Abstract

The present study aims to find out the level of mental health of high school students of Thiruvarur Educational District in Tamilnadu. Further it has attempted to find out the significant difference in the mean score of mental health among the subgroups of students based on their gender, residence and type of school. The data were collected from sample of 300 students from 10 schools in Thiruvarur district who were selected by using simple random sampling technique. The data were collected using the Mental Health Inventory developed by Jagdish and Srivastava (revised 1996) which has 50 items including 30 negative and 20 positive statements. The data were analysed and it was found out that the level of mental health is not equal but vary among the high school students. Around 10% of the Students have high level of mental health and 1/3 of total students have average mental health, there are no significant differences found in the mean score of the mental health among the subgroup of students based on their gender, residence and type of schools in which they were studying. The present study has suggested to conduct meaningful counseling programmes to improve the mental health of the students.
I. INTRODUCTION
Mental health is an aspect of the total personality of the individual. It results from normal organization and functioning of mind of an individual. Mental health of a person is chiefly concerned with his or her total sense of growth and adjustment, peace, success and happiness. The mental health is combined out come of the types of health as below.

1. Physical health
2. Social health
3. Emotional Health
4. Moral health
5. Spiritual

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. Parmod kumar (1991) states that “mental health is an indicator which shows a person’s ability to meet social, emotional physical psychological demands.” Instead, when the individual his or herself trapped in a situation and lacks matching coping strategies to deal with stress effectively mental strain develops”. More over, mental health is influenced by many factors such as home, school and society. The functionality of the parents, siblings, relatives and even the people who meet in their day today life shall make its influence upon them. The mental health is also affected by the school and its environment. Moreover, if any child is subjected to adverse social factors which influence the child’s mental health can be recount by internal tensions, insecurely and lack of freedom. This mental Health has six sub dimensions as self evaluation, perception of reality, Integration of personality, Autonomy of Individual, Group oriented activity and environmental mastery (Jagdish and Srivastava, 1996).

II. SIGNIFICANCE OF THE STUDY
Secondary school stage 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 characterize by intensive growth and development in almost all aspects like 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, behaviour and aspiration. It is quite 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.

III. OBJECTIVES OF THE STUDY
1. To find out the level of mental health among the high School students of Thiruvarur District.
2. To find out is there any significant difference in the mental health among the comparable sub groups of students in terms of
   - Gender (Boys, Girls),
   - Residence (Urban, Rural)
   - Type of School (Boys alone, Girls alone and CoEducation)

IV. RESEARCH HYPOTHESIS

1) The level of mental health among school students is high and equal.
2) There is no significant difference in the mean score of mental health among the comparable sub groups of students in term of Gender, Residence and Type of School.

V. SAMPLE AND DESIGN OF THE STUDY

Students studying IX standard in 10 different high schools in Thiruvarur educational district were the sample of the Study. A sample of 300 students was selected by using simple ratified random sampling technique for this study. The investigator adopted normative survey method to collect the data from the sample from 10 schools by giving due importance to independent variables. The final data were analysed by using SPSS – package.

VI. TOOLS USED

The researcher has used the standard tool to measure mental health among the school students which was developed by Dr.Jagadish and Dr.A.K. Srivatsava (1996 revised) and validated by them. The revised tool has 50 items in which 30 items are negative marks and 20 items are positive marks. The researcher conducted the split half method of reliability which was 0.78 for the inventory. The scores of all the items of the inventory were used as measurement of mental health of each student and used for analyses to verify the hypotheses.

VII. ANALYSIS

The maximum score possibility is 150 and minimum is Zero. The students have scored in the measurement range is 64 – 121 and with mean score is 83.70. Based on the mean score the number of students scored above and below mean were calculated and based on the percentage analysis, it was found that the mental health of school students varying low to high but not equal among the students.

