

Mental Health among Rural High School Students Tiruchirappalli Educational District

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ABSTRACT

A sample of 300 High school rural students from 10 schools among them 118 were males and 182 were females who are studying IX and X standards in rural state board schools at Tiruchirappalli educational district. The objectives of this study are to find out the level of mental Health of rural High school students with reference to sex demographic variable. This study has mainly focused only six dimensions of mental Health namely Self evaluation, Realistic perception, Integration of personality, Autonomy, Group oriented activity, and Environmental mastery. Hence there finding of the study there is a significant difference between high school boys and girls in which their mental Health. This research concluded the study mental Health of students is very much influenced by mental Health of teachers. So refresher courses should give to the teachers. For improving the mental Health, the students should be engaged in useful work because absorption in useful work keeps a person in good mental Health.

Keywords: *Mental Health, Rural and High school*

Mental Health includes our emotional, psychological, and social well-being. It affects how we think, feel and act as we cope with life. It also helps determine how we handle stress, relate to others, and make choices. Mental Health is important at every stage of life, from childhood and adolescence through adulthood. According to WHO (World Health Organization), mental Health is "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community". A physically Healthy person may be incapable in all respects due to his mental sickness, so in the present complex development of human civilization, mental Health is as important as physical Health. Some centuries ago the problem of study of mental Health was not so acute, Generally, then there were less wants and problems than what there are today and people in the past required more physical lab-our than mental . Gradually, with the progress of civilization, man surrounded by various domestic, social,

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national and contemporary problems. They move towards mental sickness and for their convenience the science of mental Health and facilities for psychology and treatment have been developed.

Significance of the study

Promoting mental Health is about improving everyone's mental Health and wellbeing by improving their social and the physical environment. Schools and early childhood settings already promote mental Health by providing access to education, a sense of belonging and the development of social and emotional skills – these are all protective factors for children and young people's wellbeing. At the same time, poor attachment, peer rejection and experiences of bullying and discrimination all contribute to poor mental Health. The main purpose of mental Health is to save man from complexes and inner conflicts and to prepare him for such a living in which his natural diseases and social beliefs are properly adjusted and he may develop the capacity of facing complex situations as well. So this provision is particularly valuable in the direction of personality development. To prepare children for internal and external adjustment from the very development to protect them from mental complications, complexes that hinder personality development, to remove their mental defects, to satisfy or to direct natural desires of children towards desirable channels instead of repressing them.

Statement of the problem

School is one of the best places for both educators and students to become increasingly aware of mental Health, mental Health problems and mental disorders. We have a number of school mental Health initiatives in development and are constantly looking for teachers, schools and school boards to pilot, test and help us develop more depth and breadth to our programs. We are also able to provide educators with a repository of evidence-based programs and materials that can aid in helping to develop and deliver interventions that can improve youth mental Health effectively and efficiently. Mental Health problem may lead to school drop outs, difficulties in learning, behavioral difficulties, difficulties in performance, more truancy and school failure. We need to development region- specific infrastructure and support in addition mental Health need of the teacher may be similar to those faced by the students. Education and mental Health are part of the basic human rights of the children and youth. So, hence the Mental Health among Rural High School Students Tiruchirappallai Educational District.

Definition of key terms

The investigator adopted the following definitions for the terms used in this title.

Mental Health

By the term '**Mental Health**' the investigator means the ability to adjust to the environment includes our emotional, psychological and social well-being. It affects how we think, feel and act. It also helps determine how we handle stress, relate to others and make choices. Mental Health is important at every stage of life from childhood and adolescence through adulthood.

Rural High School Students:

By the term ‘High School Students’ the investigator means a student who is studying IX and X standards in rural state board schools at Tiruchirappalli educational district.

OBJECTIVE OF THE STUDY

1. To find the level of mental Health in rural high school students.
2. To find the level of mental Health in rural high school students with reference to Sex, Religion, Caste, Nature of school.

Hypothesis

1. There is no significant difference between high school boys and girls in their mental Health.
2. There is no significant difference between IX and X standard students in their mental Health.
3. There is no significant difference among Hindu, Muslim and Christian high school students in their mental Health.
4. There is no significant difference among FC, BC, MBC/DNC, and SC/ST high school students in their mental Health.
5. There is no significant difference among the students of different nature of schools in their mental Health.

Delimitation of the study

1. This study is confined to only high school students.
2. Only two variables (Mental Health and Rural school) have been taken for the current pursuit.
3. Though there are many techniques for measuring mental Health the researcher used only questionnaire with limited items.
4. This study only six dimensions of mental Health namely Self evaluation, Realistic perception, Integration of personality, Autonomy, Group oriented activity, and Environmental mastery. The sample is limited to Tiruchirappalli Educational District especially Tiruchirappalli district.

METHODS USED FOR THE STUDY

The investigator has adopted the survey method of the research of the high school rural setting students. The survey research is a procedure in which information is systematic collected from a population through administrating questionnaire or schedule.

Tool used in the present study

For the present investigation, the investigator used Mental Health inventory a standardized tool developed by “Jegadish and A.K Srivastava (1997) since the tool is already a standardized one it does not need further standardization. The Mental Health Questionnaire has six dimensions: Self

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Evaluation, Realistic Perception, Inferior Attitude or Integration of personality, Autonomy, Group oriented activity or Positive Attitude and Environmental Mastery.

Population of the study

The population of this study consists of the high school students were studied at Tiruchirappalli Educational District in Tiruchirappalli, Tamilnadu.

