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Mental Health of Girls of Higher Secondary School

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Abstract

The present study is intended to examine the mental health of girls of higher secondary from Surendranagar. Mental health is either a cognitive or emotional wellbeing or an absence of a mental disorder. The variables included for the study apart from Mental health is class. The study was conducted on a sample of 60 students (30 from 11th standard, 30 from 12th standard) randomly selected from the RPP girls high school, Surendranagar Gujarat for this purpose of investigation. The Mental Health analysis Questionnaire standardized by Janshari Badani, & Badani (2011) was used. The obtained data was analyzed through 't' test to know the difference between class of higher secondary girl students . The results shows that there is significant difference between girls of 11th and 12th standard in terms of satisfaction of work and entertainment and enough target and standpoint of positive mental health at 0.01 level of probability. Results also found that there is significant difference between girls of 11th and 12th standards in term of their unstable behavior of negative mental health at 0.01 level of probability.

Keywords: Level of Mental Health, boys and girls, 11th and 12th standard of general stream.

Introduction

We are in an era of modernization. Social atmosphere is changing day by day, media and communication technology is directly influencing the students. Many high school students are suffering from depression, anxiety, stress, emotional problems, and sexual change problems, adjustment problems with teacher, family and classmates. However limited psychological services are provides in our culture. In this stage if they don't receive any psychological services like counselling and psychotherapy, they have higher chance of having psychiatric illnesses. Social media is a big factor which is directly related with their mental health. Social media leads students to the evils of maladjustment, loneliness, addictedness and loss of socio-emotional support. Mental health is not simply the absence of mental illness, but the ability to cope with difficult circumstances. Many researches reveals that students with better mental health do better academically and socially.



Generally girls are emotional and easily upset and therefore they need more psychological support than boys. Not many researches have been done in this field at local level. It is important to know which type of mental health problems exist most among girls students of higher secondary. Higher secondary include classes 11th and 12th standard, girls from both standards have different problems. 12th standard having board, students from this class have lot of study pressure and higher expectations form school and family. Many students attempt suicide because of study pressure. So, main purpose of the study is to find out main factors related with mental health among girls and compare girls of 11th and 12th in term of their mental health.

Review of Literature

A study was conducted to compare the Mental Health and Social Intelligence of senior secondary students. A sample of 400 students was drawn adopting simple random sampling technique from Government senior secondary schools of Chamoli district of Uttrakhand and Saharanpur district of Uttar Pradesh. Descriptive survey method was employed to collect the data. The 't'- test and correlation were used for finding the significance of means and significance of relationship between dependent and in-dependent variables. The study revealed that there was no significant difference in mental health of rural and urban students. The study also explored that there was a positive relationship between mental health and social intelligence (Barthwal Ramesh Singh, 2014).

A study was conducted on 150 high school students. The study found that the level of mental health of high school students is moderate. There is significant difference between boys and girls in their level of mental health. There is significant difference between rural and urban students in their level of mental health. There is no significant difference between students of nuclear and joint family in their level of mental health (Josheph Maria Ugin, 2015).

A study was conducted in Karimnagar district of Andhra Pradesh, India among eleven selected secondary schools (5 residential, 5 non- residential schools and one private school) for students of classes 8, 9 and 10(574 students). Four point Likert scale was used to assess the status of mental health of the school adolescents. It was found that students coming from disadvantaged sections of the society suffered from psycho-somatic disorders, inability to cope up with situation and impulsiveness in behavior. Apart from that it was found that students suffered from depression as well, and also the study revealed that type of school management had significant influence on the mental health status of school adolescents because of the rigidity in time table and lack of recreation. The researchers suggest that mental health interventions such as counseling and moral support are important in this issue (Radhakrishan & Vijaykumar, 2015).

A study on mental health of adolescent girls found that among the 664 adolescent girls, the overall prevalence of mental health disorders was found to be 15.5% with major depressive disorder being the most common disorder amounting to 37% followed by dysthymia (12.3%), panic disorder



and social phobia (15.7%), posttraumatic stress disorder (10%), obsessive compulsive disorder (7.8%), and generalized anxiety disorder (6.7%). Age, place of residence, birth order, education of father, education of mother, and socioeconomic status were significantly associated with mental disorders (Malenahalli, Chandrashekarappa, Narayanamurthy, & Ramakrishnan, 2016).