Table 1: Show the result of percentage analysis.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Subgroups</th>
<th>Low No.</th>
<th>Low %</th>
<th>Average No.</th>
<th>Average %</th>
<th>High No.</th>
<th>High %</th>
<th>Total No.</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Boys</td>
<td>19</td>
<td>6.3</td>
<td>98</td>
<td>32.7</td>
<td>22</td>
<td>7.3</td>
<td>139</td>
<td>46.3</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>24</td>
<td>8.0</td>
<td>109</td>
<td>36.3</td>
<td>28</td>
<td>9.3</td>
<td>161</td>
<td>53.7</td>
</tr>
<tr>
<td>Residence</td>
<td>Urban</td>
<td>22</td>
<td>7.3</td>
<td>109</td>
<td>36.3</td>
<td>23</td>
<td>7.7</td>
<td>154</td>
<td>51.3</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>21</td>
<td>7.0</td>
<td>98</td>
<td>32.7</td>
<td>27</td>
<td>9.0</td>
<td>146</td>
<td>48.7</td>
</tr>
<tr>
<td>School type</td>
<td>Boys School</td>
<td>13</td>
<td>4.3</td>
<td>66</td>
<td>22.0</td>
<td>19</td>
<td>6.3</td>
<td>98</td>
<td>32.7</td>
</tr>
<tr>
<td></td>
<td>Girls School</td>
<td>11</td>
<td>3.7</td>
<td>41</td>
<td>13.7</td>
<td>13</td>
<td>4.3</td>
<td>65</td>
<td>21.7</td>
</tr>
<tr>
<td></td>
<td>Co.ed. school</td>
<td>19</td>
<td>6.3</td>
<td>100</td>
<td>33.3</td>
<td>18</td>
<td>6.0</td>
<td>137</td>
<td>45.7</td>
</tr>
</tbody>
</table>
Table 1 shows that 7.3% of boys and 9.3% of girls have high mental health and 6.3% boys and 8% of girls have low mental health. Moreover, 7.7% of Urban and 9% of rural students have high level of mental health and 7.3% of Urban and 7% of Rural students have low level of mental health. Further, 6.3% of students studying in Boys School, 4.3% of students studying in Girls School and 6% of students studying in Co-education schools have high level of mental health and similar trend has been found among the students have low level of mental health. Around 1/3 of total students have average level of mental health in all subgroups of the students.

VIII. DIFFERENTIATE ANALYSIS

HO 1: There is no significant difference in the mean score of mental health between boys and girls students.

Table 2: Mean and SD of male and female students.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>139</td>
<td>83.65</td>
<td>8.217</td>
<td>298</td>
<td>0.083</td>
<td>Not Significant at 0.05</td>
</tr>
<tr>
<td>Girls</td>
<td>161</td>
<td>83.73</td>
<td>8.11</td>
<td>298</td>
<td>0.083</td>
<td>Not Significant at 0.05</td>
</tr>
</tbody>
</table>

From Table 2, it is observed that the calculated ‘t’ value is (0.083) is larger than the table value (1.96) at 0.05 level of significant hence the null hypothesis is not rejected and it is found out that there is no significant difference in mental health between boys and girls.

HO 2: There is no significant difference in the mean score of mental health between Urban and Rural Students.

Table -3: The mean and SD of Urban and Rural Students

<table>
<thead>
<tr>
<th>Resistance</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>154</td>
<td>84.04</td>
<td>7.93</td>
<td>298</td>
<td>0.747</td>
<td>Not Significant at 0.05</td>
</tr>
<tr>
<td>Rural</td>
<td>146</td>
<td>63.34</td>
<td>8.39</td>
<td>298</td>
<td>0.747</td>
<td>Not Significant at 0.05</td>
</tr>
</tbody>
</table>

From table 3. It is observed that the calculated ‘t’ value is (0.747) is less than the table value (1.96) at 0.05 level of significant. And hence the hypothesis is not rejected and it is found out that there is no significant difference in mean score of mental health between Urban and Rural students.

HO 3: There are no significant difference in the mean score of mental health among the of students studying in three type of schools

Table 4: The mean SD and ‘F’ value of students

<table>
<thead>
<tr>
<th>Sub Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SS</th>
<th>F</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys School</td>
<td>98</td>
<td>84.03</td>
<td>8.29</td>
<td>Between Group</td>
<td>41.31</td>
<td>20.653</td>
</tr>
<tr>
<td>Girls School</td>
<td>65</td>
<td>84.04</td>
<td>8.92</td>
<td>Within Group</td>
<td>19804.09</td>
<td>66.68</td>
</tr>
<tr>
<td>Co.Edu School</td>
<td>137</td>
<td>83.29</td>
<td>7.68</td>
<td>Total</td>
<td>19845.39</td>
<td>0.310</td>
</tr>
</tbody>
</table>

The ANOVA test shows that the calculated ‘F’ value (0.310) is less than the table value at 0.05 level of significant at 2/297 df. And hence, it is observed that there is no significant
difference in the mean score of mental health among the students who are studying in three types of schools.

IX. CONCLUSION
It is evident that the school students have different level of mental health and any few have high level of mental health. There is no gender, residence and type of school difference exist in the mental health among school students. But all are having same level of mental health. So it is noted that 1/3 of the total students are having average level of mental health. If those students continuously neglected by the home, school and society there is every chance of getting low level of mental health by these average level of students. So it is highly necessary to conduct effective programme to develop mental health to those students.

X. REFERENCES

PAPER CITATION