

A STUDY OF MENTAL HEALTH OF HIGHER SECONDARY SCHOOL STUDENTS

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INTRODUCTION: Mental Health is the capacity of each and all of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a 4 positive sense of emotional and spiritual well being that respects the importance of culture, equity, social justice, interconnections and personal dignity.” “Mental health describes a level of psychological well-being, or an absence of a mental disorder. From the perspective of 'positive psychology' or 'holism', mental health may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience. Mental health can also be defined as an expression of emotions, and as signifying a successful adaptation to a range of demands.”

The World Health Organization (2013) defines mental health as "a state of wellbeing in which the individual realizes 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". It was previously stated that there was no one "official" definition of mental health. Cultural differences, subjective assessments, and competing professional theories all affect how "mental health" is defined.

There are different types of mental health problems, some of which are common, such as depression and anxiety disorders, and some not so common, such as schizophrenia and bipolar disorder. Kitchner, BA & Jorm, AF (2002).

“Good mental health is more than the absence of mental illness; it is a positive sense of well-being. For children and young people, it is the ability to learn, play, enjoy friendships and relationships, and deal with difficulties experienced during childhood, adolescence and early adulthood. “Normally, a child’s well-being is the result of healthy individual development within a sympathetic, nurturing environment. In the early years of life, infants make emotional attachments and form the first relationships that lay the foundations for future mental health.”

“As the child grows, his or her emotional, cognitive and social development is nurtured by good relationships with family, peers and community. The mentally healthy child should emerge from this with a clear sense of identity and self-worth, the ability to recognize and manage emotions, problem-solving and communication skills, motivation and a respect for the feelings of others.”

Prasanna (1984) aims to identify the mental health variables which discriminated between high and low achievers among the total sample and subsamples classified on the basis of sex, and area of residence. The sample was made up of 1050 pupils (567 boys and 483 girls) of std. IX, selected by applying the proportional stratified sampling technique. The main findings were:\ 1- All the mental health variables studied discriminated between high and low achievers in most of the groups studied. 2- High achievers had higher mean scores than low achievers for all the 16 mental health variables studied.

Bhattacharjee (1985) found that incidence of mental ill health was high. There was high positive relationship between materialistic, sexual relationship, security and independence needs and mental ill-health. There was negative relation between idealistic and altruistic needs and mental health. The less the frustration of idealistic and altruistic need, the more the mental ill-health and vice versa. There was a negative relationship between mental ill-health and frustration-in toleration of the idealistic and altruistic need.

Anand (1989) found that the mental health of children was dependent upon the educational and occupational status of parents. Sound mental health was positively related to academic achievement, and both of them were positively related to parental status. The degree of mental health was also related to the type of school, being the highest in Convent schools, followed by Sainik, DAV and DM schools, respectively.

Magotra (1982) conducted a study on the topic, "Mental Health as a correlate of intelligence, Education, Academic Achievement and Socio-economic Status." He reported that (1) girls appeared to possess better mental health, were capable effacing the realities around them and were in a position to tide over the mental disequilibrium, (2) the mental health of boys and girls appear to be considerably influenced by the two factors, namely, intelligence and physical health, (3) the mental life of boys were dominated by the feelings of depression and neurotic behavior. On the other hand, girls were found to be suffering from a sense of insecurity and anxiety.

OBJECTIVES:

1. To asses Mental Health between male and female students of higher secondary school.
2. To asses Mental Health between Gujarati and English medium students of higher secondary school.

3. To assess interaction effect between gender and medium of instruction of students of higher secondary school with regard to Mental Health.

HYPOTHESIS:

1. There will be no significant difference between male and female students of higher secondary school with regards to Mental Health.
2. There will be no significant difference between Gujarati and English medium students of higher secondary school with regard to Mental Health.
3. There will be no significant interaction effect between gender and medium of instruction of students of higher secondary school with regards to Mental Health.

SAMPLE:

For the present study random sampling technique was used for the selection of the participants. The sample consisted of 120 children (30 male students of Gujarati medium and 30 female students of Gujarati medium, 30 male students of English medium and 30 female students of English medium). Sample was taken from Ahmedabad City.

VARIABLES:

In present research gender and Medium of Instruction were considered as independent variables and the scores of Mental Health was considered as dependent variable.

TOOL:

In present research Mental health Inventory by Arun Kumar Singh and Alpana Sen Gupta (2010) was used for data collection.

• **Reliability:**

Both temporal stability reliability and internal consistency reliability of MHB were computed. The details are given in Table.

Reliability Coefficient of MHB

Test-retest Reliability of dimension of MHB such as Emotional Stability is 0.876, Over-all Adjustment is 0.821, Autonomy is 0.767, Security-Insecurity is 0.826, Self-Concept 0.786 and Intelligence 0.823. Odd-even Reliability of MHB such as Emotional Stability is 0.725, Over-all Adjustment is 0.871, Autonomy is 0.821, Security-Insecurity is 0.829, Self-Concept 0.861 and Intelligence 0.792.

