

## **Mental Health among Higher Secondary School Students**

**NAWAZ AHMAD MIR**

Academic Counsellor

IGNOU, Srinagar, Kashmir (J&K) India

### **ABSTRACT**

The present study is a modest effort to compare private and government secondary school on various components of Mental Health. The sample for the present study consisted of 100 secondary school students (50 Private and 50 Government) selected randomly from the different schools of District Srinagar. Translated English version of Mental Health Battery from Hindi version by A.K Singh and Alpana Sen Gupta consisting of six dimensions (130 items) were administered to measure the mental health status. The study found that private and government students differ significantly on overall dimensions of mental health battery. The private students were found to have better mental health than government students.

**Key Words :** Mental Health, High Secondary, Government, Private, Students

### **INTRODUCTION**

Growing importance of knowledge in the world today and the ever greater numbers of people being trained at the higher level has increased higher education's responsibility to and its influence within society. On the threshold of a new century, education must come to terms in its teaching, research and scholarship with the effects and consequences of the globalization and internationalization of the life of societies, the development of information technologies, the rapidly evolving structures of employment needs and the steady increase in the demand for highly qualified personal. At the same time the need for refresher courses and further education to broaden general knowledge and occupational skills and for career change retraining, is becoming increasingly urgent, so that education has to be more responsive to this task and make it an integral part of its activities.

As the declaration of world conference emphasizes, since society is "increasingly knowledge based, education and research now acts essential component of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations".

Education must anticipate the developing needs of

adults for continuing education and the updating of their knowledge and skills, whether in the pursuit of retraining redeployment or cultural improvement in general. In short, education in the twenty first century must be seen to be part of the global project of continuing education for all.

John Sutton and Webster define "Mental Health as positive but relative quality of life. It is a condition which characterizes of the average person who meets the demands of life on the basis of his capacities and limitations."

Headfield, T.K, defines "Mental Health as the full and harmonious functioning of the whole personality. It is positive and active quality of individual's daily living". Academic achievement of the students refers to the knowledge attained and skills developed in the school subjects.

Trow R.S, (1956) defined academic achievement, "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grade or units based on student's performance". According to Mehta K.K., (1969) "the academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In class rooms students

perform their potentials efficiently, as a result of it, learning takes place.” The learning outcome changes the behavior pattern of the student through different subjects.

The students may be at different levels of achievement in different areas as subjects. Therefore, achievement is the learning outcome of student in class rooms. A level of achievement in academic fields includes the performance of students.

A number of researches have been conducted by various investigators in the field of Mental Health. Seginer (2002) has found that, the mental health of students their academic achievement are positively related. A good social environment is necessary for good mental health. Kumar & Kumar (2002) found that, the school and home environment are major contributors of mental health. Academic achievement is determined by students study habits, amount of time spent efforts exerted in studies. Darja & Musek (2001) have found that, the way to increase academic achievement is to teach students how to become self regulated learners. Gulnaz (2004) found that, Learning Strategies are associated with learning gains. Location of school, its history, teacher’s supportive behavior and positive class room environment shape students learning opportunities. The Mental Health of male and female adolescent students and their Academic achievement are positively related. Kamia Calthrina (2004) have found that male teachers are more capable of coping with stress than female teachers and are emotionally overextended and more competent than their counterparts.

Bornel and Montsre K. (2004) have found that there is a significant difference between male and female students in mental health and academic achievements. The students from small families have high mental health and academic achievement than the students from large family.

