

EFFECT OF SOCIO SCHOOL CLIMATE ON MENTAL HEALTH OF STUDENTS STUDYING IN SECONDARY SCHOOLS

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Abstract

Education is a powerful instrument for social, political and economic development of the country and is concerned essentially with the future. The strength of education system largely depends upon the quality of teacher who sustains it and the type of environment surrounding the educational institutions. But now a days, the problem of promoting mental health and healthy environment in a developing country like India, occupies high priority on the agenda of human development. Mental health promotion works on the principle that everyone has mental health needs, not only those people who have been diagnosed with the mental illness. Mental health should not be confused with mental illness, as mental illness is a form in which symptoms like stress, strain, anxiety, restlessness, tension and hopelessness are felt for too long time and too extensively. Mental Health is affected by the complexities of life provided by modern environment, which cause conflicts and stresses. Modern life is so complex that many individuals experience difficulties when they change from one environment to another. The stress in students is caused by social, emotional and personal factors and also by environment, education and occupation. Socio climate affects all types of activities and is useful for planning, predicting, modifying and evaluating various organizational systems. In an organization where different members function freely and positively to advance the goals and objectives of organization provide a healthy organizational climate. This research paper highlighted the effect of socio climate on mental health of the students.



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Introduction

The socio climate of an educational institution is a bridging concept between pupils and the school in which they study and is the perfection of the structure; the process and the values by the students and the faculty members. A school climate influences the educational attainment and develops abilities in the pupils. The climate of the school differs from one to another. The social and emotional interaction is integral to mental health. Lack of social and emotional interaction can negatively impact the child's development. Socio changes in an educational institution bring change in their traditional functions, including teaching and nurturance of social and emotional

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competencies. The school climate influences the educational attainment, helps to foster good mental health among the teachers and students thus, leading to their balanced personality in all aspects.

Social Climate

School social climate can be defined as feeling and opinions about various aspects of the school and how it operates, as perceived by students, and administrators. The social environment facilitates the learning process if the environment is secure, supportive and focused on learning. The social climate of the school is likely to be far more important as it is partially responsible for the overall development of the students. (Das, 1989).

Mental Health

Mental health has two aspects-individual and social. The individual aspect of mental health means that the individual is internally adjusted. He is self-confident, adequate and free from internal conflicts, tensions and inconsistencies in his behavior. The social aspect of mental health denotes that the mental health is the result of social forces influencing the individual beginning with his formative years and continuing throughout his life. Mental health is a concept that refers to individual's social and psychological wellbeing. Mental health is the outcome of five types of health i.e. Physical, emotional, moral, spiritual and social health.

Review of related literature

Bruns, Walrath, and Weist (2004) in their study found that teachers in the intervention schools were less likely to refer students to special education for emotional and behavior problems than those in comparison other schools, though there was not a difference in the overall referral pattern.

Zins (2006) found from a series of research studies in overlapping fields of pre-K-12 education that risk prevention, health promotion, character education, child mental health and social emotional learning are the processes that promote children's school success and healthy development.

Durlak & Anton (2010) in their study found that school-based social-skills programme for children 4 to 14 years of age that teaches social skills and socio-emotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence.

Brener, Weist, Taylor (2015) in their study found that although schools are not structured to provide intensive mental health services to children and adolescents, research has shown that features, such as school-wide intervention systems, can have significant positive impact on the social and emotional development.

Objectives of the study

1. To study the difference between the mental health of male students of favourable and un favourable social-school climate.
2. To study the difference between the mental health of female students of favourable and un favourable social-school climate.
3. To study the difference between the mental health of students of favourable and un favourable social-school climate.

Hypotheses of the study

1. There exists no significant difference between the mental health of male students of favourable and un favourable social-school climate.
2. To study the difference between the mental health of female students of favourable and un favourable social-school climate.
3. To study the difference between the mental health of students of favourable and un favourable social-school climate.

Methodology:-Survey method was used to undertake the present study.

Sample:-In present study, a random sampling technique was employed for the selection of sample. Ninth class students studying in the government and private secondary schools situated in the Ambala District constituted the sample of the present study. The sample consisted of 200 ninth class students, out of which 100 were drawn from government secondary schools and 100 from private secondary schools. The sample was further comprised of 50 boys and 50 girls in each category of schools. Kelly's method was used to classify the sample in two parts: Favourable social school climate (33% above average) and un favourable social school climate (33% below average).

Tools Used:-In, the present study, for the collection of necessary data the following tools were used : (1)**Mental Health Battery** by Dr. Alpana Sen Gupta and Dr. Arun Kumar Singh (2008).

(2) **Socio – Emotional school climate Inventory** by Dr. (Mrs.) Renuka Kumari Sinha and Mrs. Rajni Bhargava (1994).Only social school climate was taken for the present study.

Testing of Hypotheses

HYPOTHESIS 1

There exists no significant difference between the mental health of male students of favourable and un-favourable social-school climate.

TABLE 1 Comparison of Mean Mental health scores of male students with favourable and Un-favourable social-school climate.

Groups	N	M	S.D.	SE _D	t-ratio	df	Level of significance
Favourable social school climate (Boys)	33	82.67	12.57	2.99	6.44	64	Sig at 0.05 level
Un-Favourable social school climate (Boys)	33	63.42	11.11				

Table value of 't' at 0.05 level = 2.00

INTERPRETATION

Table 1 shows that the obtained t-ratio is 6.44 which is much greater than the tabular value 2.00 at 0.05 level. Hence the hypothesis framed earlier stands rejected. It indicates that there exists significant difference between the mental health of male students of favourable and un favourable social-school climate.

HYPOTHESIS 2

There exists no significant difference between the mental health of female students of favourable and un favourable social-school climate.

TABLE 2 Comparison of Mean Mental health scores of female students with favourable and un favourable social-school climate.

Groups	N	M	S.D.	SE _D	t-ratio	df	Level of significance
Favourable social-school climate (Girls)	33	78.09	10.74	2.45	5.66	64	Sig at 0.05 level
Un favourable social-school climate (Girls)	33	64.21	9.15				

Table value of 't' at 0.05 level = 2.00

INTERPETATION

Table 2 shows that the obtained t-ratio is 5.66 which is much greater than the tabular t-value 2.00 at 0.05 level. Hence, the hypothesis framed earlier stands rejected. It

indicates that there exists significant difference between the mental health of female students of favourable and un-favourable social-school climate.

HYPOTHESIS 3

There exists no significant difference between the mental health of students of favourable and un favourable social-school climate.

TABLE 3

Comparison of Mean Mental health scores of students with favourable and unfavourable social-school climate.

Groups	N	M	S.D.	SE _D	t-ratio	df	Level of significance
Favourable social-school climate	66	80.38	11.89				Sig at 0.05 level
Un favourable social-school climate	66	63.94	10.43	1.95	8.43	130	

Table value of 't' at 0.05 level = 1.98

INTERPETATION

Table 3 shows that the obtained t-ratio is 8.43 which is much greater than the tabular t-value 1.98 at 0.05 level. Hence, the hypothesis framed earlier stands rejected. It indicates that there exists significant difference between the mental health of students of favourable and un-favourable social-school climate.

Conclusion

As per the result of this study it is concluded that there exists significant difference between the mental health of students of favourable and un-favourable social school climate. The socio climate of an educational institution is a bridging concept between pupils and the school in which they study. A social climate influences the educational attainment and develops the abilities in the pupils. Hence, the social interaction is integral to mental health.

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