• **Validity:**

MHB was validated against the different tests developed earlier. Part MHB was validated against Emotions Stability test developed earlier by Gupta & Singh (1985). Part II was validated against high School Adjustment Inventory (HSAI) developed earlier by Singh and Sen Gupta (1987) and Hindi adaptation of Bell's Adjustment Inventory by Mohsin, Sharmshad and Jehan (1967). For part III and part V Construct validity was computed. Part IV was validated against Neuroticism Scale of MPI as adapted by Jalota Group General Mental Ability test (1976). Only relevant parts of MHB with suitable criteria were given to the random sample of 102.

• **Norms:**

Percentile norms for MHB have been developed. For this, MHB was administered to a fresh cross-sectional sample of 500 with mean age of 15.5 years. The breakup of sample following sex, rural-urban, SES and educational status have shown in table.

The differences among the different sub-sample were tested by means of t-ratio. t-ratios computed on the basis of total score of MHB with respect to male and female ($t= 1.003$). Rural-urban ($t= 1.32$), high and middle SES ($t= .735$) as

Well as between intermediate and bachelor ($t= .826$), Bachelor and Master ($t= 1.06$), Intermediate and Master ($t= 1.00$) were not significant. However, t-ratios with respect to high SES and Low SES ($t= 5.32$) as well as middle and low ($t= 3.721$) were found to be significant. Accordingly, data with respect to sex, rural-urban and educational status were pooled together for preparing percentile norms. However, separate norms were prepared for SES tracheotomy.

• **Scoring:**

The scoring of MHB comprises of two section- Section A and Section B.

Section A- Item Nos. I to IV of preliminary information should be given weight to determine socio-economic status (SES) of the examiner. A, B, C, and D, of item no. II, III and IV each should be given the score of 1, 2, 3 and 4 respectively whereas A, B, C, and D, of item no. I should be given a score 5, 4, 3, 2, and 1 respectively.

Section B- the answers of those items which tally with the answers given in the scoring key would be given a score of +1. If they don't tally, they will be given a score of zero.

PROCEDURE:

After establishing the rapport with selected higher secondary school students, Mental Health inventory was administered in small manageable group of students. After completion of data collection. Scoring was done according to scoring key of the inventory.

STATISTICAL ANALYSIS:

To analyze the data analysis of variance (ANOVA) was used in order to study the main and interaction effect of two independent variables such as Gender and Medium of Instruction of students of higher secondary school on scores of Mental Health.

RESULTS AND DISCUSSION:

Table: 1

Showing Results of ANOVA on Mental Health of Various Groups of Higher Secondary School Students

Source of Variation	Sum of Square	df	Mean sum of Square	F	Level of Sig.
Gender	16.133	1	16.133	1.77	NS
Medium of instruction	100.833	1	100.833	11.08	0.01
Gender x Medium of instruction	48.134	1	48.134	5.29	0.05
Error	1055.267	116	9.097		
TSS	1220.367	119			

The results of ANOVA of Mental Health of various groups of students of higher secondary school. F ratio for Mental Health of gender is 1.77. Here variable A (gender- male, and female) was found to be not significantly contributing to the Mental health. Mean scores of male of higher secondary school on Mental Health is 12.75 and mean of girls is 12.01. It means significant difference is not existed between male and female students of higher secondary school on scores of mental health.

F ratio for Mental health of Medium of instruction is 11.08. Here variable B (Medium of instruction - Gujarati, and English Medium) was found to be significantly contributing to the Mental Health at 0.01 level. Mean scores of Gujarati medium students of higher secondary school on mental health is 13.3 and mean scores of English medium students of higher secondary school is 11.46. It means significant difference is existed between Gujarati and English Medium of students of higher secondary school on mental health. Gujarati Medium students of higher secondary school have found to be better mental health than English Medium students of higher secondary school.

F ratio for Mental health of gender and Medium of instruction is 5.29. Here variable AxB was found to be significantly contributing to the mental health at 0.05 level. Mean scores of male Gujarati medium students of higher secondary school on mental health is 14.3, Mean scores of male English medium students of higher secondary school on mental health is 11.2, Mean scores of female Gujarati medium students of higher secondary school on mental health is 12.3 and Mean scores of female English medium students of higher secondary school on mental health is 11.73. It means significant interaction effect is existed between gender and medium of instruction of students of higher secondary school on mental health. Male English medium students of higher secondary school have found to be better mental health than remaining groups of students of higher secondary school.

CONCLUSION:

1. Significant difference is not existed between male and female students of higher secondary school on mental health.
2. Significant difference is existed between Gujarati and English Medium students of higher secondary school on mental health. Gujarati Medium students of higher secondary school have found to be better mental health than English Medium students of higher secondary school.
3. Significant interaction effect is existed between gender and medium of instruction of students of higher secondary school on mental health. Male English medium students of higher secondary school have found to be better mental health than remaining groups of students of higher secondary school.

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