Definitions

Mental Health

WHO defines mental health as "A state of complete physical, mental and social well-being and not merely the absence of disease".

Mental health increases psychological well-being, and absence of mental illness. "Positive psychology" suggests that mental health is ability to enjoy life, create balance between life activities and efforts to achieve psychological resilience.

Mental health analysis questionnaire (Jansari et al, 2011) is used for analysis of mental health in this present study.

In present study, mental health is a study by two main properties, negative and positive. Janshari, et al (2011) stated these two properties of mental health in their mental health analysis questionnaire (MHAQ), positive and negative mental health have five subtypes. MHAQ is use for analysis of mental health in this particular research. Each definition for every type and sub-types are given below:

All definitions were made for this research purpose from prospective of mental health.

Positive mental health

Positive mental health include all five sub types which include close relationship, interpersonal relationship, participation in the society, satisfaction from work and entertainment, enough target and standpoint.

1. Close relationship

"Close relationship means strong, deep and clean relationship with friends, family, relatives and co-workers. These relationships makes them happy, alive, positive, strong and open."



2. Interpersonal relationship

“Interpersonal relationship is social connection with others, it can be brief or enduring and this connection may be based on love, solidarity, regular business interaction and some other type of social commitment (Interpersonal Relationship, 2016). A Variety of interpersonal relationship may with friend, family and significant other people in our workplace (Mazarin, 2016).”

3. Participation in the society

“Participation in the society means healthy and positive participation in social gathering and social functions. This participation is with interest, interaction and communication, whom people are sharing their feeling with each other.”

4. Enough targets and standpoint

a. Enough targets

“Enough targets mean enough aim and goal that is personal, occupational, educational and family & society related. It is gives desire to live and make person continuous busy and also giving feeling of perfection.”

b. Standpoint (viewpoint)

“A tendency, thought process, and belief system which are outline person’s point of view, it defines as a standpoint. Positive standpoint gives happiness, joy and concentration toward psychologically healthy lifestyle.”

5. Satisfaction from work and entertainment

Here are the two components satisfaction from work (job) and satisfaction from entertainment. We define them separately

a. Satisfaction from work (job)

“A pleasurable or positive emotional state results from the appraisal of one’s job or job experience” (Lock, 1976)

“Job satisfaction includes multidimensional psychological responses to an individual’s job, and that their personal responses have cognitive (evaluatory) affective (or emotional) and behaviour components .” (Hulim & Judge, 2003)



b. Satisfaction from entertainment

“Many form of activity that holds the attention and interest and given pleasure and delight. It understood as satisfaction from entertainment.”

Negative mental health

Negative mental health includes all five subtypes of negative mental health, these are unstable behaviour, feeling of imperfection, sign of aggression, physical defect and immature behaviour.

1. Unstable behaviour

“Emotionally or mentally disturbed behaviour, which is unstable, said to be unstable behaviour.”

2. Feeling of imperfection

“Physical, psychological, emotional and social imperfection (imperfect) feeling said to be feeling of imperfection.”

3. Sign of aggression

“Aggression is any form of behaviour directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment” (Baron, 1977)

“Aggression refers to a range of behaviour that can result in both physical and psychological harm to one-self and others or object in environment.” (Chery, 2016)

“All signs and symptoms of physical, verbal, mental and emotional aggression are understood as a sign of aggression”

4. Physical defect

“Physical problems and defects which is due to psychological and emotional disturbance said to be physical defect.”

5. Immature behaviour

“The behaviour which is not fully developed and grown, acting in a childish way, having or showing lack of emotional, social and occupational maturity is said to be immature behaviour.”



Higher Secondary School

A school between secondary school and college recognize as a higher secondary school. 11th and 12th standard school students of general stream recognized as higher secondary school students in the present study.

