A Study of Mental Health of the Students of Std. 9th of Modasa Taluka

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ABSTRACT

21st Century is the age of Science and Technology. Edwin Toffler has written in his book named 'Third Wave' that during the period of third wave, man will become mentally ill. It seems that what Toffler has said is proving to be right today. At present stage, mental health of human being is becoming sick day by day. Man has adopted materialism and made progress. But, along with it, he has become victim of mental emotions and as a result, the whole society is disturbed by various mental disorders.The function of education is to bring changes in student's behavior. This process is a lifelong one. One of the important obstacles found in this process is that of mental health. If one can understand this process, the child can be properly guided in the direction of development. In this study, the researcher has tried to know by examining the mental health of secondary school students of Modasa taluka that which variables affect on the mental health of the students. An attempt has been made in this study to study the mental health of the students and suggested necessary steps for improvements through the inferences drawn from the study.

Key Words: Mental Health, IX Standard and Modasa Taluka.

INTRODUCTION:

When the man is talking about going on to the mars in this age of modern technology and science, we can clearly say that science has made progress day by day. Science and technology have made tremendous increase in the physical facilities of human being. Blind and thoughtless run behind material well-being has made man mentally and physically unhealthy. Man has become mentally and physically ill. John Milton has said about mental health that there are many reasons which can turn hell into heaven and vice-versa. The causes of happiness and pain evolve out of one's mind, and the mind can change these causes in a moment.

Man is losing his mental and physical health, and so it can be said that research are taken up in the world relating to physical health but the problem of mental health is becoming more and more frightful and serious day by day for the world. In the report of UNESCO's Mental Health

Conference (1952) as well as the doctors, psychiatrists, psychologists and educationists who participated in the 10th conference of 'World Federation for Mental Health' have extensively discussed about this issue of mental health, and have recognized the importance of mental health in the field of education. Education contributes more towards the shaping of student's attitude towards himself, towards others, towards work and towards responsibilities. It is due to this consciousness that the subject of mental health has been included in curriculum in many developing countries.

When a child is given education, his interests, tastes, attitudes, emotions and habits play important role in his development. Due to these important factors, child sometimes experiences intricacies and struggles. As a result, the child faces blows of unconscious mind if these blows comprehended in the process of education, it can be helpful in solving the problems of students, and teaching can become easier. But, it is hard to know the mental condition of a child as a teacher or as a guardian. A teacher can solve mental problems of students by using psychological test and can know about mental health of the students and work accordingly. With this objective in mind, the researcher has made an attempt to examine the mental health of the students.

OBJECTIVES:

The Objectives of the study are as under:

(1) To study the level of mental health of the students.

(2) To study the effect of their educational achievements on the mental health of the students.

(3) To study the effect of their areas on the mental health of the students.

(4) To study the effect of their gender on the mental health of the students.

(5)T o study the effect interaction of caste, area and educational achievement on the mental health of the students.

HYPOTHESIS:

The hypotheses of the study are as under:

(1) There is no significant effect of their educational achievements on the mental health of students.

(2) There is no significant effect of their gender on the mental health of students.

(3) There is no significant effect of their areas on the mental health of students.

(4) There is no significant effect of interaction of their gender, area and educational achievements on the mental health of students.

METHODOLOGY:

A proper and suitable method is essential to acquire satisfactory and reliable result of the research. In the study the researcher has used survey method to acquire information of present period.

POPULATION AND SAMPLE:

"Entirety means all possible respondents or a certain type of measurement." In this study, the students of standard 9 of secondary school of Gujarati medium of Modasa taluka are the population of the study.

It is not possible in practice to cover the whole population in educational research and scientifically it is not desirable also. Therefore, a sample is selected by sampling technique from the population and research is done on that sample. Hence the sample is secondary to the units of the population.

