



MENTAL HEALTH OF ADOLESCENT STUDENTS WITH RESPECT TO GENDER AND FACULTY

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ABSTRACT:

Mental health play's vital role in person's life and is crucial to personal, community and socio-economic development. Mental health is a fundamental aspect that influences both physical health and social effectiveness. The present study aims to investigate the impact of gender and faculty on students' mental health. The study was conducted on a sample of 120 students from Junior colleges of Jaysingpur city. The data was collected by using Mental health scale prepared by Dr. Kamlesh Sharma. The present study was adopted 2 X 2 factorial design, hence, obtained data was analyzed by using descriptive (Mean and Standard Deviation), and inferential statistics viz. Two-way ANOVA. Result revealed that male students have higher mental health than female students. Arts faculty students reported good mental health than science faculty students.

KEYWORDS:

MENTAL HEALTH. GENDER, ARTS FACULTY, SCIENCE FACULTY.

INTRODUCTION:

Mental health refers to a state of emotional, psychological, and social well-being. It involves the ability to manage stress, maintain fulfilling relationships, work productively, and make informed decisions. As stated by the World Health Organization (WHO), "mental health is a state of well-being in which the individual is able to contribute to his or her community, realizes his or her own abilities, and can cope with normal stresses of life." There is much more to mental wellness than just not having a mental disorder. Aspects of mental health include enjoyment of life, accomplishment satisfaction, mental tranquilly, and happiness. In this way, having good mental health is essential for both individual and community well-being and efficient functioning.

Mental health is not just the absence of mental disorders but encompasses a broader spectrum of positive mental well-being. Good mental health is a protective factor against engaging in risky behaviors such as substance abuse, self-harm, and unsafe sexual practices. Adolescents with strong mental health are better equipped to make informed decisions about their well-being.

Adolescence is a period of transition and change, and building resilience is crucial for adapting to life's challenges. Positive mental health contributes to resilience, helping adolescents bounce back from setbacks and navigate transitions effectively development of life skills. Many researchers studied mental health with respect to gender. Some of them found male students possess good mental health and some investigated female have higher level of mental health as compare to their counterparts.

Sharma (2004) discovered that the six components of mental health and total mental health do not significantly differ among B.Ed. students based on their gender or

stream. However, when it comes to the gender-related Group-Oriented Attitude component of mental health, the students' differences are substantial. According to the findings, the mental health of B.Ed. students is mediocre. A mentally sound individual is well-adjusted under all circumstances.

In 2012, Ritu and Singh studied mental health in relation to gender and type of school. They investigated that no significant difference in the level of mental health with respect to gender and type of school.

Dhurandher and Agrawal (2015), reported that the science faculty students are a little in good mental health as compared to arts faculty students' group. In 2015, Singh found that arts faculty students were better state of mental health than science faculty students.

Kumar Vijay & et al, (2013) revealed that there is no significant difference between male and female pupil teachers with respect to mental health. Poona and Shashi Malik (2016), investigated that male special school teachers were better mental health than female special school teachers in terms of positive self- evaluation, autonomy, group-oriented attitude, and environment competence. While with other dimension like perception of reality and integration of personality, female special school teacher showed better health than male special school teachers.

OBJECTIVES:

Following objectives were framed for the study;

1. To assess the level of mental health of adolescent students.
2. To understand the impact of gender on mental health of students.

3. To examine the influence of type of faculty (arts and science) on student’s mental health.
4. To find out the interaction effect of gender and type of school on student’s mental health.

HYPOTHESES:

As per the objectives, following hypotheses were framed for the study:

1. There would be significant difference in the level of mental health with respect to Arts and Science faculty students.
2. There would be significant difference in the level of mental health with respect to gender.
3. Gender and type of faculty will have significant interaction effect on students’ mental health.

METHOD:

Sample:

The sample of the study comprises 120 students, out of them 60 students from arts faculty and 60 students from science faculty. By using purposive sampling method participants were selected from different Junior colleges of Jaysingpur. Age of the participants ranges between 17-19 years old. Researcher personally visited to higher authority of the college and got permission to administer the test on students.

Psychometric Tools:

Mental Health Scale: This scale is developed by Dr. (Smt.) Kamlesh Sharma. It is designed for the person having age of 12 to 45 years and consists 60 statements having ‘Yes’, ‘Indefinite’ and ‘No’ responses. Both positive and negative statements were included in the scale. The test-retest and split- half reliability coefficient was found 0.86 and 0.88 respectively. The validity of the scale was found 0.79.

