Comparison of Mental Health of Secondary School Students

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Abstract

Students are the future of a nation. A student can contribute in the development of the nation only when he is physically well and mentally sound. A good mental health is a crucial factor in determining the role of a student for the upliftment of his society and nation. With this view, the researcher attempted to study the mental health of secondary school students.The study aimed to find the difference between boys and girls of secondary schools on their mental health and to find the difference between secondary school students of rural and urban area on their mental health. In this study normative survey method was employed. 200 students of secondary schools were selected from district Dehradun randomly. The sample comprised of 100 students of rural area and 100 students of urban area. Mental Health Battery developed by Arun Kumar Singh and Alpana Sen Gupta has been used to collect the data. Mean, S.D. and 't'-test were employed for treatment and analysis of data. The results showed that secondary school boys werehigher adjusted and had higher autonomy while secondary school boys had lower level of self-concept. Secondary school boys and girls had almost similar level of intelligence, security-insecurity and emotional stability. Rural students had higher emotional stability, over-all adjustment, autonomy and security while secondary school students of urban area were found more intelligent. Rural and urban students had almost equal level of self-concept.

Keywords: Mental Health, Secondary School Students.

Introduction

The period of adolescence brings physical, emotional, psychological, cultural, intellectual and socio-behavioral changes in life which create many anxieties, frustrations and lead an individual to maladjustment. A good mental health can subdue the side effects of these anxieties. Mental health is that quality or ability of a person which enables him to adjust with different social norms and to remain optimistic in life. Mental health is the appropriate balance of the emotional, social and psychological aspects of life. *WHO (2001)* states, *"Mental health is not merely the absence of disease or infirmity but rather a state of complete physical, mental and social well-being"*.

Mental health plays a very important role in the life of an individual. It not only refers to the mental and emotional aspects of life but it is concerned with all those aspects which determine his or her adjustment with himself and others. Mental health represents a psychic condition which is characterized by mental peace, harmony and content. It is identified by the absence of disabling and debilitating symptoms, both mental and somatic in person *(Schneider, 1991)*.

Many research scholars have studied the impact of mental health on the various aspects of the life of individuals *(Taviyad, 2013, Verma, 2013, Kaur & Arora, 2014)*. Poor mental health is a strong factor of suicidal behavior and helplessness *(Kay, Li, Xiao, Nokkaew& Park, 2009)* and less achievements in academics *(Puskar & Bernardo, 2007).Archna (2011)* found positive relationship of mental health of adolescents with moral judgement, intelligence and extroversion dimension of personality.Thus, it is clear that mental health is the factor which has profound impact on the various aspects of life. Keeping it in mind, the researcher attempted to study and compare the mental health of secondary school students of district Dehradun.

Objectives of the Study

Following objectives were framed in the present study:

1. To find the difference between boys and girls of secondary schools on their mental health.

2. To find the difference between rural and urban students on their mental health.
3. To find the difference between rural boys and girls on their mental health.
4. To find the difference between urban boys and girls on their mental health.
5. To find the difference between rural and urban boys on their mental health.
6. To find the difference between rural and urban girls on their mental health.

Hypotheses of the Study

Hypotheses of this study are as follows:

1. There will be no significant difference between boys and girls of secondary schools on their mental health.
2. There will be no significant difference between rural and urban students on their mental health.
3. There will be no significant difference between rural boys and girls on their mental health.
4. There will be no significant difference between urban boys and girls on their mental health.
5. There will be no significant difference between rural and urban boys on their mental health.
6. There will be no significant difference between rural and urban girls on their mental health.

Delimitations of the Study

The delimitation of this study are as follows:

1. The present study has involved both rural and urban areas of district Dehradun (Uttarakhand).
2. The present study has been delimited to the secondary school students studying in XI and XII class.
3. The present study has been delimited to a sample of 200 secondary school students.

Research Method

Normative survey method was adopted for this study.

Sample and Sampling Procedure

In the present study, the investigator adopted random sampling technique to select 200 secondary school students from the secondary schools of district Dehradun. The sample comprised of 100 students of rural area and 100 students of urban area. Equal number of boys and girls were also included in the sample.

Tool Used

Mental Health Battery developed by Arun Kumar Singh and Alpana Sen Gupta has been used in the present study.

Statistical Techniques

Mean, S.D. and 't'-test were employed in the present study for the treatment and analysis of data.