The sample in this study has been selected by the "multidimensional sample method". The researcher had selected randomly 3 schools, each from semi-urban and rural areas. Thus, from each of these 6 schools, a class of std.9 was selected by cluster method. Then, the students of each class were classified according to their higher educational achievements and lower educational achievements. The selected schools in the sample are shown in table-1 below :

Table-1

Schools selected for sample

No.	Name of School	Boys	Girls	Total
1	Triveni high school, Modasa	21	11	32
2	Sarvodaya high school, Modasa	38	04	42
3.	K. N. Shah high school, Modasa	35	16	51
4.	Bayal Dhaukrl High school	26	10	36
5.	Adarsh Vidyalay, Gambhoi	35	08	43
6.	V. K. Patel High school, Amodara	32	08	40
	Total	187	57	244

From the above table, it is clear that the sample consists of 244 students, out of which 187 are boys and 57 are girls.

RESEARCH TOOL:

The tool used to collect data about the research is called research tool.

In this study, the standardized mental health battery developed by Dr. Manoj Shastri is used for this study. This test has been divided into six parts, i.e. Emotional stability, Adaptation, self-administration, security-insecurity, self-concept and Intelligence. There are totally 130 items in these six parts of the test. The reliability coefficient of this test is 0.93.

DATA ANALYSIS METHOD:

According to Test-scoring scheme, true responses were given '1' and false responses were given '0' mark, and thus the scores of the test were acquired from the students. Mean and standard Deviation (SD) were found on the basis of the scores criterion Ratio (C.R.) was used to examine the effects of educational achievement, gender and area on mental health. In order to make this study more precise and scientific and to examine the interaction the 2 × 2 × 2 Factorial design was used. Hence variance Analysis was done and the effect of interaction between various variables was examined by F-test.

INTERPRETATION OF DATA AND ANALYSIS:

The Mental Health battery was administered on the sample of the study. According to the scoring pattern, the scores of sample were determined out of the obtained scores 44 is the lowest score, and 102 is the highest score. On the basis of these two scores, the data of the students of lower, medium and higher levels is shown in table-2.

Table-2

No.	Level of Mental health	No. of students	Percentage
1	Lower level (40-65)	27	11.08
2	Medium level (66-85)	126	51.63
3	Higher level (86-105)	91	37.30

From the above table it is clear that 11.06% students have lower level of mental health 51.63% have middle level and 37.30% have higher level of mental health.

Mental health in respect to castes of the students:

There are individual differences among boys and girls like nature, intelligence, interest attitude etc. Therefore it is possible that their mental health may also differ. The researcher has prepared a frequency distribution on the basis of gender and with the help of statistical method, he obtained the values of mean, SD, standard error and C.R., which are shown in table-3.

Table-3

Values of , S.D. and C.R. on the basis of gender.

Gender	N	Mean	Standard Deviation	Standard Error	C.R.	Remark
Boys	187	74.32	11.70	1.51	1.57	NS
Girls	57	81.7	9.43			

It is clear from the above table that the value of C.R. is 1.57 which is less than the table value. So, it can be said that here the hypothesis (Ho1) is accepted. Therefore, it can be said that there is no significant effect of gender on the mental health of the students. It can be said that the visible difference in mental health of boys and girls is an accidental.

The effect of area on the mental health of the students:

Null hypothesis that there is no be any significant effect of a on the mental health of the students of std. 9.

To examine this, the researcher has presented the obtained values of mean, SD, standard Error and CR in the table-4, shown below:

Table-4

Values of , S.D., S.E. and CR on the basis of area

Area	N	Mean	Standard Deviation	Standard Error	C.R.	Remark
Semi urban	125	77.09	11.51	1.4	6.02	Significant
Rural	119	85.52	10.37			

From the above table-4, it can be seen that the computed value of C.R. on the basis of the scores of the students of semi-urban and rural areas is 6.02 which is more than the obtained table value of 2.58 and 1.96 respectively at 0.1 and 0.5 level of df. So, it can be said that the computed value of C.R. is more than the table value. Therefore, Ho2 is rejected. This means, that significant effect of students areas can be seen of the mental health of the students of semi-urban and rural areas. Hence, it is clear from the above table that the mental health of rural students is better than that of the semi-urban students.