Variables under the study:

1. Independent Variable: A) Type of faculty (arts and science faculty) B) Gender
2. Dependent Variable: Mental health

Design for the study:

For the present study, 2 X 2 factorial design was adopted to search the effect of gender and types of school on mental health.

Statistical Treatment of the data:

To analyze the data obtained descriptive statistics that is Mean and Standard Deviation, and inferential statistics viz. Two-way ANOVA were used.

Procedure:

Initially, permission to conduct the data for research was taken by the principals of respective colleges. After a brief introduction mental health scale administered to participants. Good rapport was established by researcher with students and assurances were given about confidentiality of their ID and responses. After that as per

manuals appropriate instructions were given to them.

RESULT AND DISCUSSION:

Present research was undertaken with the aim of, ‘to study the impact of student’s gender and type of faculty on their level of mental health’. There were two variables which were treated as independent variables i.e. type of faculty (A) and gender (B). Each of them was varied at 2 levels. Therefore, to analyze attained data balanced 2 x 2 factorial design was used. Outputs are displayed in following tables.

TABLE NO.1: MEAN, AND SD, OBTAINED BY FOUR CLASSIFIED GROUPS ON MENTAL HEALTH MEASURE

	<i>A₁B₁</i>	<i>A₁B₂</i>	<i>A₂B₁</i>	<i>A₂B₂</i>
<i>M</i>	82.86	75.76	64.93	59.93
<i>s</i>	7.92	7.65	6.78	3.56
<i>n</i>	30	30	30	30

A₁= male; *A₂* =female; *B₁* = arts faculty; *B₂* = science faculty

Table No 1 Shows the Mean, SD, and other descriptive statistics of mental health measure. It also denotes, the level of mental health of male students is relatively higher than female students. Mean of arts faculty is 82.86 and SD is 7,92 while science faculty students mean is 75.76 and SD is 7.65. The mean shows that male students possess overall very good metal health and female students have good mental health.

TABLE NO.2: SHOWING THE SUMMARY OF TWO – WAY ANALYSIS OF VARIANCE (ANOVA) FOR MENTAL HEALTH

Sum of variance	Sum of square	df	Mean sum of square	F ratio
A (Type of faculty)	480	1	480	11.91**
B (Gender)	852.8	1	852.8	20.45**
A x B	12.03	1	12.03	2.14
Within sum of square	4674	116	40.30	
Total	6018.83	119		

From the above table 2 summary of two -way ANOVA for the mental health shows the factor A (type of faculty) is very much effective and significant because computed F-ratio of this factor is 11.91 which is significant at 0.01 level when df are 1 and 116 (F=11.91, df =1, P >0.01). A present two level of factor A (type of faculty) arts and science faculty. It was assumed that type of faculty is significant effect on mental health. So, the first hypothesis is accepted. From the evaluation, arts faculty adolescent students are higher mental health than science faculty students. The result is Supported to Singh (2015) study. It is possible that science faculty students have more stress than arts

faculty students. They are always busy with study, tuitions, lectures, practical and weekly tests. Also, they have a burden of good marks for good career. This situation leads to stay stressful to them. Therefore, science faculty students reported less level of mental health than arts faculty students.

The table exhibits F-ratio of factor B (gender) is 20.45 [$F(1,196) = 20.45$]. The obtained F-critical value at .01 is 3.92. The obtained value of F is larger than the corresponding F – critical value, which is significant at 0.01 level of significance. Hence, male students have higher mental health level as compared to female students. Hence, hypothesis no.2 is accepted. This result is in line with Poona and Shashi Malik (2016). There are many factors which effects on students' mental health such as biological factor, environmental factor, and psychological factor also. As the data was collected from semi-urban area may be situational factors impacts girls' mental health and promotes boys' mental health.

An interaction of A x B is non-significant at both level of significance ($F = 2.14$, $df = 1 \& 116$, $P < 0.01$). Hence, there is no significant interaction effect between faculty and gender, hypothesis no.3 is rejected.

CONCLUSIONS:

Male students have higher level of mental health as compared to female students.

Arts faculty students having good mental health than science faculty students.

There is no interaction effect is found between type of faculty and gender with respect to mental health.

LIMITATIONS:

The present study has certain limitations;

1. Sample size is only 120.
2. Geographical regions, socioeconomic status and educational qualifications of students' parents were not taken in account.
3. Family type, birth order was also not considered.

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