

Mental Health of Male and Female Senior Secondary Students of District Shimla

*Surender Kumar Sharma**

Abstract

The present study investigated the mental health of male and female senior secondary students -of Himachal Pradesh. Descriptive research design was used to accomplish the objective of the study. A sample of 300 government school students was taken from one district of Himachal Pradesh by random sampling technique. For this paper, the researcher used mental health inventory constructed by Dr. Jagdish and Dr. A.K. Srivastava. Researcher finds out Mean, S.D. and t- value for testing the null hypothesis. The findings of the study revealed that there is no significant difference and exists a significant difference in mental health of male and female Senior Secondary students.

Key Words: *Mental Health, Gender and Senior Secondary Students.*

Introduction

Evidence from the World Health Organization suggests that nearly half of the world's population are affected by mental illness. Mental health can also impact physical health and poor mental health can lead to problems such as substance abuse. Maintaining good mental health is crucial to living a long and healthy life. Good mental health can enhance one's life, while poor mental health can stop from living an enriching life. It is a well known and established fact that the proper development of a person in life long and continuous process which is affected by various influences a person experiences in the form of his immediate and extended environment.

This shows that the importance of studying the various influences and their effects on the mental health of school going adolescents, as they are the future of their country.

Objectives -

- (1) To study the difference among male and female Senior Secondary students with respect to their Mental Health.

**Surender Kumar Sharma, Associate Professor, Deptt. of Education, ICDEOL, H. P. University, Shimla.*

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- (2) To study the difference among male and female Senior Secondary students with respect to their Integration of Personality.
- (3) To study the difference among male and female Senior Secondary students with respect to their Autonomy.

Hypotheses

- 1) There is no significant difference between mental health of male and female Senior Secondary students with respect to their Mental Health. -
- 2) There is no significant difference between mental health of male and female Senior Secondary students with respect to their Integration of personality.
- 3) There is no significant difference between mental health of male and female Senior Secondary students with respect to their Autonomy.

Delimitation

1. Present study is confined to the male and female senior secondary students studying in Govt. schools of District Shimla.
2. Present study is confined to 150 male and 150 female Senior Secondary students of District Shimla.

Method Used

Survey method was used under the descriptive method of study.

Sample

In the present research paper, a total of twelve schools were selected randomly through the random sampling technique. For each school, a sample of 30 students of +2 grades was selected. From co-educational schools 15 boys and 15 girls and from school exclusively meant for either boys or girls, only 30 boys or girls, respectively, were selected randomly.

Tools Used

For the present Research paper, the investigator used mental health inventory constructed by Dr. Jagdish and Dr. A.K. Srivastava. This inventory was used because this inventory

was the most suitable and convenient tool for data collection for the present research work. The inventory covers the six dimensions of sound mental health.

Statistical Techniques

Statistical tools are used to convert the qualitative responses in to quantitative responses. So that it may be easy to make calculations. The process is known as quantification of data. In the presented study, the tabulated data was analyzed in the form of mean, standard deviation, and t- value.

‘t’ value was calculated with the help of the following formula:

$$‘t’ \text{ test} = \frac{|M1-M2|}{\sqrt{(SD1)^2N1+(SD2)^2N2}}$$

Gender Wise Difference in Mental Health of Male and Female Students.

The means and standard deviation of the scores of mental health of male and female students along with ‘t’ values are given in Table 1

TABLE 1

Means, standard deviation and ‘t’ value of mental health scores of male and female senior secondary students.

	Number	Mean	S. D	Df	‘t’ value	Levels of Significance
Boys	150	164.73	11.52	298	2.60	S
Girls	150	161.22	11.92			

S= Significant NS = Not Significant Table value with degree of Freedom 298 at 0.01 level of significance = 2.59 and 0.05 level of Significance =1.97

Table 1 shows that mean mental health scores of male and female senior secondary students came out 164.73 and 161.22, respectively. The degree of freedom came out to be 298. The ‘t’ value testing the significant of means difference came out to be 2.60 which is significant even at 0.05 level of significance. This indicates that male and female senior secondary students differ significantly with respect to their mental health.