The effect of education achievement of student's mental health:

The objective of the effect of mental health has been considered keeping in my the educational achievements of the students. In order to know the effect of educational achievement of student's mental health the researcher had divided into two groups the higher educational achievement and lower educational achievement of the students with the help of Achievement test. To know whether there is any difference in the mental health of the students with higher educational achievement and lower educational achievement, the values of the mean, standard deviation, standard Error and C.R. has been computed on the basis of the scores of mental health battery, which is shown in table-5 below :

Table-5

Values of M., S.D., S.ED. and CR on the basis of education achievement

Education Achievement	No. of students	Median	Standard Deviation	Standard Error	C.R.	Remark
Higher	101	74.12	12.19	1.56	6.26	Significant
Lower	143	83.92	8.49			

To examine the null hypothesis that there is no significant effect of educational achievement on mental health of the students of std. 9, the computed value of C.R. is 6.26, which is more than the obtained values of 1.96 and 2.58 respectively at 0.05 & 0.01 level of table value. So it can be said that the hypothesis is rejected, that is there is a significant differences in mental health of the students with higher educational achievement and lower educational achievement. It becomes clear from the above table that the mental health of the students with lower educational achievement is better among the students of std. 9.

The main and interaction of independent variables on mental health:

In this study, there are three variables gender, area and educational achievement. There is a sub level of every variable, such as semi urban and rural area, boys and girls, and higher educational achievement and lower educational achievement.

Thus, for the sub levels of every independent variable, it has been classified in 2×2×2 factorial design, which is as under :

2×2×2 Factorial design

area	Semi Urban				Rural			
achieve-ment	Higher Edu. Achievement		Lower Edu. Achievement		Higher Edu. Achievement		Lower Edu. Achievement	
gender	boys	girls	boys	girls	boys	girls	boys	girls

In the study the direct and interaction effect on the scores of mental health of independent variables such as gender, area and educational achievement was to be examined, so the hypothesis was tested by finding the value of F, because the interaction effect is found more reliable and precise with the results of F-test, which is shown in table-6 below :

Table-6

Sources of variance	S.S.	Df	Mean square	F	Remarks
Between Group	8984.0	7	1283.42	13.94	S
Main Effect :					
Gender (A)	20.12	1	20.1	20.22	NS
Area (B)	560.25	1	560.25	6.09	*
Edu. achi. (C)	3615.95	1	3615.95	39.29	S
Interaction Effect :					
A × B	466.72	1	466.72	5.07	*
A × C	1.109	1	1.109	0.00	NS
B × C	31.30	1	31.30	0.340	NS
A × B × C	420.55	1	420.55	4.57	*
Within group	21723.05	236	92.05		
		Table value of F ratio			
	Df1	Df2	0.05	0.01	
	1	243	3.89	6.15	

* Significant at 0.05 level NS = Not significant

** Significant at 0.01 level S = Significant

In the study, three way variance analysis was done to examine the main effect and interaction effect of independent variables like gender, area and educational achievements on mental health of the students which has been shown in table-6 above.

From the above table, it becomes clear that out of the main effects of variables there is no significant effect of caste, but while examining the main effect of area it becomes clear that in terms of area, the null hypothesis is accepted at 0.01 level, that is area's effect is not found at 0.01 level because the effect of area can be seen at 0.05 level. So it can be said that the effect of area on mental health is seen in 95% cases.

For main effect of educational achievement the computed value of F ratio is 39.29 which is much more than the table value of F ratio. Therefore null hypothesis is rejected at 0.05 and 0.01 level. So, it can be said that significant effect of educational achievement is seen on the mental health of the students.