### **Need and importance:**

The general aim of teaching is to enable students to make the most effective use of their abilities at every stage of their development. They should learn to make extensive use of their skills and gain a wide range of experience as a basis for a clear understanding of the world in which they live. Teaching methods are adapted to the age and maturity of the children, and if they are handicapped further adaptation need to be made in order to avoid obstacles to learning and to meet special needs as and when they arise. Well adopted teaching plans

should allow the damaging effects of a handicap to be kept to a minimum, but remain sufficiently flexible to deal with problems which were not managed successfully at an earlier age. Together experience means to gain information from the environment by observation, manipulation and experimentation. Past experience is a decisive factor and information and meaning as closely bound up with each other. The available information changes and increases as skills develop because more can be used by the child. The environment becomes enriched because the capacity of the child is extended. For normally developing children, progress perpetuates itself. The various obstacles to the development of skills of handicapped children delay such progress; so that the effective expression of the environment is slowed down. The students having physical impairments are required to be in special institutions for a special care, and to set up special conditions for the handicapped students for periods when they have matured beyond their existing skills, when their level of output is inadequate for their goals. Data analysis, work analysis and problem analysis become increasingly useful for identifying needs which must be met in order to provide satisfactory conditions for learning, because the solutions becomes more precise and less generalized. The overall consideration is that students are readily available to him; that situation as well as problems is familiar and that they have been made familiar from classroom experience. We have become conscious of the importance of the bodily health, but only a small number of people realize that the health has a great importance. Many people lead unhappy lives on account of physical and mental disorders. If the body is not properly exercised and scientifically fed, it deteriorates. Discomfort and unhappiness are natural consequences of the neglect of the body. Traditional health services have focused on optimizing health and preventing problems. Great progress has been made in controlling infections and preventing nutritional disorders. The infants mortality rate has significantly reduced. But for long there has been very little offered to address the problems of developmental disabilities and some remarkable progress has been done by way of creating an awareness regarding educability of students with varying nature and degree of handicaps. Universal declaration of human rights (1948) followed by the declaration of rights of the disabled persons (1975) make it obligatory to provide education al access equally, which should be meaningful in the life of an individual. Persons

with disability also have equal rights to access appropriate education . The resolution of 3<sup>rd</sup> December (1982) is a significant instrument aimed at achieving full participation and equality and protection of rights of person with disabilities.

In our country although some remarkable progress has been done by way of creating an awareness regarding education of students with varying nature and degree of handicaps. In a civilized society all children need to be given opportunity to, irrespective of their being average, crippled, emotionally disturbed and other similarly deformed in one way or the other. In a legitimate effort to achieve this goal different types of schools- normal schools, special schools have come into being over a period of time. It is commonly believed that education of a normal child is a joint venture of schools and home. The education of Science and Soc. Science students pursuing their education in various schools and have a great importance to enhance the provisions and resources for students, so that they will get maximum benefits. It should be shared responsibility and obligatory to all the administrators, Deans and Heads of different secondary schools and should give their whole hearted co-operation, to provide all kinds of provisions and facilities, guidance and counseling to the Science and Soc. Science secondary school students.

**Objectives:**

The following objectives were formulated for the present study:

1. To study the mental health of private and government secondary school students of district Srinagar.
2. To compare private and government secondary school students on mental health battery.

**Hypotheses:**

The following hypotheses were formulated for the present study.

1. There is no significant difference between private and government secondary school students on mental health battery.

**Operational definitions of terms and variables:**

***Mental Health:***

Mental Health of Science and Soc. Science secondary students for the present study refer to the scores obtained by the subjects on A.K. Singh and Alpana Sen Gupta’s, “Mental Health Battery”.

**METHODOLOGY**

**Sample:**

The sample for the present study consisted of 100 secondary school students (50 Private and 50 Government) selected randomly from the different schools of District Srinagar.

The breakup of the sample are as under:

Group	N	Total
Private Sec. School Students	50	50
Government Secondary Students	50	50
Total		100

**Tools:**

Following tools were used for the present study:-

**Tools I:**

Mental Health Battery by A.K Singh and Sen Gupta (original Hindi version translated by Mrs. Gulnaz in English version).

The following six popular indices of mental health have finally been selected for inclusion in the present battery.

1. Emotional stability
2. Over-all adjustment
3. Autonomy
4. Security insecurity
5. Self concept
6. Intelligence

**Statistical treatment:**

The data collected was subjected to the following statistical treatment.

- Mean
- S.D
- t-test.