Sample of the Present study

The method of sampling is based on the nature of the problem, size of the universe; availability of finance, item and personnel .The investigator has used starified random sampling technique for selecting the sample from the population. The stratification has been done on the basis of sex, standard, type of the school and nature of the school. The sample for the present study consists of 300 High school students from 10 schools. Among them 182 are females and 118 are males.

OBJECTIVE No: 1

To find the level of mental Health in high school students with reference to Sex

Level of mental Health in high school students with reference to sex

Dimension	Category	Low		Moderate		High	
		No	%	No	%	No	%
Self evaluation	Male	20	16.9	73	61.9	25	21.2
	Female	36	19.8	113	62.1	33	18.1
Realistic perception	Male	17	14.4	90	76.3	11	9.3
	Female	30	16.5	132	72.5	20	11.0
Integration of personality	Male	17	14.4	77	65.3	24	23.3
	Female	35	19.2	120	65.9	27	14.8
Autonomy	Male	18	15.3	100	84.7	0	0
	Female	25	13.7	157	86.3	0	0
Group oriented activity	Male	18	15.3	87	73.7	13	11.0
	Female	36	19.8	114	62.6	32	17.6
Environmental mastery	Male	13	11.0	80	67.8	25	21.2
	Female	14	7.7	137	75.3	31	17.0

From the above table it is inferred that, 16.9% of male students have low level, 61.9% of them have moderate, and 21.2% have high level of mental Health with reference to the dimension of self evaluation whereas, 19.8% of female students have low level, 62.1% have moderate, and 18.1% have high level of mental Health with respect to the dimension self evaluation.

From the above table it is inferred that, 14.4% of male students have low level, 65.3% of them have moderate, and 23.3% have high level of mental Health with reference to the dimension of Integration of personality whereas, 19.2% of female students have low level, 65.9% have moderate, and 14.8% have high level of mental Health with reference to the dimension of Integration of personality.

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NULL HYPOTHESIS: 1

There is no significant difference between IX and X standard students in their mental Health.

Difference between ix and x standard students in their mental Health

Dimension	IX (N = 152)		X (N = 148)		Calculated "t" value	Remarks
	Mean	Standard Deviation	Mean	Standard Deviation		
Self evaluation	23.39	2.84	23.20	3.44	0.53	NS
Realistic perception	24.54	2.49	24.96	2.51	1.45	NS
Integration of personality	25.70	3.37	25.73	3.12	0.09	NS
Autonomy	15.98	2.13	16.11	1.93	0.55	NS
Group oriented activity	15.64	1.85	15.84	1.52	1.03	NS
Environmental mastery	13.63	2.52	13.46	2.67	0.55	NS

(At 5% level of significance table value of t is 1.96)

From the above table it is inferred that, there is no significant difference between high school IX and X standard students in their mental Health, with reference to the dimensions of Self evaluation, Realistic perception, Integration of personality, Autonomy, Group oriented activity and Environmental mastery.

NULL HYPOTHESIS: 2

There is no significant difference among the students of different nature of schools in their mental Health.

Difference among the boys, girls and co-education higher secondary school students in their mental Health

Dimension	Source of variation	df=2,297		Calculated "F" value	Remark
		Sum of squares	Mean square variance		
Self Evaluation	Between	350.29	175.14	19.93	S
	Within	2609.90	8.79		
Realistic Perception	Between	80.70	40.35	6.68	S
	Within	1794.05	6.04		
Integration of Personality	Between	454.89	227.45	25.11	S
	Within	2690.45	9.06		
Autonomy	Between	32.32	16.16	4.00	S
	Within	1200.11	4.04		
Group oriented Activity	Between	0.85	0.42	0.15	NS
	Within	854.39	2.88		
Environmental Mastery	Between	20.62	10.31	1.54	NS
	Within	1989.82	6.70		

(At 5% level of significance table value of F is 3.03)

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From the above table it is inferred that, there is significant difference among the students of different nature of schools in their mental Health, with reference to the dimensions of Self evaluation, Realistic perception, Integration of personality and Autonomy.

From the above table it is inferred that, there is no significant difference among the students of different nature of schools in their mental Health, with reference to the dimensions of Group oriented activity, and Environmental mastery.

FINDINGS:

- 16.9% of male students have low level, 61.9% of them have moderate, and 21.2% have high level of mental Health with reference to the dimension of self evaluation.
- 19.8% of female students have low level, 62.1% have moderate, and 18.1% have high level of mental Health with respect to the dimension self evaluation.
- 20.4%, 69.1% and 10.5% of IX standard students have low, moderate and high level of mental Health with reference to the dimension of Integration of personality respectively.
- 16.2%, 61.5% and 22.3% of X standard students have low, moderate and high level of mental Health with reference to the dimension of Integration of personality respectively.
- There is no significant difference between high school IX and X standard students in their mental Health, with reference to the dimensions of Self evaluation, Realistic perception, Integration of personality, Autonomy, Group oriented activity, Environmental mastery and in total value.
- There is significant difference among the students of different nature of schools in their mental Health, with reference to the dimensions of Self evaluation, Realistic perception, Integration of personality and Autonomy in total value.

CONCLUSION:

In the present situation, the mental Health of the high school student are having mental illness problems by our educational and social setting .For improving the mental Health, the students should be engaged in useful work because absorption in useful work keeps a person in good mental Health. The teacher should assign group activities to the students because social participation promotes the mental Health of a person. Proper guidance in emotional, social, and individual problems of the students promotes their mental Health.

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