

A Study of Mental Health of Adolescents in Relation to School Climate

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Abstract

The present paper highlighted the study of mental health in relation to school climate of adolescents. The data was collected from 200 students of 9th class from the govt. schools of Ludhiana district. Data was collected and analysed using the statistical tools. The results showed positive correlation between the two variables that rejects the null hypothesis which states that, there exists no significant relationship between mental health and school climate of adolescents. The findings also showed positive correlation between the two variable that rejects the null hypothesis which states that, there exists no significant relationship between mental health and social school climate of adolescents.

KEYWORDS: Mental health, School Climate

Introduction

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 behaviour. 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 well being. Mental health is the outcome of five types of health i.e. physical, emotional, moral, spiritual and social health.

Meaning and definitions of mental health

The expression "Mental Health" consists of two words- 'Mental' and 'Health'. Health generally means sound conditions or well being or freedom from disease. Mental health, therefore, means a sound mental condition or a state of psychological well being of freedom from mental disease. Concept of mental health includes subjective well-being, perceived self-efficacy, autonomy, competence, inter-generational dependence and self-actualization of one's intellectual and emotional potential among others. Mental health is a level of psychological well-being, or an absence of a mental disorder; it is the psychological state of someone who is functioning at a satisfactory level of emotional and behavioral adjustment. From the perspective of positive psychology or holism, mental health may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience.

Definitions of mental health:

Lulla (1981) opines that mental health is a combined outcomes of five types of health: (1) physical, (2) emotional, (3) moral, (4) spiritual and (5)

social. Mental health is an important aspect of the total health of a person because it is both cause and effect of the other types of health. It means three things of an individual: (1) right thoughts, (2) right attitude, and (3) right actions.

Kumar (1991) define mental health as an index which shows the extent to which the person has been able to meet the environmental demands- social, emotional or physical. However, when he finds himself trapped in a situation, he does not have matching coping strategies to deal with it effectively, he gets himself mentally stressed.

Bhagi and Sharma (1992) define mental health as “a state of mind characterized by emotional well being, relative freedom from anxiety and discipline symptoms, a capacity to establish constructive relationships and cope with ordinary demands and stresses of life.”

Meaning and definition of School climate:

Rawal (1984) Emotional school climate” may promote the emotional behaviour and well being of the students. In emotional climate certain inter-relationship exists between teachers taught, pupil and also between principal teacher and principal-pupil. The emotional climate helps the students to adjust well, sharing of thoughts and expression with the peer group. Thus the emotional climate contributes to the overall development of the emotional competencies

Das (1989) 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 for more important as it is partially responsible for the overall development of the students.

Review of the related studies

Studies related to mental health and school climate

Nanda (2001) studied the “Mental health of high school students”. The purpose of the study was to investigate mental health of high school student. The sample consisted of 1579 students from 86 schools covering Cuttack district, Orissa. Mental health scale developed by Nanda along with the interview schedules for parents, teachers and head masters was administered. Arithmetic means, Standard deviation, t-test, the quantity deviation were used in the analysis of data. The results revealed that female students were found to have better mental health than male students. Students in urban, rural and ashram schools had similar mental health where as female students had better mental health than male students in rural schools.

Wells, Barlow and Brown (2002) in his study cited evidence was obtained for programmes that adopted a whole-school approach, were implemented continuously for more than one year and were aimed at the promotion of mental health as opposed to the prevention of mental health problems. Those that aimed to improve children’s behavior or were limited to the class room were less likely to be effective.

Anand (2006) studied the mental health of school teachers using a mental health scale and observed that fifty nine percent of teachers were mentally healthy. The state of working bears no relation to mental health. While social values were positively related to mental health of teachers.

Brener, Weist and Taylor (2007) 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.

. During conversations with these children an important fact was revealed that they were feeling maladjusted. It is quite clear unless the teacher understands the factors which influence the child's problems he will fail to bring improvement in him. The present study is a step in his direction of understanding those factors which affects the

Statement of the problem:

A study of mental health of adolescents in relation to school climate

Objectives of the study:

1. To find out the relationship between mental health and social school climate of adolescents.
2. To find out the relationship between mental health and emotional school climate of adolescents.

Hypotheses of the study:

- 1 There exists no significant relationship between mental health and school climate of adolescents.
- 2 There exists no significant relationship between mental health and social school climate of adolescents.

Sample

A sample of 200(100 males and 100 females) students from 9th class were selected using random sampling method.

Research design

The study was designed to investigate mental health as it relates school climate of adolescents. The nature of the investigation was descriptive survey method.

Tools used

1. Mental health battery by Singh & Gupta (2008).
2. Socio- Emotional School Climate Inventory developed by Sinha and Bhargava (1994).

Statistical techniques used

1. Mean , Median, Standard Deviation , Skewness and Kurtosis will be carried out to check the normality of the data

2. Coefficient of correlation will be carried out to check the relationship between the variables.
3. The data will be analyzed statistically as well as graphically

Delimitations of the study

1. The study was delimited only on 200 adolescents (100 male and 100 female).
2. The study was delimited to 9th class students
3. The study was delimited to Govt. schools only.

