumar and Alpna Sen Gupta was used for data collection. To analyzed the obtained data two way analysis of variance was area. Result revealed that tribal student significantly differ as compared to non tribal students on Emotional stability, over all adjustment, autonomy, and security insecurity male students. Male student significantly differ as compared to Female students on Emotional stability, over all adjustment, autonomy, security insecurity and self concept. Significant interaction effect was found between category and gender of students on Emotional stability, over all adjustment, security insecurity and self concept.*

INTRODUCTION :

We can't measure mental health as speedily as physical health. If man wants to be happy and successful he will have to learn the art of being fit and healthy. Mentally fit and healthy person can recognize him or herself, comprehends well. Judge well what is good and wrong that mental he or she means discredits very well. He can make conclusion regarding the outcomes of future. Many people consider themselves weak and consider themselves responsible for every failure. Mentally unfit person lacks self esteem, self confidence. We neglect our worries [apprehension] and inferiority by coinciding them as anomalies of human nature.

American Psychiatrist Council defines that "mental health is a such science that tries to prevent mental disease and studies about the remedial measures. and it represents the clue of / mental health evolution for mankind."

World health organisation states that "each and every man wants to live a happy and peaceful life. The science which full fill this purpose and develops personality is called mental health science."

Activities of world health association regarding mental health : We have to improve physical and mental health of the people of various developing, developed and under developing countries of the world W.H.O. striving for this purpose since last 50 years. 7th April 2001 was celebrated by the 155 countries of this union as '**mental health day.**' health ministers from 135 countries took oath for improving mental health fitness of the people of their countries. The main point of the world health report of 2001 was mental health a new pursuit and new hope. At global level 45 crore [450 million] people suffer from mental illness. 121 million people suffer from depression. 50 million people suffer from hysteria. 25 million people suffer from the distortion

of schizophrenia. Every year near 8,73,000 people commit suicide. And 10 to 20 million people try to commit suicide.

Pilot project in India : 120 units from Agra mental hospital Uttarpradesh, 60 units from Gwalior mental hospital Madhyapadesh and 100 units from Kake Mental Hospital from Bihar were selected. The Objective was to rehabilitate them till 2004.

In spite many problems in human beings life if he/she is able to cope up with that without disturbing mental of physical health then the person is called to be mentally fit. If human being is behaving compromising/adjusting on many arising problems in life, then the coordination is control over their emotions in stress and in happiness. one succeeds in maintaining the balance. Mental health is a state of well being in which the individual realizes his or her the own abilities, can cope with the normal stresses of life. (Tate and Forcheimer-2002). It depends on the development and retention of goals that are neither too high nor too low to permit realistic successful maintenance of belief in one's self as a worthy, effective human-being (Lakshminarayanan & Prabhakaran,1993). So a mentally healthy person is his intention and is least disturbed by strains and stresses on day-to-day life. A mentally healthy person shows a homogeneous organisation of desirable attitudes, healthy values and righteous self-concept and a scientific perception of the world as a whole. Several psychologists like Erickson (1936), Rogers(1969), Hurlock (1972), have expressed their view in a similar tone. A mentally sound or healthy person should also be understood as a dynamic and conscientious person who is found to be reasonably rational in the choice of means for the realization of his or her pious ends (Anand,1988). So mental health is an attitudinal concept toward ourselves and others (Lehner & kubs, 1962). Dholakiya (2005) States that incidence of insomnia and depression was much

more among girls than boys. Jarraniya (1996) depicts there that was significant variation seen between boys and girls in the matter of mental health. Vyas (2007) sees no significant difference between boys and girls with respect of mental health. According to the study of Bhagi (1992) mental health control impulsiveness world it frees a parson from abnormal signs of mental disorders and it reduces depression and capacitates a person to establish positive relation with other.

OBJECTIVES:

1. To study and compare different components of mental health such as emotional stability, overall adjustment, autonomy, security-insecurity, self concept between tribal and non tribal high school student.
2. To study and compare different components of mental health such as emotional stability, overall adjustment, autonomy, security-insecurity, self concept between male and female students.
3. To study interaction effect between category and gender of students with regards to different components of mental health such as emotional stability, overall adjustment, autonomy, security-insecurity, self concept.

HYPOTHESES:

1. There will be no significant deference between tribal and non tribal high school student with regards to different components of mental health such as emotional stability, overall adjustment, autonomy, security-insecurity, self concept.
2. There will be no significant deference between male and female students with regards to different components of mental health such as emotional stability, overall adjustment, autonomy, security-insecurity, self concept.
3. There will be no significant interaction effect between category and gender of students with regards to different components of mental health such as emotional stability, overall adjustment, autonomy, security-insecurity, self concept.

SAMPLE:

Present research was conducted on random sample of 120 (30 male Tribal student, 30 female Tribal students, 30 male Non Tribal student, 30 female Non Tribal students) high school students of Panchmahal District.

VARIABLE:

In present research category of student and gender of students are considered independent variable. Scores of mental health such as emotional stability, over all adjustment, autonomy, security-insecurity and self concept as is consider as dependent variables.

