

Mental health among higher secondary school students

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ABSTRACT

The Purpose of the proposed research is to study the mental health among higher secondary school students. The sample i.e. 60 boys students (30 students of Arts and 30 students of Commerce) and 60 girls students (30 students of Arts and 30 students of Commerce) total 120 students were selected for the study as sample. Mental Health Analysis Questionnaire prepared by Dr. Ashwin Jansari, Dr. Harkant D. Badami and Dr. (Smt.) Charulata H. Badami was used for the data collection. “F” test was used. The result has shown that (1) The boys students group is having high mental health than girls students group. (2) There is no significant difference in the mean score of mental health among students of arts and commerce faculty and (3) There is significant difference in the interactive effect of the mean scores of mental health among the gender and faculty.

Keywords: *Mental Health, Boys and Girls, Arts Faculty and Commerce Faculty*

Health is an Indispensable quality in human being. It has been described as soil from which the finest flowers grow. Health indicates psychosomatic well-being of an individual and is a broader concept which includes physical, social and mental health. Mental Health has been reported as an important factor influencing individual’s various behaviors, activities, happiness and performance. J.C. Colman calls the modern age as age of stress. Today we find an atmosphere of anxiety, chaos and disturbed state of mind surrounding us. Generally, people think that the persons who are not suffering from any other diseases are called healthy but it is not true according to W.H.O., but according to world health organization absence of disease is not a sign of physical and mental fitness but physically, mentally and socially, healthiness is a real healthiness. Global mental health refers to the international perspective on varied aspects of mental health and has been defined as “the area of study, research and practice that places a priority on improving mental health and achieving equity in mental health for all people worldwide” (Koplan et al, 2009).

According to World Health Organization (2014) mental health is viewed as “a state of well-being in which individuals realize their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and able to make a contribution to community”. Galderisi, et al (2015) defined “mental health as a dynamic state of internal equilibrium which enables

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Received: April 07, 2020; Revision Received: May 12, 2020; Accepted: June 25, 2020

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individuals to use their abilities in harmony with universal values of society. Basic cognitive and social skills; ability to recognize, express and modulate one's own emotions, as well as empathize with others; flexibility and ability to cope with adverse life events and function in social roles; and harmonious relationship between body and mind represent important components of mental health which contribute, to varying degrees, to the state of internal equilibrium”.

Mental health is more than the absence of a mental health condition or illness: it is a positive sense of well-being, or the capacity to enjoy life and deal with the challenges we face. Mental health impacts each and every one of us. We all have mental health, just as we all have physical health. People living with a mental health issue or condition can experience positive mental health, and an individual may experience poor mental health without a mental health condition. Mental health is not fixed. It is influenced by a range of factors, including our life experiences, workplace or other environments, and the social and economic conditions that shape our lives (or the social determinants of mental health). Action can be taken to promote positive mental health for individuals and communities at the individual, community and system level. At the individual and community level, mental health promotion strategies focus on enhancing individuals' empowerment and participation and can target a range of environments or settings, such as the workplace, home, school or community. These strategies primarily seek to strengthen factors that protect positive mental health, lessen risk factors for poor mental health and/or address the social determinants of health. At the system level, strategies focus on addressing the social determinants of health and must involve work across a range of sectors and policy areas, such as housing, employment, social assistance, settlement and others.

Sankar R, Wani A, Indumathi R (2017) had findings show that boys have high level of mental health than girls. Results also show that there is significant difference between the mental health scores of boys and girls. While as insignificant difference was found between the mental health scores of 13-15 years and 16-19 years old subjects.

Objectives

1. To Study of the mental health among the boys and girls students.
2. To Study of the mental health among the students of arts and commerce faculty.
3. To Study of the interactive effect of mental health among the gender and faculty.

Hypotheses

1. There will be no significant difference in the mean score of mental health among the boys and girls students.
2. There will be no significant difference in the mean score of mental health among students of arts and commerce faculty.
3. There will be no significant difference in the interactive effect of the mean scores of mental health among the gender and faculty.