Results and Discussions:

TABLE: Showing the relationship between mental health and school climate of total sample (N=200)

VARIABLES	r
Mental health	0.54
School climate	

The value of coefficient of correlation mental health in relation to school climate came out to be 0.54 which is significant at 0.01 levels. Which showed positive correlation between the two variables that rejects the null hypothesis which states that, there exists no significant relationship between mental health and school climate of adolescents. Thus we can say that better the school climate of the adolescents more will be the mental health. So school climate contributed in developing the mental health of the adolescents.

Figure: Showing the relationship between mental health and school climate of total sample (N=200)

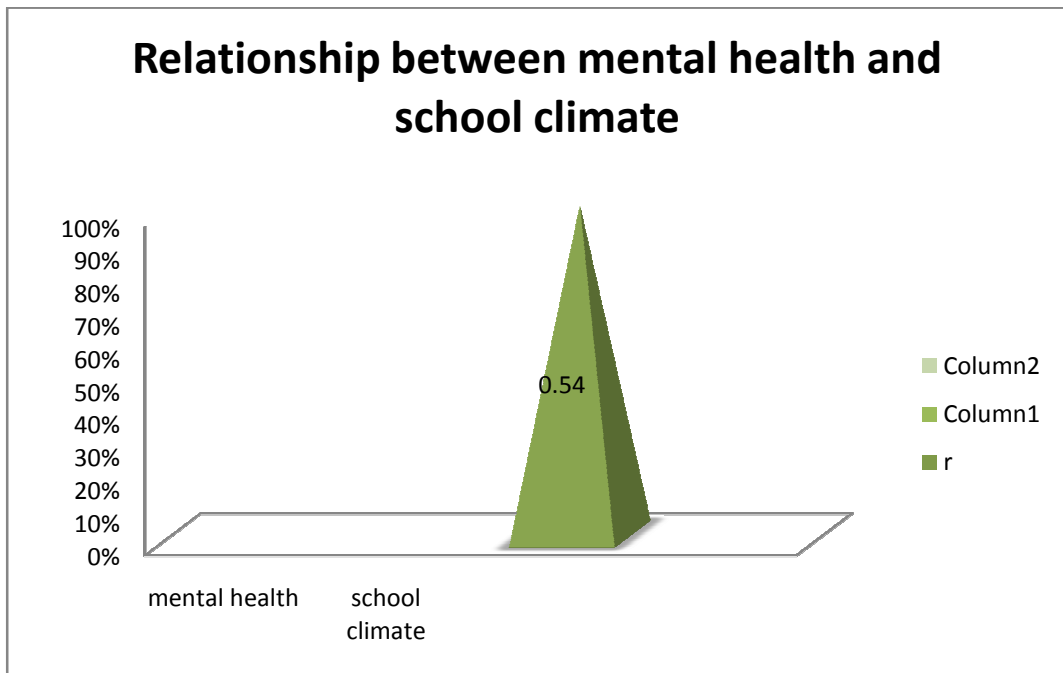
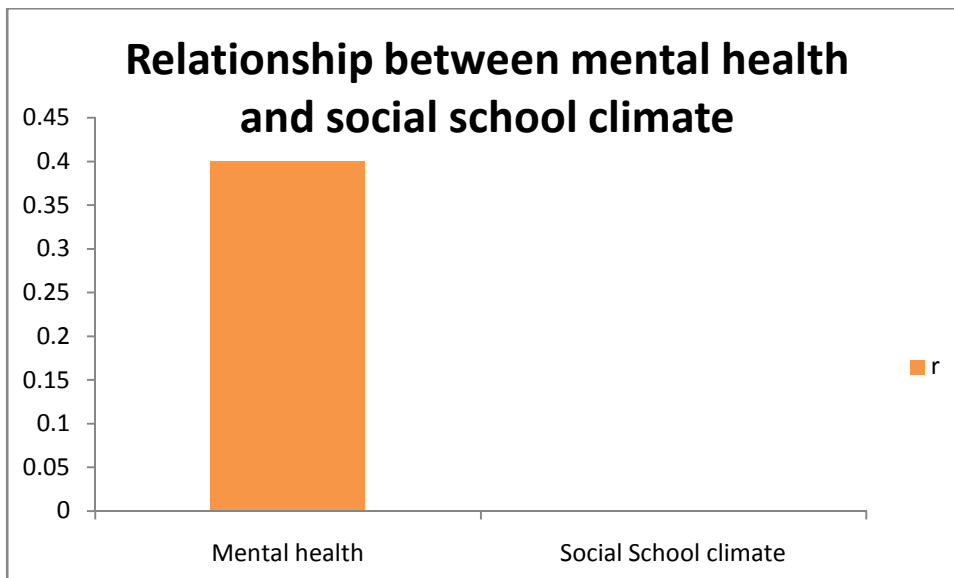


TABLE: showing the relationship between mental health and social school climate of total sample (N=200)

VARIABLES	r
Mental health	0.40
Social School climate	

The value of coefficient of correlation mental health in relation to social school climate came out to be 0.40 which is significant at 0.05 level. Which showed positive correlation between the two variable that rejects the null hypothesis which states that, there exists no significant relationship between mental health and social school climate of adolescents. Thus we can say that better the social school climate of the adolescents more will be the mental health. So social school climate contributed in developing the mental health of the adolescents.

Figure: showing the relationship between mental health and school climate of total sample (N=200)

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