TOOL:

In present research Mental health Battery-by Arunkumar sing and Alpana Sen Gupta was use for data collection.

Description of test

This test in consists of 99 items designed to measures five component of Mental health. Emotional stability, overall adjustment, autonomy, security-insecurity,

self concept. both temporal stability reliability and internal consistency reliability of MHB were computed. The mean was 15.6 yrs. N= 102. The details are given in TABLE-1

TABLE-1 Reliability coefficient of MHB

part	area	test-retest reliability	odd-even (whole lenght) reliability
1	Emotional stability	$r_{tt} = .876$	$r_{tt} = .725$
2	overall adjustment	$r_{tt} = .821$	$r_{tt} = .871$
3	autonomy	$r_{tt} = .767$	$r_{tt} = .812$
4	security-insecurity	$r_{tt} = .826$	$r_{tt} = .829$
5	self concept	$r_{tt} = .786$	$r_{tt} = .861$

Note :All correlation values were significant (P < .01).

Validity:

MHB was validated against the different tests developed earlier. Part 1of MHB was validated against Emotional stability test developed earlier by SenGupta & Singh (1985). Part 2 was validated against High School Adjustment inventory (HSAI) developed earlier by Sen Gupta & Singh (1987). and Hindi adaptation of Bell's Adjustment inventory by Mohsin, Shamshad and jehan (1967). for part 3 and part 5 Construct Validity was computed. part 4 was validated against Neuroticism Scale of MPI as adapted by jlota & Kapoor (1975). Only relevant parts of MHB with suitable criteria were given to the random sample of 102. The standard instructions of the test and the criteria were followed. The details are given in TABLE-2

TABLE-2 Validity coefficient of MHB

Part of MHB	Concurrent Validity
part 1: Emotional stability	.673*
part 2: overall adjustment	.704*
part 3: autonomy	.681*
part 4: security-insecurity	.821*
part 5: self concept.	.601*

Procedure: test were administered individually, under normal conditions, without having any external disturbances in the following sequence to the students Mental health questionnaire. The students will be assured about the confidentiality of the information sought by the researcher. They will be appraised that information only used for the research purpose.

PROCEDURE:

Mental health inventory was administered in small manageable group of participants, before this, rapport was establish with each participants. After completion the data collection each responses of each participants of inventory was scored by the scoring key of inventory.

STATISTICAL ANALYSIS:

To analyze the obtain data two way analysis of variance was used.

RESULT & DISCUSSION :

Summary results of ANOVA on difference factors of mental health of various group,

Source of Variation	d f	F ratio				
		Emotional Stability	Overall adjustment	Autonomy	Security-insecurity	Self concept
Ass	1	55.76**	35.82**	11.63**	6.11*	0.24
Bss	1	45.07**	33.76**	5.50*	16.41**	8.81**
AxBss	1	43.59**	30.79**	0.73	2.66	6.44*
Error	116					

*significant at .05

**significant at .01

Above table shows the summery results of ANOVA of various factors of mental health. F ratio for type of category of students (Ass) is 55.76 which is significant at .01 level. It means significant difference is existed between tribal and non tribal students on mental health factor A – Emotional stability. By the same point of view mean scores of tribal students on mental health factor A – Emotional stability is 15.09 and mean scores of non tribal students on mental health factor A – Emotional stability is 10.63. It is clearly said that significant difference is existed between tribal and non tribal students on mental health factor A – Emotional stability.

F ratio for gender (Bss) is 45.07 which is significant at .01 level. It means significant difference is existed between male and female on mental health factor A – Emotional stability. By the same point of view mean scores of male students on mental health factor A – Emotional stability is 14.87 and mean scores of female students on mental health factor A – Emotional stability is 10.86. It is clearly said that significant difference is existed between male and female students on mental health factor A – Emotional stability.

F ratio for type of category of students and gender (AxBss) is 43.59 which is significant at .01 level. It means significant interaction effect is existed between type of category of students and gender on mental health factor A – Emotional stability. By the same point of view mean scores of tribal male students on mental health factor A – Emotional stability is 19.07, mean scores of tribal female students on mental health factor A – Emotional stability is 11.12, mean scores of non tribal male students on mental health factor A – Emotional stability is 10.67, mean scores of non tribal female

students on mental health factor A – Emotional stability is 10.60 . It is clearly said that significant interaction effect is existed between type of category of students and gender on mental health factor A – Emotional stability.

F ratio for type of category of students (Ass) is 35.82 which is significant at .01 level. It means significant difference is existed between tribal and non tribal students on mental health factor B - overall adjustment. By the same point of view mean scores of tribal students on mental health factor B - overall adjustment is 24.65 and mean scores of non tribal students on mental health factor B - overall adjustment is 29.22. It is clearly said that significant difference is existed between tribal and non tribal students on mental health factor B - overall adjustment.

F ratio for gender (Bss) is 33.76 which is significant at .01 level. It means significant difference is existed between male and female on mental health factor B - overall adjustment. By the same point of view mean scores of male students on mental health factor B - overall adjustment is 24.72 and mean scores of female students on mental health factor B - overall adjustment is 29.50. It is clearly said that significant difference is existed between male and female students on mental health factor B - overall adjustment.

