



Mental Health And Self Concept Among Secondary School Students

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Abstract: The main purpose of this research was a study of mental health and Self concept among secondary school students. The total sample 80 secondary school students boys and girls (40-boys and 40- girls) were taken as a sample Rajkot city (Gujarat). The research tool for mental health was measured by mental health scale which was made by Dr. D.J. bhatt And Miss. GeetaR. Gida (1992) while the tool was self concept inventory for secondary school students constructed and standardized by Dr. Pallavi Patel and Dr. Hitesh Patel and utilized their tools in this research paper. Mean significant difference between mental health and self concept in secondary school students' boys and girls was calculated result revealed. There is no significant difference in mental health of secondary school students' boys and girls. There is no significant difference in self concept of secondary school students' boys and girls. The significant co- relation between mental health and self concept reveals 0.78 high positive correlations.

Keyword:-Mental health and self concept

(I)Introduction:-

Man is a psychophysical organism. His men-tall and physical health depends on each other. Weave experience that any defect in any body organ creates a storm in the mind, we become restless and as an effect some changes occur in our behavior. Also the restlessness in our mind influences the body activities. The persons who are happy by the mind pos-sass physical health and the persons who are physically healthy also live mentally healthy. It is evident that physical and mental health depends on each other.Hence we infer that they have positive correlation. Aman who is mentally healthy accepts the reality of his environment and adopts himself accordingly with it. Psychologists look at mental health in the form of ability of good adjustment. Persons with good mentalhealth are free from negative emotions such as fear, anxiety and anger. They are self confident and take themselves as secure.

Mental health:

According to the 2004 World Health Report of the World Health Organization (WHO), approximately 20% of individuals under the age of 18 years suffer from developmental, emotional or behavioural problems, and one in eight could be diagnosed with a psychiatric disorder. Worldwide, increasing attention has been focused on the primary prevention of mental illness and a number of initiatives targeting young persons have been undertaken to promote mental health and reduce vulnerability to mental illness. Reviews of the literature suggest that the most promising programs for developing mental health are comprehensive school-based programs, with their wider approach, that is, the promotion of generic coping, competence, and social skills, as opposed to focusing on specific behavioural problems. With specific regard to Italy, to the best of our knowledge, no such programs which were aimed at promoting mental health, have been put into action until 2008. In 2008 the Mental Health Unit of the IstitutoSuperiore di Sanità (ISS; Italian National Institute of Public Health) obtained a grant from the Ministry of Health to develop a school-based program for promoting mental health and preventing mental illness. The specific objectives of the program are: i) to provide students with the skills to maintain or improve their mental health when faced with the demands of everyday life; and ii) to provide students with information about mental illness so that they can recognize the signearly in themselves and reduce the stigma attached to those who suffer from it. As the main output, a student manual was developed to guide students in implementing the program.

Self-Concept

The self concept is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of oneself. Self concept has been defined as the individual's Way of looking at



himself. It also signifies his way of thinking, feeling and behaving (Saraswat and Gaur, 1981). Self-concept is one the dominant factors of personality. It means how one thinks or feels about oneself and one's evaluation of one, own abilities and attributes. Students with a positive self-concept tend to be confident and assertive in their judgments and abilities. Students with a negative self-concept are described as quiet, unoriginal, lacking in initiative, withdrawn and so on (Copper Smith, (1967).

Research Problem:-

The research problem of this study is mental health and self concept among secondary school students.

(II) Objectives:-

The main objectives of study were as under:

- (1) To measure the mental health among secondary school students boys and girls.
- (2) To measure the self concept among secondary school students boys and girls.
- (3) Check co relation between mental health and self concept.

(III) Null-hypothesis:-

To related objectives of this study null-hypothesis were as under:

- (1) There is no significant difference in mental health among boys and girls secondary school students.
- (2) There is no significant difference in self concept among boys and girls secondary school students.
- (3) There is no co relation between mental health and self concept.

(IV) METHODOLOGY:-

Sample:

According to the purpose of present study total 80 samples has been selected. There were 40 secondary school boys and 40 secondary school girls were taken as a sample from school in Rajkot city (Gujarat).

