

Mental Health Study of Adolescent Students

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Abstract:

The study has been conducted on a sample of 883 students selected from different 18 schools of Mumbai studying in IX class. A tool contains 40 items for measuring different aspect of mental health. The respondent were required to indicate their view on four point scale i.e. Always, Often, Sometimes and Never. Mean score were calculated separately for boys and girls.

The t- test was used to examine the significance difference between genders. The findings shows that the overall mental health of the students was above average i.e. positive mental health the result also indicate that there significant difference in the mental health of boys and girls. Means score of boys is higher than that of girls, boys student found more active than the girls students.

The study suggested giving more opportunity to children participating in different programs so that they can interact and share their thoughts with friends and teachers. Teacher must listened student's views; problems etc. and give guidance according to them.

Background of Mental Health:

“**Mental Health** is the emotional and spiritual resilience which enables us to enjoy life and survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our and others dignity and worth. It is influenced by our experience and our genetic inheritance.” - (World Health Organization)

Mental is a word which is seen almost exclusively in negative terms – as a term of abuse in the playground, at work and even in the family. But we are all 'mental' beings – in the same way as we are all 'physical' beings. And mental health is just as important as physical health.

If we are to grow and to flourish, if we are to contribute individually and collectively to society, we need to accept that we are 'mental' beings with emotional and spiritual needs, as well as

physical ones. Good mental health isn't just the absence of mental health problems. Individuals with good mental health:

- develop emotionally, creatively, intellectually and spiritually
- initiate, develop and sustain mutually satisfying personal relationships
- face problems, resolve them and learn from them
- are confident and assertive
- are aware of others and empathize with them
- use and enjoy solitude
- play and have fun
- laugh, both at themselves and at the world

Need of the study:

• **There is a growing and unmet need for mental health services for children and youth –**

One in five children and adolescents will experience a significant mental health problem during their school years (US Department of Health and Human Services, 1999). Examples include stress, anxiety, bullying, family problems, depression, a learning disability, and alcohol and substance abuse. Serious mental health problems, such as self-injurious behaviors and suicide, are also on the rise, particularly among youth.

• **Crisis events provide vivid examples of the need for mental health services.**

School crisis range from large-scale disasters like terrorist attacks to such events as the death of a fellow student, an act of violence on campus, or the deployment for war of a family member who is serving in the military. Ideally, mental health services should be in place before a crisis occurs; encompass prevention, rapid response, and recovery services (e.g., counseling); and be coordinated with community services.

Significance of the study:

• **School mental health services are integral to student success.**

Mental health is as important as physical health to children's quality of life and directly impacts their learning and development. Children cannot learn effectively if they are struggling with a mental health problem, such as depression, or feel overwhelmed by academic, social or family pressures. It is important to recognize that mental health is not simply the absence of mental illness; it also means having the skills necessary to cope with life's challenges. Students, families, schools, and society at large benefit when schools meet the needs of the whole child by fostering social-emotional skills and identifying and preventing mental health problems early.

• **Research demonstrates that students who receive social-emotional support and prevention services achieve better academically in school.**

School leaders who recognize the relationship between student success, good schooling/instruction, and comprehensive school health programs that include attention to students' mental health will more effectively improve student and school outcomes. A recent longitudinal study provided strong empirical evidence that interventions that strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement, both in terms of higher standardized test scores and better grades (Fleming et al., 2005). Prevention programs that reach all students and early identification and intervention with at-risk students are both crucial. Examples include education on mental health issues, school violence prevention, social skills training, bullying prevention, suicide prevention, conflict resolution, and screening for emotional and behavioral problems.

• **Meeting children's mental health needs is a wise investment.**

Failure to support students' mental health has serious negative consequences, including increased risk for school failure, social isolation, unsafe sexual behavior, drug and alcohol abuse, and suicide, while exacerbating long-term social problems such as incarceration, unemployment, and poor health. All are costly societal problems both in terms of personal and economic consequences.

• **Mental Health Improves the Quality of Life.**

When we are free of depression, anxiety, excessive stress and worry, addictions, and other psychological problems, we are more able to live our lives to the fullest. Peace of mind is a natural condition, and is available to everyone.

