



A Study of "Mental Health in Relation to Family Environment and Gender Of School Going Adolescents"

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Keywords :

Mental Health is an aspect of the total personality of the individual. It results from normal organization and functioning of mind. Mental health of a person is chiefly concerned with his total sense of growth and adjustment, peace, success and happiness. Mental health is combined outcome of five types of health: 1. Physical Health 2. Social Health 3. Emotional Health 4. Moral Health 5. Spiritual Health. 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 attitudes 3. Right actions. A Sound mind in a sound body has been recognized as a social idea for many centuries. A sound mental health develops mental stamina and enables a person to face realities of life, however stressful they may be. The concept of mental health has always been debatable.

Parmod Kumar (1991) states that "mental health is an indicator which shows a person's ability to meet social, emotional physical psychological demands. However, when the individual finds his or herself trapped in situations and lacks matching coping strategies to deal with stress effectively, mental strain develops". The family is not losing its essential functions of providing children with a setting of supportive affection including them into the ways and values of the culture giving them initial identity with the community. **(Mid century white house conference on children and youth 1954)Aggarwal (1997)** mentions the among various social groups, the family occupies the first and the most significant place in the development of the child, parents influencing the children by what they think, how they feel and what they do in the family. The family is a social institution through which our social heritage is transmitted. Much of what we used to call heredity is actually the influence of the family, in interpreting people, customs and attitudes and associating them to individuals and group reaction ways of thinking, ways of doing, and ways of acting. We used to attribute many of our mannerisms to heredity; we know how that many of them are the result of imitation. Attitudes, approvals, disapprovals, ideals, personality are formed by the primary group's contacts of which the family is the most typical. Skills, technical proficiency, special activities come with the role in secondary group contacts. Modern society has reduced the primary group contacts and increased the secondary ones. The result has been the more and more responsibility is placed upon a family for determining the foundation upon which the life of the individual must be built. Cultural as well as racial continuity is assumed through the medium of parenthood and other aspects of family life. The transmission of culture through the family is no less significant than biological inheritance. The pattern of life culturally determined becomes an important social control of the life of the family and in turn the family through the interpretation and transmission of the cultural pattern, perpetuates the status and serves as a social control of society. The welfare, growth, nature and development of children frame the Kernel of family life. These processes are likewise tied up to the economic, political, educational and religious life to such and extend that consideration of children is part and parcel

of every phase of social organization and control. Children carry with them the future of everything which makes up our civilization, hence importance of the family. In present investigation family relationship refers to the family environment as perceived by the students. It includes such components as cohesion, expressiveness, confirm independence, achievement orientation, intellectual, cultural orientation, moral religion emphasis organization and control.

SIGNIFICANCE OF THE STUDY-

The idea behind this investigation is to evaluate the family environment of pupils and find out its effect on mental health of the student. There may be the truth in it, that favorable environment is helpful in better adjustment of the students. This study will examine as to how the family environment is related to the mental health of the students. Secondary school state is the most crucial stage in the life of an individual. It is during this state when most of the students are passing through adolescence. It is a period characterized by intensive growth and development in almost all aspects: Physical, mental, social, moral and emotional. Every child is born in a family which is a unit of society. It is through the family that a child learns the first lesson of socialization and what the society expects of him and what is in his role as an individual in the society. The family has a significant impact on the child. If affects almost all aspects of his personality his beliefs, attitudes, behavior, aspirations etc. This has always been a painful experience that a few students in the class would not do as much as they could do. They had the potential but lacked motivation. Individual attention at school paid sometimes but with the burden of routine load it was never possible to deal those students individually for each subject. During conversations with these children an important fact was revealed that they were missing something at home and had developed a sort of disinterest in their studies and hence never aspired to go very high. 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 this direction of understanding those factors which affects the mental health of the child.

Statement of the Problem

A study of "Mental health in relation to family environment and gender of school going adolescents".

Objectives of the study

1. To find the relationship of mental health with family environment.
2. To find out the difference in mental health of adolescent boys and girls.
3. To find out the difference in family environment of adolescent boys and girls.

HYPOTHESIS

1. There exists significant relationship between mental health of school going adolescents and their family environment.

2. There is no significant difference in mental health of adolescents boys and girls.
3. There is no significant difference in the family environment of adolescent boys and girls.

sample

The investigator randomly selected sample of 100 (50 males and 50 females) students of senior secondary school.

Tools used

The following tools were used to collect data

1. P.G.I. Mental Health Questionnaire – S.K. Verma 1978
2. Family environment sale – Sanjay Vohra 1997

Statistical techniques

In order to test the hypotheses, following statistical techniques were used for analyzing the data :The co-efficient of correlation of Mental health and family environment was calculated to see their relationship with each other and T-ratio was calculated to determine the significance of difference between the mental health of adolescent boys and girls and between the family environment of adolescent boys and girls.

Table 1
CORRELATION BETWEEN MENTAL HEALTH AND FAMILY ENVIRONMENT OF SCHOOL GOING ADOLESCENTS

S.R.	Variables	N	R	Level of Significance
1.	Mental Health	100	-.366	Significance at .05 level
2.	Family environment	100		

For the total sample the coefficient of correlation of mental health in relation to family environment are significant. The value of correlation comes out -.366 and this value is significant. The result of co-efficient of correlation of mental health in relation to family environment is -.366 which shows that there is significant relationship between the two. This means that students who have good family environment will have good mental health and vice-versa. Thus the hypothesis that there will exist significant relationship between the mental health of school going adolescents and family environment is accepted.

Table 2

Mean, S.D. and T-Ratio of Mental Health of school going adolescents

S. No.	Gender	N	Df	Mean	S.D.	t-value	Level of Significance
1.	Girls	50	98	13.720	5.92	3.640	Significant at .01
2.	Boys	50		10.080	4.694		

The mean values of mental health in the group of adolescent boys are 10.80 and girls are 13.720. It depicts that girls are mentally healthier than boys. The t-value 3.640 shows that difference in mental health of adolescent's boys and girls is significant at .01 level.

The table 4.2 of mean, S.D. and t-ratio present a picture of school going boys and girls adolescents studying in Govt. model senior secondary school for the variable of mental health. The t-value 3.640 depicts that there is significant difference in mental health of adolescents studying in Divine Light Sen. Ser. School .Hence, the hypothesis i.e. there exist no significant difference in mental health of adolescents boys and girls is rejected.

Table 3

Mean, S.D and t-ratio of family environment of school going adolescents

S. No.	Gender	N	Df	Mean	S.D.	t-value	Level of Significance
1.	Boys	50	98	36.040	8.374	-1.216	Not significant
2.	Girls	50		34.280	5.894		

The table 3 of mean, S.D. and t-ratio presents a picture of family environment of adolescent boys and girls.The mean value of family environment in group of adolescent boys is 36.040 and girls are 34.280. This depicts that boys have more favorable family environment than girls. .Hence the hypothesis there is no significant difference in family environment of adolescent boys and girls hold true and is accepted.

conclusion

1. There exist significant relation between mental health of school going adolescent and family environment, therefore the first hypothesis is accepted.
2. There exist no significant difference in mental health of boys and girls, therefore the second hypothesis was rejected.
3. There was no significant difference in family environment of adolescent boys and girls, therefore the third hypothesis is accepted

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