Analysis and Interpretation of Data

Table – 1
Comparison of Mental Health of Secondary School Boys and Girls

Mental Health	Students	N	Mean	S.D.	df	t- value	Results
Emotional Stability	Boys	100	8.29	2.89	198	1.493	Insignificant
	Girls	100	8.83	2.18			
Over-all Adjustment	Boys	100	23.68	7.52	198	3.722**	Significant
	Girls	100	20.18	5.63			
Autonomy	Boys	100	9.10	3.05	198	4.746**	Significant
	Girls	100	6.99	3.22			
Security-Insecurity	Boys	100	7.59	3.39	198	1.191	Insignificant
	Girls	100	7.07	2.73			
Self-Concept	Boys	100	7.10	2.81	198	2.580*	Significant
	Girls	100	8.09	2.60			
Intelligence	Boys	100	18.31	3.44	198	1.015	Insignificant
	Girls	100	19.06	6.53			

** = 0.01 level of Significance.   * = 0.05 level of Significance.

The table no. 1 shows that at df 198 the 't' values for over-all adjustment (3.722) and autonomy (4.746) of secondary school boys and girls are found significant at 0.01 level of significance. It shows a highly significant difference between secondary school boys and girls on the over-all adjustment and autonomy. The mean scoresshow that boys of secondary school have higher level of over-all adjustment and autonomy as compared to secondary school girls.

At df 198, the 't' value for self-concept (2.580) is found significant at 0.05 level of significance. It shows significant difference between secondary school boys and girls on their self-concept.

The mean scores show that boys of secondary school have lower level of self-concept than girls of secondary school.

At df 198, the 't' values for emotional stability, security-insecurity and intelligence, which are1.493, 1.191 and 1.015 respectively, are found insignificant. It shows that secondary school boys and girls do not differ significantly in their emotional stability, security-insecurity and intelligence.

Thus, the null hypothesis that*"There will be no significant difference between boys and girls of secondary school on their mental health"* is partly rejected and partly accepted.

Table – 2
Comparison of Mental Health of Secondary School Students of
Rural and Urban Area

Mental Health	Students	N	Mean	S.D.	df	t- value	Results
Emotional Stability	Rural	100	9.66	2.19	198	6.700**	Significant
	Urban	100	7.46	2.44			
Over-all Adjustment	Rural	100	25.24	6.27	198	7.776**	Significant
	Urban	100	18.62	5.75			
Autonomy	Rural	100	9.33	3.17	198	5.947**	Significant
	Urban	100	6.76	2.93			
Security-Insecurity	Rural	100	8.07	3.37	198	3.481**	Significant
	Urban	100	6.59	2.57			
Self-Concept	Rural	100	7.24	2.59	198	1.835	Insignificant
	Urban	100	7.95	2.86			
Intelligence	Rural	100	16.43	3.17	198	6.758**	Significant
	Urban	100	20.94	5.86			

** = 0.01 level of Significance.

The table no. 2 shows that at df 198 the 't' values for emotional stability (6.700), over-all adjustment (7.776), autonomy (5.947), security-insecurity (3.481) and intelligence (6.758) of secondary school students of rural and urban area are found significant at 0.01 level. It shows a highly significant difference between rural and urban studentson their emotional stability, over-all adjustment, autonomy, security-insecurity and intelligence. The mean scoresshow that ruralstudents have higher emotional stability, over-all adjustment, autonomy and security in comparison to urbanstudents. But urban students are found more intelligent in comparison torural students.

At df 198, the 't' value for self-concept (1.835) is found insignificant. It shows that rural and urban students do not differ on their self-concept. Thus, the null hypothesis that*"There will be no significant difference between rural and urban students on their mental health"* is mostly rejected and partly accepted.

Table – 3
Comparison of Mental Health of Secondary School Boys and Girls of Rural Area

Mental Health	Students	N	Mean	S.D.	df	t- value	Results
Emotional Stability	Boys	50	9.78	2.56	98	0.545	Insignificant
	Girls	50	9.54	1.76			
Over-all Adjustment	Boys	50	28.48	6.03	98	6.016**	Significant
	Girls	50	22.00	4.64			
Autonomy	Boys	50	10.90	2.90	98	5.676**	Significant
	Girls	50	7.76	2.62			
Security-Insecurity	Boys	50	9.48	2.97	98	4.572**	Significant
	Girls	50	6.66	3.18			
Self-Concept	Boys	50	7.36	2.98	98	0.460	Insignificant
	Girls	50	7.12	2.16			
Intelligence	Boys	50	17.52	3.05	98	3.638**	Significant
	Girls	50	15.34	2.93			

** = 0.01 level of Significance.

The table no. 3 shows that at df 98 the 't' values for over-all adjustment (6.016), autonomy (5.676), security-insecurity (4.572) and intelligence (3.638) of secondary school boys and girls of rural area are significant at 0.01 level. It shows a significant difference in the over-all adjustment, autonomy, security-insecurity and intelligence of rural boys and rural girls. The mean scores show that rural boys have higher level of over-all adjustment, autonomy, security-insecurity and intelligence in comparison to rural girls.