• **Mental health strengthens and supports our ability to:**

- have healthy relationships
- make good life choices
- maintain physical health and well-being
- handle the natural ups and downs of life
- discover and grow towards our potential

Literature Review:

1. Jasbir Kaur & Babita Arora, has conducted a study titled -Academic Achievement in Relation to Mental Health of Adolescents. Findings of study clearly reveal that for better academic achievement a healthy environment should be provided to adolescents by family, school, neighbourhood and society in general. The results also show that special attention is needed for the rural students. The government and authorities should pay due attention towards rural school. The facilities and infrastructure of the rural schools should be augmented liberally.

2. Dr. Lustig has written an article - Review of Child and Adolescent Refugee Mental Health. Child and adolescent refugees suffer from significant conflict-related exposures. Reactions to stress may be mediated by coping strategies, belief systems, and social relations. More research is needed on interventions, specifically on efficacy and cultural relevance. Interventions that have an impact on multiple ecological levels need further development and evaluation.

3. Dr. Birmaher has written an article -Clinical Presentation and Course of Depression in Youth: Does Onset in Childhood Differ from Onset in Adolescence? In general, major depressive disorder is manifested similarly in children and adolescents, and both groups have a protracted clinical course and high family loading for psychiatric disorders.

Statement of the Problem:

Study the Mental Health of Adolescent Students of IX Std.

Operational Definition of the study:

Mental Health - Mental health consists of two words – mental and health. In this, health generally means sound condition or wellbeing or freedom from diseases. Health aims at making growth more perfect. Mental means relating to mind or psyche. Mental health is full and harmonious functioning of whole personality of an individual.

Adolescent – undergoing adolescence; immature. Adolescence is the transitional period of physical and psychological development between childhood and maturity. During adolescence the body and the mind go through many complex changes, some of which are difficult to deal with. IX std. students are adolescent their age is up to 14 years and already experience 2 year of adolescence period.

Objectives of the study:

- To find out the level of mental health of adolescent students of IX std.
- To compare the mental health scores of adolescent students of IX std. on the basis of gender.

Hypothesis of the study:

- There is no significant difference in level of mental health of adolescent students of IX std.

Delimitations of the study:

- The study is delimited to 883 students studying in IX std. in 18 schools only.
- The study is carried only SSC board school only
- The study is restricted to cover only Mumbai.

Methodology:

The study applied quantitative approach of discipline survey, total 18 school served to study the mental health of the adolescent student of IX std. were taken due to easy availability of respondents. X std. students were not easy because of their board exam. It was ensured that the proportion of boys and girls are included for studied in the comparison on the basis of gender.

Tool for Data collection:

It was found that for metro city adolescent mental health measurement tool is not available. Therefore researcher reconstructed Mental Health Inventory after referring more than five tools. The tool consisted 40 items having 4 point scale marks ranging from 40-160. It was seen that items selected covered all the areas i.e. peer group relation, self-esteem, family and self-expression. For positive items Always, Often, Sometime and Never marks are 4, 3, 2 and 1 respectively and for negative items Always, Often, Sometimes and Never marks are 1, 2, 3 and 4 respectively.

Sample:

The present study way is a descriptive research survey. The sample or the present study comprised of 883 students of IX std. selected from 18 different schools of Mumbai. Simple random technique was used for selection of sample.

Statistical Analysis:

The data was analysed through descriptive as well as statistics. Percentage, Mean, Standard Deviation and T-test was used for analysing the data.

Table No. 1
Mental Health score of Adolescent Students of IX Std.

Variable	Score	Level	Frequency	Percentage
Mental Health	137-160	Very Good	22	2.5
	113-136	Good	389	44.0
	89-112	Average	424	48.1
	65-88	Low	48	5.4
	40-64	Very Low	0	0
Total			883	100

From table no. 1 it was interesting to note that not even a single student was found to be very low mental health. Only 2.5% students found to be very good mental health and 5.4% students are low which is serious and need to require some good intervention programme.

But large no. of students are falling under average mental health slight change can make them to low category of mental health. We have to be very much attentive and require large number of good and appropriate programme for average students for making good mental health.