Hence, hypothesis no. I

“There is significant difference between mental health of male and female senior secondary students “is rejected. Also trends of means shows that mean of mental health scores of Males (164.73) are higher than mean mental health scores of females (161.22)

Gender Wise Difference in Integration of Personality Scores of Male and Female Students.

TABLE 2 Mean, standard deviation and ‘t’ value of integration of personality scores of male and female senior secondary school students.

	Number	Mean	S. D.	Df	‘t’ value	Levels of Significance
Boys	150	28.33	4.89	298	0.28	NS
Girls	150	28.16	5.69			

S = Significant, NS = Not Significant, Table value with degree of freedom 298 at 0.01 level of significance = 2.59, and 0.05 level of significance = 1.97

Table 2 shows that Mean integration of personality scores of male and female senior secondary school students came out to be 28.33 and 28.16, respectively. The The degree of freedom came out to be 298. The ‘t’ value testing the significance of means difference came out to be 0.28, which is non- significant even at 0.05 level of significance. This indicates that male and female senior secondary students do not differ significantly with respect to their integration of personality.

Hence hypothesis no. 2

“There is no significant difference between male and female senior secondary students with respect to the perception of reality” is retained.

Also, trends of means show that integration of personality scores of females (28.16) are lower than integration of males (28.33)

Gender Wise Difference in Autonomy Scores of Male and Female Students

Mean, standard deviation and ‘t’ value of autonomy scores of male and female senior secondary school students.

	Number	Mean	S. D.	Df	‘t’ value	Levels of Significance
Boys	150	14.32	2.34	298	0.75	NS
Girls	150	14.53	2.52			

S = Significant, NS = Not Significant Table value with degree of freedom 298 at 0.01 level of significant = 2.59 0.05 level of significant = 1.97

Table 3 shows that mean autonomy scores of secondary of male and female senior secondary students came out to be 14.32 and 14.53, respectively. The degree of freedom came out to be 298.The‘t’ value testing the significant of means difference came out to be 0 .75, which in non-significant even at 0.05 level of significance. This indicates that male and female senior secondary students do not differ significantly with respect to their autonomy.

“There is no significant difference between male and female senior secondary students with respect to autonomy” is retained.

Also, trends of means show that autonomy scores of females (14.53) are higher than autonomy scores of males (14.32)

Findings and Conclusion

1. There is a significant difference between mental health male and female senior secondary students. Males and females are equally mentally healthy, however, mean mental health scores reflect that Males are slightly better than Females. This can be because of the better adapted perception of reality understanding of male students.

2. There is no significant difference between male and female senior secondary students with respect to their integration of personality’ on the basis of mean scores male has better integration of personality as compared to females. This may be because Males play many roles in society and they are well aware about their separate role in society. Males have the ability to understand and to share others individuals’ emotions and Males have also the ability to concentration on work and interest in several activities. This is not possible for females because Females cannot understand and share other individual emotions as compared to male.

3. There is no significant difference between male and female senior secondary students with respect to their ‘autonomy’. On the basis of Mean score, females have better autonomy as compared to males. This can be because females are more independence than males. The females are free to doing their best and fulfill their own wishes which is not possible for a male as compared to female.

Educational Implications

The implications are as below.

- Provide more and equal opportunity to male and female students.
- Provide proper guidance services for both male and female students.
- There should be established guidance cells in school.
- Debates, discussions and seminars should be organized in schools for students.
- There should be a provision for a proper guidance worker in schools.

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- Teachers should be assigned on the basis of forming appropriate groups in class. So that the feeling of co-operation is created in students.
- Decision making capability should be an increase in female students for promoting their self-confidence.
- There is a need of properly trained teachers who can guide and motivate students so as to develop appropriate interests.

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