F ratio for type of category of students and gender (AxBss) is 30.79 which is significant at .01 level. It means significant interaction effect is existed between type of category of students and gender on mental health factor B - overall adjustment. By the same point of view mean scores of tribal male students on mental health factor B - overall adjustment is 20.32, mean scores of tribal female students on mental health factor B - overall adjustment is 28.98, mean scores of non tribal male students on mental health factor B - overall adjustment is 29.12, mean scores of non tribal female students on mental health factor B - overall adjustment is 29.32. It is clearly said that significant interaction effect is existed between type of category of students and gender on mental health factor B - overall adjustment.

F ratio for type of category of students (Ass) is 11.63 which is significant at .01 level. It means significant difference is existed between tribal and non tribal students on mental health factor C - autonomy. By the same point of view mean scores of tribal students on mental health factor C - autonomy is 11.18 and mean scores of non tribal students on mental health factor C - autonomy is 10.65. It is clearly said that significant difference is existed between tribal and non tribal students on mental health factor C - autonomy.

F ratio for gender (Bss) is 5.50 which is significant at .05 level. It means significant difference is existed between male and female on mental health factor C - autonomy. By the same point of view mean scores of

male students on mental health factor C - autonomy is 11.10 and mean scores of female students on mental health factor C - autonomy is 10.73. It is clearly said that significant difference is existed between male and female students on mental health factor C - autonomy.

F ratio for type of category of students and gender (AxBss) is 0.73 which is not significant. It means significant interaction effect is not existed between type of category of students and gender on mental health factor C - autonomy. By the same point of view mean scores of tribal male students on mental health factor C - autonomy is 11.43, mean scores of tribal female students on mental health factor C - autonomy is 10.93, mean scores of non tribal male students on mental health factor C - autonomy is 10.77, mean scores of non tribal female students on mental health factor C - autonomy is 10.53. It is clearly said that significant interaction effect is not existed between type of category of students and gender on mental health factor C - autonomy.

F ratio for type of category of students (Ass) is 6.11 which is significant at .05 level. It means significant difference is existed between tribal and non tribal students on mental health factor D - security-insecurity. By the same point of view mean scores of tribal students on mental health factor D - security-insecurity is 10.75 and mean scores of non tribal students on mental health factor D - security-insecurity is 10.36. It is clearly said that significant difference is existed between tribal and non tribal students on mental health factor D - security-insecurity.

F ratio for gender (Bss) is 16.41 which is significant at .01 level. It means significant difference is existed between male and female on mental health factor D - security-insecurity. By the same point of view mean scores of male students on mental health factor D - security-insecurity is 10.88 and mean scores of female students on mental health factor D - security-insecurity is 10.23. It is clearly said that significant difference is existed between male and female students on mental health factor D - security-insecurity.

F ratio for type of category of students and gender (AxBss) is 2.66 which is not significant. It means significant interaction effect is not existed between type of category of students and gender on mental health factor D - security-insecurity. By the same point of view mean scores of tribal male students on mental health factor D - security-insecurity is 11.20, mean scores of tribal female students on mental health factor D - security-insecurity is 10.30, mean scores of non tribal male students on mental health factor D - security-insecurity is 10.55, mean scores of non tribal female students on mental health factor D - security-insecurity is 10.17. It is clearly said that significant interaction effect is not existed between type of category of students and gender on mental health factor D - security-insecurity.

F ratio for type of category of students (Ass) is 0.24 which is not significant. It means significant difference is not existed between tribal and non tribal students on mental health factor E - self concept. By the same point of view mean scores of tribal students on mental health factor E - self concept is 10.58 and mean scores of non tribal students on mental health factor E - self concept is 10.50. It is clearly said that significant difference is existed between tribal and non tribal students on mental health factor E - self concept.

F ratio for gender (Bss) is 8.81 which is significant at .01 level. It means significant difference is existed between male and female on mental health factor E - self concept. By the same point of view mean scores of male students on mental health factor E - self concept is 10.77 and mean scores of female students on mental health factor E - self concept is 10.30. It is clearly said that significant difference is existed between male and female students on mental health factor E - self concept.

F ratio for type of category of students and gender (AxBss) is 6.44 which is significant at .05 level. It means significant interaction effect is existed between type of category of students and gender on mental health factor E - self concept. By the same point of view mean scores of tribal male students on mental health factor E - self concept is 10.00, mean scores of tribal female students on mental health factor E - self concept is 10.15, mean scores of non tribal male students on mental health factor E - self concept is 10.53, mean scores of non tribal female students on mental health factor E - self concept is 10.47. It is clearly said that significant interaction effect is existed between type of category of students and gender on mental health factor E - self concept.

CONCLUSIONS:

1. Significant difference is existed between tribal and non tribal students on mental health factor A – Emotional stability, over all adjustment, autonomy, security-insecurity.
2. Significant difference is existed between male and female students on mental health factor A – Emotional stability, over all adjustment, autonomy, security-insecurity and self concept.
3. Significant difference is existed between tribal and non tribal students on mental health factor A – Emotional stability, over all adjustment and self concept.

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