Table No. 2

Mental Health Score of Adolescent Boy and Girl Students of IX Std.

Variable	Level	For boys		For girls	
		Frequency	Percentage	Frequency	Percentage
Mental Health	Very Good	14	2.6	8	2.2
	Good	262	50.1	127	35.4
	Average	219	41.8	205	57.1
	Low	29	5.5	19	5.3
	Very Low	0	0	0	0
Total		524	100	359	100

50.1% boys having good mental health and 57.1% girls having average mental health.

Comparing all the categories from the table no. 2 it is clear that mental health of adolescent boy students is better than the adolescent girl students.

Testing hypothesis: -There is no significant difference in level of mental health of adolescent students of IX std.

Table No. 3

Gender	N	Mean	S.D.	t value	Table value	Significance level
Boys	524	112.39	14.98	4.50	1.96	Significant at 005
Girls	359	107.72	15.22			

Table 3 indicated that the computed value (4.50) which are greater than the table value (1.96). It is significant the null hypothesis is rejected.

Summary:

The present research titled is study the mental health of adolescent students of IX std. It is a descriptive research and studies the mental health of the students of class IX. The tool used is Mental Health Questionnaire. Null hypothesis was formulated. Descriptive

analysis was done through measures of central tendency and variability. Inferential analysis was done through the use of 't'-test. Data is also described and analysed.

Following conclusion can be drawn from the Inferential Data Analysis:

- On calculating the t-test of Boys and Girls 524 and 359 samples respectively we get the value 4.50.
- There is a significant difference in the Mental Health of the students of class IX

Findings and Conclusion:

Following conclusions can be drawn from the descriptive data analysis:

- The mean scores of Mental Health of adolescent boys is greater than the girls
- Not even a single student was found to be very low mental health.
- This could be attributed to the social background from which the girl students selected in the study. It could also be due to the lack of initiatives taken by the parents on engaging the students in mental activities or may be due to the lack of skills from extra-curricular activities undertaken at home and less opportunities given in school and the major drawback could be due to the conservative families which the students come from.
- So the parents of the girl child and their teachers must motivate and appreciate girls in participating various activities which help them to promote good mental health.

Recommendations:

The followings steps can be adopted in order to improve mental health of the student so they will come out of the stress it is the duty of the teachers and parents to monitor their student/child to have positive attitude toward the any problem.

- Encouragement should be provided to student in order to come out and share their feeling.
- Students should be provided with great no. of competitions which will help them boost their confidence level.
- Values like coping with stress positive attitude toward the life should be inculcated amongst them from early age.
- Teachers should create a friendly environment so that students may feel free to share their problems.
- The school should organize many competitions & opportunity to participate in it.

• The study provides an insight into various problems being faced by adolescent students. The findings cannot be generalized as the sample was taken from only 18 schools of SSC Board using random sampling technique. The results are limited to the information obtained from the questionnaires only.

• Trained and professional counselors should be employed and posted in schools to help and provide the wide range career to adolescent.

• The teachers, parents, peers and adolescents should develop strong communication with one another.

Suggestions:

The researcher wants to recommend for further study that-

• This research is done in S.S.C board. The research could be done for other board as well in future.

• The current research only covers the population of 883 students (359 Girls and 524 Boys) of standard IX. But it can be applied for all the standards and also at large level.

• Based on the results obtained the teacher or curriculum developers can frame modules for coping with stress problem solving, peace education and bring more effectiveness in their student's performance.

• To develop mental health in students where they are encouraged to participate in various activities, workshops, events dramas, etc.

• To develop social processing in students where they are encouraged to participate in group activities which may make them feel comfortable.

• To develop logical thinking skills in students.

• To find the Mental Health of students on the basis of age.

• To find the Mental Health of students on the basis of boards (IB, SSC, ICSE, IGCSE).

• To find the Mental Health of students on the basis of higher levels of education like junior college, graduation and post-graduation students.

• To find the Mental Health of the principal, teaching as well as the non-teaching staff.

• To find the Mental Health of students on the basis of the medium of instruction.

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