INTERACTION EFFECT :

The interaction of selected independent variables was examined with the help of F-test which shows the effects of mental health scores between various variables.

For interaction effect of gender and area (A×B), the computed value of F ratio is 5.07. But, the table value of F ratio at 0.05 and 0.01 level is 3.89 and 6.15 respectively before the table value df1=1 and df2=243. This shows that the computed value 5.07 is more than the value of 3.89 at 0.05 levels, which is a significant effect of gender and area at 0.05 level is seen on the mental health of the students.

For interaction effect of area and education achievement (B×C), the computed value of F-ratio is 0.34 which is less than the table value. So, it can be said that the hypothesis is accepted here. Therefore, it can be said that there is significant interaction effect of area-educational achievement on student's mental health.

For interaction effect of gender and educational achievement (A×C), the computed value of F-ratio is much less that the table value, so the hypothesis is accepted here. Therefore it can be said that there is no significant interaction effect of gender educational achievement on the mental health of the students.

For interaction effect of gender-area and educational achievement (A×B×C) the computed value of F-ratio is 4.57, which is more than the table value 3.89 at 0.05 level but it is less than the table value at 0.01 level, so the hypothesis is accepted at 0.01 level, but it is rejected at 0.05 level. Therefore, it can be said that significant interaction effect of gender-area-education achievement can be seen in 95% cases.

INFERENCE (FINDINGS):

The inferences drawn at the end of this study are as under:

(1) Roughly about 50% of students of std.9 of Modasa taluka have medium level of mental health, where as 11% have lower level and 37.30% have higher level of mental health.

(2) There is no effect of gender on mental health of the students of std. 9 of Modasa taluka that is there is no significant difference in the mental health of boys and girls.

(3) The effect of area is seen on the mental health of the students of std. 9 of Modasa Taluka. The mental health of rural student is found much better than that of the semi-urban students.

(4) The mental health of students with lower educational achievement is better among the students of std. 9 of Modasa taluka.

(5) On the basis of value of F-test of mental health scores of the students, significant interaction effect of gender and area can be seen on their mental health. This effect is seen in 95% cases.

(6) On the basis of value of F-test of mental health test scores of the students, it can be said that significant interaction effect of gender and educational achievement is not found on their mental health.

(7) On the basis of value of F test of mental health test scores of the students, it can be said that there is no significant interaction effect of area and educational achievement on their mental health.

(8) On the basis of value of F-test of mental health test scores of the students, it can be said that significant interaction effect of gender, area and educational achievement can be seen at 0.05 levels, but significant effect is not seen at 0.01 level. Therefore it can be said that this effect can be found in 95% cases.

EDUCATIONAL IMPLICATION:

In this study, it can be seen that there is significant effect of education achievement on the mental health of the students. This inference supports the Ph.D. level study done by K. B. Prasanna (1984). There is significant effect of area on the mental health of students. This inference of this study is justified by the Ph.D. level study made by Vireshwar P (1979). The mental health of rural students was found much better than that of sub-urban students. Thus, on the basis such important inferences, it can be clarified that the mental health of the students can be known with the help of

mental health test and their problem can be identified, and diagnostic i.e. work can be done. Moreover, the abnormal behavior of students also can be identified.

Like this, the teacher and parents can get information about children's mental health and can develop certain ideas about shaping their students future.

CONCLUSION:

The overall development of a child is the main objective of education. The physical defect of a child can be overcome, but mental defects of a child are such that they do not easily come in our mind. The direct effect of such kind of problems falls on the behavioral changes of the students and makes the process slow which ultimately weakens the process of overall development of the child. With the help of this study inferences have been drawn about the mental health of students. On the basis of these inferences, a certain direction is found as to how and where changes can done in the development process of the students. Thus, an attempt has been made to provide guideline for making necessary changes with the help of the inferences of this study.

We can undisputedly say that if the educationists in the field of education know the mental health of the students and be guides on course of student's development, better results can be obtained.

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