Research tools:-

- (1) Mental health scale:

Mental health scale was made by Dr. D.J.Bhatt and Ms.GeetaR.Geeda(1992) . This scale contains 40 statements pertaining to five domains aim of mental health. These five dimensions include perception of reality integration of personality. Positive self evaluation, group oriented attitudes and environment mastery to be rated on 3 point scale. Reliability of present scale was checked by their menods on which 0.81 by logical similarity 0.94 by divided method and test retest has 0.87.

(2) Self concept inventory:-

The research has selected the inventory standardized by Dr. Pallavi Patel and DR. Hitesh Patel titled self concept inventory for secondary and higher secondary students having 33 positive and 37 negative statement it was been divided into six sections. This inventory was examined for reliability by the test-retest method, which is 0.78 by split half method reliability, is 0.76 the concurrent validity of the inventory is 0.76.

(V) Procedure:-

The testing was done on a group of boys and girls secondary school students. The whole procedure of fill the inventory was explained to them fully and clearly. The instruction given on the questionnaire was ex planed to them. It was also made clear to them that their scores would be kept secret. It was checked that none of the subjects left any question unbanswe red or that no subject encircled both the sewers given against a question.

(VI) Research Design:-

The aim of present research was to a study of mental health and self concept among secondary school students. For these total 80 secondary school students (Boys And Girls) were taken as a sample .here to measure mental health in them mental health inventory was used which was made by Dr.D.J.Bhatt and Dr.GeetaR.Geeda . Check self concept in them self concept inventory Dr.Pallavi Patel and Dr. Hitesh Patel. To check the difference between group “t” test and check the Co-Relation Karl Person “r” method was used. The result discussion of mental health and self concept is as under.

(VII) RESULT AND DISCUSSION:-

Table-1



Showing Mean, SD, and 't' value of mental health in secondary school students

Sir no.	Group	N	Mean	SD	t
1	boys	40	70.64	14.61	0.46
2	girls	40	68.22	13.65	

The above table No.1 shows that the number of boys and girls are 40.the mean score of mental health for boys and girls 40.64 and 68.22 respectively where as SD value were 14.61 and 13.65 respectively. The "t" value difference between them is 0.46 which is not significant even at 0.05 level, therefore the null hypothesis is accepted. Here for it can be said that there is no significant difference between mental health in secondary school student boys and girls.

Table-2

Showing Mean, SD, and 't' value of self concept in secondary school students

Sir no.	Group	N	Mean	SD	t
1	boys	40	65.40	19.21	0.66
2	girls	40	63.69	21.06	

The above table No.2 shows that the number of boys and girls are 40.the mean score of self concept for boys and girls 65.40 and 63.69 respectively where as SD value were 19.21 and 21.06 respectively. The "t" value difference between them is 0.66 which is not significant even at 0.05 level, therefore the null hypothesis is accepted. Here for it can be said that there is no significant difference between self concept in secondary school student boys and girls.

TABLE-3

Showing the correlation between mental health and social adjustment in college students

Sir no.	Variable	N	R
1	Mental health	80	0.78
2	Self concept	80	

The result obtained that higher correlation between mental health and self concept. The 0.78 higher positive correlations between mental health and self concept.

(VIII)Conclusion:-

- 1- There is no significant difference between boys and girls in mental health.
- 2- There is no significant difference between boys and girls self concept.
- 3- There is significant correlation between mental health and self concept.

Limitations:

In the research work taken sample was not achieved with concentration on particular area. The study was restricted to only secondary school students. Therefore other person is not affected with the result. The present research included 80 samples. So generalization of the result might be unwell here. No other mental except questionnaires had been adopted in the present research work for the collection of information. In sample selection for this research random method was followed. The present research is only a part of the study, thus generalization. Should not be consummated the scientific is not approached in the selection of sample. The conclusions of the this study are significant so one aspect the limitation reveals that both mental health and self concept are internal aspect of person's personality and character. There for in this practical world all person's take differently and act differently. So it is inevitably complicated task to determine the proportion of mental health and self concept in person's character.

Suggestions:

Endeavour can be executed to analyzed more than 80 data of sample with efficacy to attain better results. For the accumulation of information, variegated method except questionnaires can be adopted. Selection of sample can be accomplished with the intake of different peoples from state and district to ascertain their mental health and self concept. The edifice of the research work other method selecting sample can be appropriated.

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