The 't' values, at df 98, for emotional stability (0.545) and self-concept (2.580) are found insignificant. It shows that secondary school boys and girls of rural area do not differ significantly in their emotional stability and self-concept.

Thus, the null hypothesis that*"There will be no significant difference between rural boys and girls on their mental health"* is mostly rejected and partly accepted.

Table – 4
Comparison of Mental Health of Secondary School Boys and Girls of Urban Area

Mental Health	Students	N	Mean	S.D.	df	t- value	Results
Emotional Stability	Boys	50	6.80	2.40	98	2.792*	Significant
	Girls	50	8.12	2.31			
Over-all Adjustment	Boys	50	18.88	5.56	98	0.449	Insignificant
	Girls	50	18.36	5.98			
Autonomy	Boys	50	7.30	1.96	98	1.863	Insignificant
	Girls	50	6.22	3.59			
Security-Insecurity	Boys	50	5.70	2.67	98	3.661**	Significant
	Girls	50	7.48	2.15			
Self-Concept	Boys	50	6.84	2.64	98	4.178**	Significant
	Girls	50	9.06	2.66			
Intelligence	Boys	50	19.10	3.65	98	3.286**	Significant
	Girls	50	22.78	7.02			

** = 0.01 level of Significance.   * = 0.05 level of Significance.

The table no. 4 shows that at df 98 the 't' values for security-insecurity (4.572), self-concept (4.178) and intelligence (3.638) of secondary school boys and girls of urban area are found significant at 0.01 level. It shows ahighly significant difference in the security-insecurity, self-concept and intelligence of urban boys and urban girls. The mean scores show that urban girls have higher level of security, self-concept and intelligence as compared to secondary school boys of urban area.

At df 98 the 't' value for emotional stability (2.792) of secondary school boys and girls of urban area are significant at 0.05 level. It shows a significant difference in the emotional stability of urban boys and urban girls. The mean scores show that urban girls are more emotionally stablein comparison to urban boys.

The 't' values, at df 98, for over-all adjustment (0.449) and autonomy (1.863) are found insignificant. It shows that urban boys and urban girls do not differ significantly in their over-all adjustment and autonomy.

Thus, the null hypothesis that*"There will be no significant difference between urban boys and girls on their mental health"* is mostly rejected and partly accepted.

Table – 5
Comparison of Mental Health of Secondary School Boys of Rural and Urban Area

Mental Health	Students	N	Mean	S.D.	df	t- value	Results
Emotional Stability	Rural	50	9.78	2.56	98	5.989**	Significant
	Urban	50	6.80	2.40			
Over-all Adjustment	Rural	50	28.48	6.03	98	8.269**	Significant
	Urban	50	18.88	5.56			
Autonomy	Rural	50	10.90	2.90	98	7.268**	Significant
	Urban	50	7.30	1.96			
Security-Insecurity	Rural	50	9.48	2.97	98	6.678**	Significant
	Urban	50	5.70	2.67			
Self-Concept	Rural	50	7.36	2.98	98	0.922	Insignificant
	Urban	50	6.84	2.64			
Intelligence	Rural	50	17.52	3.05	98	2.596**	Significant
	Urban	50	19.10	3.65			

** = 0.01 level of Significance.

The table no. 5 shows that at df 198 the 't' values for emotional stability (5.989), over-all adjustment (8.269), autonomy (7.268), security-insecurity (6.678) and intelligence (2.596) of secondary school boys of rural and urban area are found significant at 0.01 level. It shows a significant difference in the emotional stability, over-all adjustment, autonomy, security-insecurity and intelligence of rural and urban boys. The mean scores show that rural boys have higher level of emotional stability, over-all adjustment, autonomy and security

as compared to secondary school boys of urban area. But urban boys are more intelligent in comparison to rural boys.

At df 198, the 't' value for self-concept (0.922) is found insignificant. It shows that rural and urban boys do not differ in their self-concept.

Thus, the null hypothesis that*"There will be no significant difference between rural and urban boys on their mental health"* is mostly rejected and partly accepted.