**RESULTS AND DISCUSSION**

The perusal of Table 1 shows the mean comparison of Private and government secondary students on emotional stability of mental health battery. The above table reveals that the mean score of Science students is higher than the mean score of private students and the difference is significant at 0.01 level. The private students display better emotional stability as compared to Soc. Science students.

A quick look on the Table 2 reveals that there is a

significant mean difference between two groups of students on overall adjustment of mental health battery. The mean score favours private students which indicates that private students showed better overall adjustment than the government students.

The perusal of Table 3 shows that the two groups of students *viz.*, Private and government secondary students differ significantly on autonomy component of mental health battery and the difference is significant at 0.01 level. The result reveals that private students are more autonomous and have better independence and self determination in thinking than government students.

A quick look on the Table 4 reveals that there is a significant mean difference between the two groups of students on security-insecurity component of mental

health battery and difference was found to be significant at 0.01 level. The mean score favours private students which indicates that private students showed better sense of safety, confidence, freedom from fear than the government students.

The perusal of Table 5 shows the mean comparison of Private and government secondary students on self concept dimension of mental health battery. As the mean score favours Science students which indicates that private students showed better attitude, knowledge of themselves and evaluation of their achievements than the government students.

The perusal of Table 6 reveals that there is no significant mean difference between Private and government students on general intelligence. The table

**Table 1 : Showing the mean comparison of Private and government secondary students on emotional stability of mental health battery**

Category	Mean	S.D	t-value	Level of significance
Private students	10.25	3.25	5.00	Significant at 0.01 level
Government students	8.35	2.12		

**Table 2 : Showing the mean comparison of Private and government secondary students on over all adjustment of mental health battery**

Category	Mean	S.D	t-value	Level of significance
Private students	36.25	3.25	7.36	Significant at .01 level
Government students	32.20	4.48		

**Table 3 : Showing the mean comparison of Private and government secondary students on autonomy of mental health battery**

Category	Mean	S.D	t-value	Level of significance
Private students	13.28	2.40	6.42	Significant at .01 level
Government students	10.71	3.21		

**Table 4 : Showing the mean comparison of Private and government secondary students on security-in security of mental health battery**

Category	Mean	S.D	t-value	Level of significance
Private students	14.27	3.12	5.37	Significant at .01 level
Government students	12.28	2.12		

**Table 5 : Showing the mean comparison of Private and government secondary students on self-concept of mental health battery**

Category	Mean	S.D	t-value	Level of significance
Private students	14.12	3.40	5.66	Significant at .01 level
Government students	13.10	2.58		

**Table 6 : Showing the mean comparison of Private and government secondary students on general intelligence of mental health battery**

Category	Mean	S.D.	t-value	Level of significance
Private students	28.13	4.97	1.56	Significant at .01 level
Government students	27.10	4.36		

**Table 7 : Showing the mean comparison of Private and government secondary students on overall dimensions of mental health battery**

Category	Mean	S.D	t-value	Level of significance
Private students	59.72	5.12	5.67	Significant at 0.01 level
Government students	55.12	6.42		

indicates that both the groups displayed somewhat similar intelligence quotient.

The perusal of Table 7 shows the mean difference of Private and government students on overall dimensions of mental health battery. The above table reveals that there is significant mean difference between Private and government students on overall dimension of mental health and the difference is significant at 0.01 level. As the mean score favours private students which indicates that private students displayed better mental health than government students.

In view of the above results the hypothesis No.1 which reads, “Private and government students differ significantly on mental health stands accepted.

**Conclusion:**

The following are some of the conclusions drawn from the present study.

a) It has been found that private and government students differ significantly on emotional stability of mental health battery. The private students were found to be more emotionally stable than the government students.

b) It has been found that private and government students differ significantly on over all adjustment of mental health battery. The private students were found to have better overall adjustment than government students.

c) It has been found that private and government students differ significantly on autonomy dimension of mental health battery. The private students were found to be more autonomous and self confident than the government students.

d) It has been found that private and government students differ significantly on security-in security dimension of mental health battery. The private students were found to have high sense of security than the government students.

e) It has been found that private and government students differ significantly on self-concept dimension of mental health battery. The private students were found to have better attitude and knowledge about themselves than the government students.

f) No significant difference was found between private and government students on general intelligence. The mean difference favoured private students but the difference failed to arrive at any level of confidence. It has been found that both the private and government students displayed somewhat similar intelligence.

g) It has been found that private and government students differ significantly on overall dimensions of mental health battery. The private students were found to have better mental health than government students.