Girls Student

1. A Girl following a course of study, as in a school, college, university, etc

Variables

Independent variable

1. Gender: Girls
2. Standards: 11th and 12th standard of Higher secondary school (General Stream)

Dependent variable

1. Level of Mental Health

Controlled variable

1. Girls Students from RPP Girls High School, Surendranagar

Objectives

1. To know the differences between class (11th and 12th standard)of higher secondary girls students in terms of their mental health (5 properties of positive mental health, 5 properties of negative mental health, overall positive mental health and overall negative mental health)
2. To know the level of mental health among higher secondary girls students

Hypothesis

1. There is significant difference between girls of 11th and 12th of higher secondary school in term of their Close Relationship
2. There is significant difference between girls of 11th and 12th of higher secondary school in term of their Interpersonal Relationship
3. There is significant difference between girls of 11th and 12th of higher secondary school in term of their participation in the society



4. There is significant difference between girls of 11th and 12th of higher secondary school in term of their enough target and standpoint
5. There is significant difference between girls of 11th and 12th of higher secondary school in term of their satisfaction from work and entertainment
6. There is significant difference between girls of 11th and 12th of higher secondary school in term of their unstable behaviour
7. There is significant difference between girls of 11th and 12th of higher secondary school in term of their feeling of imperfection
8. There is significant difference between girls of 11th and 12th of higher secondary school in term of their sign of aggression
9. There is significant difference between girls of 11th and 12th of higher secondary school in term of their physical defect
10. There is significant difference between girls of 11th and 12th of higher secondary school in term of their immature behavior

Method

Participants

The participants consisted of 60 girls from higher secondary school. Among them 30 participants are from 11th standard and 30 participants are from 12th standard students taken from, RPP Girls high school students, Surendranagar. Participants are selected by using the simple random method

Procedure

The aim of the present study is to compare girls of 11th and 12th standard of higher secondary school in terms of mental health for that comparative research design is used.

Tools

A Tool for the present study Revised Mental Health Analysis Questionnaire by Dr. Ashwin Jansari, Dr. Harkant Badami and Dr. Charulata Badami was used. This questionnaire can be use for any normal and abnormal person above 15 years of age. The questionnaire is in two parts, positive and negative, each part has five subparts, every sub parts have 10 questions, so total 100 questions in the questionnaire.

Data analysis

For statistical analysis, the obtained data from 60 girls students were analyzed with the help of "t" test to study the different of 11th and 12th standard.



Result and Discussion

Results

Table 1 Means, SDs, and 't' value for Class of higher secondary girl students on Close Relationship of positive mental health

Area	N	Mean	SD	't' value	Sig. Level
11 th Standard	30	7.83	1.34	1.76	Not Significant
12 th Standard	30	6.97	2.34		
DF =58, 't' value of table 0.05p= 2.00 , 0.01p= 2.66					

Table 1 indicates that girls of 11th standard have higher mean score (M=7.83) than girls of 12th standard (M=6.97) on Close Relationship of positive mental health, indicating that girls of 11th standard have good close relationship than girls of 12th standard, however 't' value of 1.76 found to be insignificant. Hypothesis no 01 is not accepted.

As per the norm of MHAQ, on the aspect of positive mental health, the mean score on both standard shows that both the groups reported good close relationship.

Table 2 Means, SDs, and 't' value for Class of higher secondary girls students on Interpersonal relationship of positive mental health

Area	N	Mean	SD	't' value	Sig. Level
11 th Standard	30	4.67	1.09	1.68	Not Significant
12 th Standard	30	5.43	2.25		
DF =58, 't' value of table 0.05p= 2.00 , 0.01p= 2.66					

Table 2 indicates that girls of 12th standard have higher mean score (M=5.43) than girls of 11th standard (M= 4.67) on Interpersonal relationship of positive mental health, indicating that girls of 12th standard have good Interpersonal relationship than girls of 11th standard, however 't' value of 1.68 found to be insignificant. Hypothesis no 02 is not accepted.



As per the norm of MHAQ, on the aspect of positive mental health, the mean score on both standard shows that both the groups reported average Interpersonal relationship.

Table 3 Means, SDs, and 't' value for Class of higher secondary girls students on Participation in the society of positive mental health

Area	N	Mean	SD	't' value	Sig. Level
11 th Standard	30	7.67	1.61	0.61	Not Significant
12 th Standard	30	7.43	1.36		
DF =58, 't' value of table 0.05p= 2.00 , 0.01p= 2.66					

Table 3 indicates that girls of 11th standard have higher mean score (M=7.67) than girls of 12th standard (M=7.43) on Participation in the society of positive mental health, indicating that girls of 11th standard have good Participation in the society than girls of 12th standard, however 't' value of 0.61 found to be insignificant. Hypothesis no 03 is not accepted.

As per the norm of MHAQ, on the aspect of positive mental health, the mean score on both standard shows that both the groups reported Good Participation in the society.