Table – 6
Comparison of Mental Health of Secondary School Girls of Rural and Urban Area

Mental Health	Students	N	Mean	S.D.	df	t- value	Results
Emotional Stability	Rural	50	9.54	1.76	98	3.447**	Significant
	Urban	50	8.12	2.31			
Over-all Adjustment	Rural	50	22.00	4.64	98	3.395**	Significant
	Urban	50	18.36	5.98			
Autonomy	Rural	50	7.76	2.62	98	2.623**	Significant
	Urban	50	6.22	3.59			
Security-Insecurity	Rural	50	6.66	3.18	98	1.506	Insignificant
	Urban	50	7.48	2.15			
Self-Concept	Rural	50	7.12	2.16	98	3.993**	Significant
	Urban	50	9.06	2.66			
Intelligence	Rural	50	15.34	2.93	98	6.910**	Significant
	Urban	50	22.78	7.02			

** = 0.01 level of Significance.

The table no. 6 shows that at df 198 the 't' values for emotional stability (3.447), over-all adjustment (3.395), autonomy (2.623), self-concept (3.993) and intelligence (6.910) of secondary school girls of rural and urban area are significant at 0.01 level. It shows a significant difference in the emotional stability, over-all adjustment, autonomy, self-concept and intelligence of rural and urban girls. The mean scores show that rural girls have higher level of emotional stability, over-all adjustment and autonomy as compared to secondary school girls of urban area. But secondary school girls of urban area have higher level of self-concept and are more intelligent in comparison to rural girls.

At df 198, the 't' value for security-insecurity (1.506) is found insignificant. It shows that rural and urban girls do not differ in security-insecurity.

Thus, the null hypothesis that *"There will be no significant difference between rural and urban girls on their mental health"* Is mostly rejected and partly accepted.

Results

Following results can be drawn from the above interpretation:

1. A statistical difference was observed in the over-all adjustment, autonomy and self-concept of boys and girls of secondary school. Boys have been found to have higher adjustment and autonomy as compared to secondary school girls while secondary school boys were found to have lower level of self-concept as compared to secondary school girls. Secondary school boys and girls did not differ significantly in emotional stability, security-insecurity and intelligence.

2. There has been found a statistical significant difference in the emotional stability, over-all adjustment, autonomy, security-insecurity and intelligence of rural and urban students. Rural students had higher emotional stability, over-all adjustment, autonomy and security in comparison to urban students. Urban students were found more intelligent in comparison to rural students. Rural and urban students have not been found to differ significantly in their self-concept.

3. A significant difference was observed in the over-all adjustment, autonomy, security-insecurity and intelligence of secondary school boys and girls of rural area. Secondary school boys of rural area had higher level of over-all adjustment, autonomy, security-insecurity and intelligence as compared to secondary school girls of rural area. Secondary school boys and girls of rural area dis not differ significantly in their emotional stability and self-concept.

4. There has been found a significant difference in the emotional stability, security-insecurity, self-concept and intelligence of secondary school boys and girls of urban area. Secondary school girls of urban area had higher level of emotional stability, security, self-concept and intelligence as compared to secondary school boys of urban area. Secondary school boys and girls of urban area did not differ significantly in their over-all adjustment and autonomy.

5. There has been found a significant difference in the emotional stability, over-all adjustment, autonomy, security-insecurity and intelligence of rural and urban boys. Rural boys had higher level of emotional stability, over-all adjustment, autonomy and security in comparison to urban boys. But urban boys are more intelligent in comparison to rural boys. Secondary school boys of rural and urban area did not differ significantly in their self-concept.

6. A significant difference was observed in the emotional stability, over-all adjustment, autonomy, self-concept and intelligence of rural and urban girls. Rural girls had higher level of emotional stability, over-all adjustment and autonomy in comparison to urban girls. But secondary school girls of urban area had higher level of self-concept and were found more intelligent as compared to secondary school girls of rural area. Secondary school girls of rural and urban area did not differ significantly in their level of security-insecurity.

Implications of the Research Findings

Mental health is a very crucial factor in determining the role of an individual for the development of the society. Hence, proper attention should be given on the mental health of the children from the very beginning. As home is the first school of every child so inculcation of good mental health should be started from the home itself. Parents should provide caring and stimulating environment that will minimize the emotional and mental problems of all the

children and should encourage for attaining their potential. Parents should provide proper diet, physical exercises, sound sleep, recreational activities, such as sports, games and exercises which favor mental health. Teachers should themselves exhibit a balanced health that can have a healthy impact on the all-round development of their students. Teachers must be trained in stress management strategies so that they can help the students to cope up with their problems. Apart from this, yoga and meditation programmers must be included in the curriculum to enhance the mental health of students. Besides, school yoga and meditation should be provided at home also.

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