**REFERENCES**

Ann Llewellyn and Man Cheung Chung, (2005). Self Esteem of Children With Physically Disabilities Problems and Dilemmas of Research. *Journal of Development of Physical Disabilities. Published by Division of Psychology, Health Sciences, University of Wolverhampton WVI, IDJ England.*

Archana, K.P. (2002). Correlates of Academic Achievement *Indian J. Educational Res., 21 : 75-76.*

Aurn, K.S. and Chandha, N.K. (1988). *Research in Psychological Issues.* Published by New Delhi Eurasia Publishing House.

Best, J.W. (1983). *Research and Education.* New Delhi. Published by Prentice Hall of India Pvt. Ltd.

Borg, W.R. and Call, M.D. (1979). Educational Research- an Introduction: New York. Published by Longman pp. 444-449.

Borg, W.R. and Gall, M.D. (1976). Educational Research an Introduction. *New York Longman Publishers.*

Buch, M.B. (1974). A Survey of Research in Education Center for Advanced Studies in Education.

Chatrwrjee, R. (1985) Self-Concept and Blind Children, cited in *Journal of Indian Education* vol. 2, No. 5.

Chawala, Preeti (2008). Personal Adjustment of physically Disabled and Normal students at senior secondary students. *J. Indian Academy Appl. Psychol., 32 : 43-46.*

Ed Cairns and Christopher Alan Lewis (2000). Collective Memories, Political Violence and Mental Health in Northern Ireland. *American J. Psychology,* vol. 1.

- Faria, Farhat (2001). Managing Mentally and Physically Challenged Students. *J. National Medical Association*, **101** (12).
- Frank, M.G and Deniel Resely (1986). Sociometric Difference Between Mildly Handicapped and non Handicapped Black and White Students. *J. Educational Psychology*, **79** (2).
- Good, C.V. (1963). Introduction to Educational Research. *Published by New York Appleton Century Craft*.
- Gulnaz (2004). A Study of Mental Health and Academic Achievement of adolescent boys and girls. Unpublished M.phil dissertation university of Kashmir.
- Harry, J. Baker (2000). A Study of Physically and Mentally Exceptional Children. *Review Educational Research*, **6** : 514-523.
- John Sutton (2004). Mental Health. In Sharma and Sharma (Ed.), *Advanced Appl. Psychology*, **1** : 366-67, New Delhi: Atlantic Publishers
- John, N. Walton (2000). The General Care of the Physically Challenged. *The British Medical Journal*, **2** (5437) : 1296
- published by BMJ publishing group stable URL <http://www.jstro.org/stable/25404610>.*
- Karmani, Mohammad (2007). Comparing Self-Esteem and Self-Concept of Physically Challenged and Normal students. *Procedia-social and Behavioral science published by Elsevier Ltd.*, **2** : 46-49.
- Kelsey, B. and Wheelor, V. (2001). Family Perception of Mental Health Issues, Among College Students Development.
- Kerlinger, Fred, N. (1973) Foundation of Behavioral Research. *New York, Holt, Rinehart and Winslom publications*.
- Kilenger, P. N. (1983) Foundations of Behavioral Research. *New Delhi. Surjeet Publication*.
- Kobel Darja and Musek Janek, (2001). A study of Self Concepts and Academic Achievement. *British J. Psychology*, **3** : 44-47.
- Quibell, E.P. (2000). The Physically Handicapped Child , Functional Assessment of the Disability as an aid to Planning. *British Medical J.*, **2** (4999): 991-993 *published by BMJ publishing group stable*.

\*\*\*\*\*