Table 4 Means, SDs, and 't' value for Class of higher secondary girl students on satisfaction from work and entertainment of positive mental health

Area	N	Mean	SD	't' value	Sig. Level
11 th Standard	30	3.93	1.87	3.91	Significant at 0.01 level of probability
12 th Standard	30	5.57	1.55		
DF =58, 't' value of table 0.05p= 2.00 , 0.01p= 2.66					

Table 4 indicates that girls of 12th standard have higher mean score (M=5.57) than girls of 11th standard (M=3.93) on satisfaction from work and entertainment of positive mental health, indicating that girls of 12th standard have good satisfaction from work and entertainment than girls



of 11th standard, 't' value of 3.91 was found to be significant at 0.01 level of probability. Hypothesis no 04 is accepted.

As per the norm of MHAQ, on the aspect of positive mental health, the mean score on both standard shows that both the groups reported Poor satisfaction from work and entertainment .

Table 5 Means, SDs, and 't' value for Class of higher secondary girl students on Enough target and standpoint of Positive mental health

Area	N	Mean	SD	't' value	Sig. Level
11 th Standard	30	8.93	1.46	8.89	Significant at 0.01 level of probability
12 th Standard	30	4.77	2.11		
DF =58, 't' value of table 0.05p= 2.00 , 0.01p= 2.66					

Table 5 indicates that girls of 11th standard have higher mean score (M=8.93) than girls of 12th standard (M=4.77) on Enough target and standpoint of positive mental health, indicating that girls of 11th standard have good Enough target and standpoint than girls of 12th standard, 't' value of 8.89 was found to be significant at 0.01 level of probability. Hypothesis no 05 is accepted.

As per the norm of MHAQ, on the aspect of positive mental health, the mean score on girls of 11th standard shows that they are good in enough target and standpoint while girls of 12th standard girl students are poor in enough target and standpoint.

Table 6 Means, SDs, and 't' value for Class of higher secondary girl students on Unstable behavior of Negative mental health

Area	N	Mean	SD	't' value	Sig. Level
11 th Standard	30	8.73	1.08	3.14	Significant at 0.01 level of probability
12 th Standard	30	7.13	2.57		
DF =58, 't' value of table 0.05p= 2.00 , 0.01p= 2.66					



Table 6 indicates that girls of 11th standard have higher mean score (M=8.73) than girls of 12th standard (M=7.13) on Unstable behavior of Negative mental health, indicating that girls of 11th standard have high Unstable behavior than girls of 12th standard, 't' value of 3.14 was found to be significant at 0.01 level of probability. Hypothesis no 06 is accepted.

As per the norm of MHAQ, on the aspect of negative mental health, the mean score on both standard shows that both the groups reported Average Unstable behavior of negative mental health

Table 7 Means, SDs, and 't' value for Class of higher secondary girl students on Feeling of imperfection of Negative mental health

Area	N	Mean	SD	't' value	Sig. Level
11 th Standard	30	3.13	1.66	0.13	Not Significant
12 th Standard	30	3.07	2.30		
DF =58, 't' value of table 0.05p= 2.00 , 0.01p= 2.66					

Table 7 indicates that girls of 11th standard have higher mean score (M=3.13) than girls of 12th standard (M=3.07) on Feeling of imperfection of Negative mental health, indicating that girls of 11th standard have high Feeling of imperfection than girls of 12th standard, however 't' value of 0.13 found to be insignificant. Hypothesis no 07 is not accepted.

As per the norm of MHAQ, on the aspect of negative mental health, the mean score on both standard shows that both the groups reported Low Feeling of imperfection of negative mental health

Table 8 Means, SDs, and 't' value for Class of higher secondary girl students on Physical defect of Negative mental health

Area	N	Mean	SD	't' value	Sig. Level
11 th Standard	30	7.20	1.59	0.25	Not Significant
12 th Standard	30	7.10	1.49		
DF =58, 't' value of table 0.05p= 2.00 , 0.01p= 2.66					



Table 8 indicates that girls of 11th standard have higher mean score (M=7.20) than girls of 12th standard (M=7.10) on Physical defect of Negative mental health, indicating that girls of 11th standard have good Physical defect than girls of 12th standard, however 't' value of 0.25 found to be insignificant. Hypothesis no 08 is not accepted.