Variables

Independent Variable

1. **Gender:** Boys and Girls Students.
2. **Faculty:** Arts and Commerce Faculty.

Dependent Variable: Mental Health Score

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Sample

The Sample of present study consisted of 60 boys students (30 students of Arts and 30 students of Commerce) and 60 girls students (30 students of Arts and 30 students of Commerce) total 120 students were selected for the study as sample.

Tools

Mental Health Analysis Questionnaire prepared by Dr. Ashwin Jansari, Dr. Harkant D. Badami and Dr. (Smt.) Charulata H. Badami (2011) was used to measure the mental health of the school students. In this inventory there are Hundred statements which are to be answered to either in yes or no. Reliability of this test is computed by test – retest method. Reliability shown there is 0.76.

Procedure

The permission was granted from various schools for data collection in Kapadvanj Taluka after the establishment of rapport, personal information and the Mental Health Inventory (MHI) was administrated the data was collected, scored as per the manual and analyzed. The statistical method ‘F’ test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table: 1 The Table showing sum of variance mean ‘F’ value and level of significance of gender and faculty.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	285.21	4.82	0.05*
SS _B	1	29.01	0.49	N.S.
SS _{A*B}	1	85.01	1.44	N.S.
SS _{Error}	116	59.15	—	—
SS _{Total}	119	7260.99	—	—

*0.05=3.92, **0.01=6.84, N.S.= Not Significant

A = Gender

B = Faculty

A₁ = Boys

B₁ = Arts Faculty

A₂ = Girls

B₂ = Commerce Faculty

Table : 2 The Table showing the Mean Score of Mental Health of boys and girls students

	A (Gender)		‘F’ value	Sign.
	A ₁ (Boys)	A ₂ (Girls)		
M	21.72	24.80	4.82	0.05
N	60	60		

The above table no.2 shows the mean score of mental health among boys and girls students. The mean score of boys students group is 21.72 and girls students group is 24.80. The ‘F’ value is 4.82 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to mental health and gender. It should be remembered here that, according to scoring pattern, higher score indicates good mental health. Thus, from the result it could be said that, the girls students group is having good mental health than boys students group. Therefore, the hypothesis no.1 that, “There is no significant difference in the mean score of mental health among the boys and girls students” is rejected.

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Table: 3 The Table showing the mean score of mental health of students of arts and commerce faculty.

	B (Faculty)		'F' value	Sign.
	B ₁ (Arts)	B ₂ (Commence)		
M	23.75	22.77	0.49	N.S.
N	60	60		

The above table no.3 shows the mean score of mental health among students of arts and commerce faculty. The mean score of students of arts faculty group is 23.75 and students of commerce faculty group is 22.77. The 'F' value is 0.49 which was found to be not-significant level at 0.05. The hypothesis no.2 that, "There is no significant difference in the mean score of mental health among students of arts and commerce faculty" is accepted.

Table: 4 The Table showing the interactive effect of the Mean Score of Mental Health of gender and faculty.

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B ₁	21.37	26.13	1.44	N.S.
		B ₂	22.07	23.47		
N			60	60		

The above table no.4 shows the interactive effect of mental health among the gender and faculty. The mean score of boys students of arts faculty group is 21.37, girls students of arts faculty group is 22.07, boys students of commerce faculty group is 26.13, girls students of commerce faculty group is 23.47. The 'F' value is 1.44 which was found to be not-significant level at 0.05. The hypothesis no.3 that, "There is no significant difference in the interactive effect of the mean scores of mental health among the gender and faculty" is accepted.

CONCLUSION

1. The boys students group is having high mental health than girls students group.
2. There is no significant difference in the mean score of mental health among students of arts and commerce faculty.
3. There is significant difference in the interactive effect of the mean scores of mental health among the gender and faculty.

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Acknowledgements

The author profoundly appreciates all the people who have successfully contributed to ensuring this paper in place. Their contributions are acknowledged however their names cannot be mentioned.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: Patel. N.D (2020). Mental health among higher secondary school students. *International Journal of Social Impact*, 5(2), 46-50. DIP: 18.02.005/20200502, DOI: 10.25215/2455/0502005