

A STUDY ON MENTAL HEALTH OF HIGH SCHOOL STUDENTS

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Abstract

Background: In the life of a person, mental wellness is crucial. It has an impact on society as a whole as well as on the lives of specific people. No aspect of a person's life is outside the purview of psychological wellbeing. The phrase "mental health" does not refer to any one feature of the mind or one particular facet of the human character. A severe modernisation is taking place in the twenty-first century. The setting of a school is ideal for delivering mental health care. The media exposes kids to a wide variety of cultures, and sometimes so-called social media exposes them to the negative aspects of maladjustment, loneliness, addiction, and loss of social and emotional support. Children with stronger mental health do better academically and socially, according to studies.

Aims: The purpose of the current study is to ascertain the level of high school students' mental health.

Result: The research yields the following conclusions: The status of mental health among students in secondary schools is average. There are 100 high school students total in the sample, 50 of whom are male and 50 of whom are female. Arun Kumar Singh and Alpana Sen (2003). Gupta's Mental Health Battery was utilised to collect data. The findings indicated that the male group had better mental health than the female group. The educational programs—such as yoga, meditation, cultural events, etc.—should be designed to help students' mental health.

Keywords: Mental Health, High School Students, Bhabhua (Kaimur)

Introduction

Mental wellness is immensely valuable in human life. It has an impact not just on the lives of individuals, but also on the lives of society as a whole. There is no aspect of human life that is outside the scope of psychological well-being. The phrase mental health does not refer to any one feature of mental life or human character.

“Mental health is the capacity of the individual, the group and the environment to interact with one another in ways that promote subjective well-being, the optimal development and use of mental abilities (cognitive, affective and relational), the achievement of individual and collective goals consistent with justice and the attainment and preservation of conditions of fundamental equality.” (World Health Organization’s) (1981).”

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Mental health, like physical health, is a part of overall personality. Mental health is a list that shows how far an individual has gone to meet his environmental demands, whether social, emotional, or physical, and how far he has gone to psychologically stress himself. This psychological or mental strain is frequently manifested as symptoms such as worry, pressure, restlessness, or despondency, among others.

Mental health problems were substantially more prevalent in children whose both parents worked. Working mothers' children have much higher mental health difficulties than non-working mothers' children. (Seenivasan,P.,Caroline,P.K.,2014).

Review of Literature

Ramesh Singh Bartwal (2014) studied senior secondary students to compare their social intelligence and mental health. Using a straightforward random selection approach, a sample of 400 pupils was selected from senior secondary government schools in the Uttar Pradeshi districts of Saharanpur and Chamoli. The data were gathered using a descriptive survey approach. To determine the significance of means and the significance of the connection between dependent and independent variables, the t-test and correlation were utilised. The study found no discernible difference between rural and urban kids' mental health. The study also looked at if there was a link between social intelligence and mental health. A research on the mental health of teenagers who are in school was done in 2014 by Namesh Kumar et al. There is a connection between physical and mental wellness. Parents must first provide their teenagers the proper attention. In order to instil moral principles in teenagers, teachers should also play a positive role. In addition to familial issues, sociocultural variables have an impact on mental health. Adolescents' mental health is particularly affected by the harmful effects of the media and incorrect cultural beliefs. Government officials and other responsible members of society must take significant action. As a healthy body and mind go hand in hand, emphasis should be placed in such schools on complex values and healthy activities to prevent teenage delineation or alienation towards the wrong side.

Objectives:

- 1) To investigate positive self-evaluation among school going boys and girls students.
- 2) To investigate the perception of reality among school going boys and girls students.
- 3) To investigate the integration of personality among school going boys and girls students.
- 4) To investigate the Autonomy of boys and girls in school going students.
- 5) To investigate group-oriented attitudes among school going boys and girls students.
- 6) To investigate environmental mastery among school-age boys and girls students.
- 7) To investigate the overall mental health of school going boys and girls students.

Hypotheses:

- 1) There is no statistically significant difference in positive self-evaluation between boys and girls in school.
- 2) There is no statistically significant difference in perception of reality between boys and girls in school
- 3) There is no significant variation in the integration of personality between boys and girls school going students with mental health dimensions.
- 4) There is no significant difference in the mental health dimension of autonomy between boys and girls in school.
- 5) There is no statistically significant difference between boys and girls school going students in the mental health component of group-oriented views.
- 6) There is no statistically significant difference between boys and girls school going students on the mental health dimension of environmental mastery.
- 7) There is no statistically significant difference in overall mental health levels between boys and girls in school.

Methodology :**Sample and Sampling technique:**

The current study sample was drawn from high school students in Bhabhua (Kaimur), Bihar. The stratified random sampling approach was used to pick the unit of sample in this study. The current study's total sample size was 100 high school students, 50 of whom were boys and 50 of whom were girls.

Research Design: Simple research design used in the present study.

Variables:

1) Independent Variables-

Gender

a) Boys

b) Girls

2) Dependent Variables-

Mental Health

a) Positive self evaluation

b) Perception of reality

c) Integration of personality.

d) Autonomy

e) Group-oriented attitudes

f) Environmental mastery

Tool Used:

The MHB standardised by Arun Kumar Singh and AlpanaSen Gupta was utilised by the investigator to investigate the mental health of high school children (2003).

Data analysis and interpretation:

The information was examined as follows. The mean, standard deviation, and t-value for Gender (Boys and Girls High School Students) on Mental Health were calculated.