As per the norm of MHAQ, on the aspect of negative mental health, the mean score on both standard shows that both the groups reported Average Physical defect of negative mental health

Table 9 Means, SDs, and 't' value for Class of higher secondary girl students on Sign of aggression of Negative mental health

Area	N	Mean	SD	't' value	Sig. Level
11 th Standard	30	4.07	1.51	0.08	Not Significant
12 th Standard	30	4.10	1.83		
DF =58, 't' value of table 0.05p= 2.00 , 0.01p= 2.66					

Table 9 indicates that girls of 12th standard have higher mean score (M=4.10) than girls of 11th standard (M=4.07) on Sign of aggression of Negative mental health, indicating that girls of 12th standard have high Sign of aggression than girls of 11th standard, however 't' value of 0.08 found to be insignificant. Hypothesis no 09 is not accepted.

As per the norm of MHAQ, on the aspect of negative mental health, the mean score on both standard shows that both the groups reported Average Sign of aggression of negative mental health



Table 10 Means, SDs, and 't' value for Class of higher secondary girl students on Immature behavior of Negative mental health

Area	N	Mean	SD	't' value	Sig. Level
11 th Standard	30	5.07	2.08	0.49	Not Significant
12 th Standard	30	4.77	2.64		
DF =58, 't' value of table 0.05p= 2.00 , 0.01p= 2.66					

Table 10 indicates that girls of 11th standard have higher mean score (M=5.07) than girls of 12th standard (M=4.77) on Immature behavior a of Negative mental health, indicating that girls of 11th standard have high Immature behavior than girls of 12th standard, however 't' value of 0.49 found to be insignificant. Hypothesis no10 is not accepted.

As per the norm of MHAQ, on the aspect of negative mental health, the mean score on both standard shows that both the groups reported low Immature behavior of negative mental health

Discussion

There is Significant difference observed between girls of 11th and 12th standard in term of satisfaction from work and entertainment, enough target and stand point of positive mental health and unstable behavior of negative mental health. Other factors found to be insignificant.

1. Positive mental health

- I. Close relationship: both 11th and 12th standard girls have good close relationship they are able to maintain their close relationship with family and friends. However no significant difference was found.
- II. Interpersonal relationship: both 11th and 12th standard girls have average international relationship with classmates, and nearby people. However no significant difference was found.
- III. Participation in the society: both 11th and 12th standard girls have good participation in the society. They are able to participate in social gathering and function, however no significant difference was found.
- IV. Satisfaction from work and entertainment: both the group reported poor satisfaction from work and entertainment, however significant difference found at 0.01 level of



probability. 12th standard girls have good satisfaction from work and entertainment than 11th standard higher secondary girl students. They have good maturity level. Adjusting their life in stressful atmosphere.

- V. Enough target and standpoint: 11th standard higher secondary girl students have good enough target and standpoint than 12th standard higher secondary girl students. They have high aim toward their future and targeting for big. Still they don't have much study pressure as 12th standard student feels.
- VI. Unstable behavior: It is part of a negative mental health, both group reported Average Unstable behavior, however significant difference was found at 0.01 level of probability. 11th standard girls have high unstable behavior than 12th standard students. They were more sadistic, stubborn and rebellious. With that, they are careless, more self-conscious and irresponsible toward family, having limited communication with society.
- VII. Feeling of Imperfection: Both group reported low feeling of imperfection, however no significant difference was found.
- VIII. Physical Defect: Both group reported Average Physical defect, however no significant difference was found.
- IX. Sign of aggression: Both group reported Average Sign of aggression, however no significant difference was found.
- X. Immature behavior: Both group reported low immature behavior, however no significant difference was found.
- XI. Overall mental health is good of girls of both standards, however many girls found with emotional and psychological problems.

Limitation of the study

1. The study has small sample size
2. This study is not represent the actual population, more research work needful for this subject with big sample size.

Suggestions

As per the results at least one psychologist or counselor should be in the girls high school for psychological and adjustment problems. Teaching emotional intelligence and problem solving skill has significant effect on aggression and emotion among female (Kalat W. Jaues. and Shiota N. Michelle, 2007).



Conclusion

1. Significant difference can be seen in Satisfaction from work and entertainment and enough target and standpoint between girls. The result shows that girls of 12th standard have good satisfaction from work and entertainment than girls of 11th standard and girls of 11th standard have good enough target and standpoint than girls of 12th standard.
2. We can also say that there is a significant difference in unstable behavior of negative mental health. The result shows that girls of 11th standard have high unstable behavior than girls of 12th standard.

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