RESULTS AND DISCUSSION :The following is an examination of data interpretation and discussion of the results:

Table No.01 Show the mean, SD and t value of Positive self evaluation and Gender

Gender	N	Mean	SD	df	t- ratio	Level of significance
Boys	50	35.44	2.17	94	13.44	0.05 Significant
Girls	50	28.88	2.68			

Table 1 shows that the mean Positive self-evaluation scores of Boys and Girls High School students are 35.44 and 28.88, with SDs of 2.17 and 2.68, respectively. The t-value is 13.44. As a result, hypothesis (H1) is rejected, indicating that there is a highly significant difference in the Positive self-evaluation of Boys and Girls High School pupils. It was shown that boys students have higher positive self-esteem than girls students.

Table No.02 Show the mean, SD and t value of Perception of reality and Gender

Gender	N	Mean	SD	Df	t- ratio	Level of significance
BOYS	50	27.02	28	94	11.41	0.05 significant
GIRLS	50	22.60	23			

Table 2 shows that the mean Perception of Reality scores of Boys and Girls High School students are 27.02 and 22.60, with SDs of 28 and 23. The t-value obtained from the preceding two groups is 11.41. As a result, hypothesis (H2) is rejected, indicating that there is a highly significant difference in the perception of reality of Boys and Girls High School pupils. Boys students had a higher perception of reality than girls students.

Table No.03 Show the mean, SD and t value of Integration of personality and Gender.

Gender	N	Mean	SD	Df	t- ratio	Level of significance
Boys	50	40.63	2.37	94	26.93	0.05 significant
Girls	50	29.63	1.64			

Table 3 shows that the mean Integration of personality scores of Boys and Girls High School students are 40.63 and 29.63, respectively, with SDs of 2.37 and 1.64. The t-value obtained from the preceding two groups is 26.93. As a result, hypothesis (H3) is rejected, indicating that there is a highly significant difference in the integration of personality of Boys and Girls High School pupils. It was shown that boys students have a higher level of personality integration than girls students.

Table No.04 Show the mean, SD and t value ofAutonomy and Gender.

Gender	N	Mean	SD	Df	t- ratio	Level of significance
Boys	50	20.40	1.15	94	17.21	0.05 significant
Girls	50	13.11	2.76			

Table 4 shows that the mean Autonomy scores of Boys and Girls High School students are 20.40 and 13.11, with SDs of 1.15 and 2.76, respectively. The t-value obtained from the preceding two groups is 17.21. As a result, hypothesis (H4) is rejected, indicating that there is a significant difference in the Autonomy of Boys and Girls High School pupils. It was discovered that there is a considerable difference between boys and girls in the Mental Health component of Autonomy.

Table No.05 Show the mean, SD and t value of Group-oriented attitudes and Gender.

Gender	N	Mean	SD	Df	t- ratio	Level of significance
Boys	50	35.27	1.21	94	14.95	0.05 Significant
Girls	50	28.9	2.75			

According to Table 5, students in the Boys and Girls High Schools had mean scores of 35.27 and 28.9 with SDs of 1.21 and 2.75, respectively, for group-oriented attitudes. The t-value obtained from the two groups mentioned above is 14.95. It was discovered that there is no significant difference between Boys and Girls School Attending students with Mental Health, which implies that the hypothesis (H5) is rejected and there is a significant difference between the Group-Oriented Attitudes of Boys and Girls High School Students.

Table No.06 Show the mean, SD and t value of Environmental mastery and Gender.

Gender	N	Mean	SD	Df	t- ratio	Level of significance
Boys	50	33.34	4.62	94	13.02	0.05 significant
Girls	50	24.38	1.51			

According to Table 6, the average environmental mastery scores for high school boys and girls are 33.34 and 24.38, respectively, with SDs of 4.62 and 1.51 points. The t-value from the two groups mentioned above is 13.02. There is a significant difference in the environmental mastery of Boys and Girls High School pupils as a result of the hypothesis (H6) being rejected. It was discovered that there is a big gap in environmental mastery between school-going boys and girls.

Table No.07 Show the Mean, SD and t value of Overall Mental Health level and Gender

Gender	N	Mean	SD	Df	t- ratio	Level of significance
Boys	50	192.12	6.48	94	37.94	0.05 significant
Girls	50	147.54	5.24			

Boys and girls in high school had mean scores of 192.12 and 147.54 for their overall mental health, with SDs of 6.48 and 5.24, respectively, according to Table 7. The t-value obtained from the two groups mentioned above is 37.94. As a result, the null hypothesis (H7) is accepted, indicating a significant difference in the overall mental health levels of high school boys and girls pupils. It was discovered that there is a big disparity in overall mental health between school-going boys and girls.

Conclusion

- 1) Boys students self-evaluate more positively than girls students.
2. Boys students have a higher reality perception than girls students.
- 3) Boys students have more personality integration than girls students.
- 4) Boys have higher levels of autonomy than girls do.
- 5) Boys students have higher attitudes toward group work than do girls students.
- 6) Boys have a higher level of environmental understanding than girls do.
- 7) Boys have better overall mental health than girls do.

Investigations on gender are crucial since, in our culture, men are frequently regarded as superior to women and vice versa. In this little study, we found that boys do much higher across the board on the Mental Health Battery. It was observed that in Indian society, girls experience hardship from the time of their birth to the end of their lives, for example, the Sati custom, female fetacide, dower

death, female maltreatment, and domestic violence, etc. She becomes frail and mentally unsound as a result of all these causes. The social and cultural norms force her to deal with difficult situations in life. In contrast, males do not experience the pressures of tradition, society, and conditions. As a result, they score higher than girls overall on the mental health battery.

In India, 20% of teenagers experience some kind of mental health issue, while 2% to 5% experience severe mental issues. (TIMES OF INDIA Jan 2014).

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