

**MENTAL HEALTH OF HIGHER
SECONDARY STUDENTS OF MIZORAM IN
RELATION TO THEIR SOCIO-ECONOMIC
STATUS, GENDER AND STREAM OF STUDY**

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DECLARATION

I, Louise V.L.Rinsangi, hereby declare that the subject matter of the Dissertation entitled “**Mental Health of Higher Secondary Students of Mizoram in Relation to their Socio-economic Status, Gender and Stream of Study**”, is a record of work done by me, that the content of this Dissertation did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anyone else; and that the Dissertation has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University, Aizawl for the award of Master of Philosophy in Education.

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CHAPTER – I

INTRODUCTION

Life is full of irony, particularly in the realm of health. It is often difficult to predict which person will become sick and which one will remain healthy. An understanding of health is the basis of all health care. Health is not perceived the same way by all members of a community but it has been described as a unified or multi-dimensional process involving the well-being of the whole person in the context of his environment. It is said that ‘healthy mind in healthy body’.

Our concern is our health as a whole. We know it as our holistic health. Physical and social health are the two spokes of the wheel of our life. Mental health is the hub of it. Our mindset sprouts from it. It makes choice of means and ends of our life. It is said as a driving force of our life. It shapes our mode of life. It is the motivation for what and the way we get at our life. It is a force behind not doing what we do not do. It builds our character we are known for. Our mental health is the key to our life. It is a state of well-being often associated with happiness, contentment, satisfaction, achievement, optimism, or hope (Bruckbauer and Ward, 1993). It is dynamic or ever changing state, which is considered as an important aspect of one’s total health status. The mental processes influence physical well-being and vice-versa. It shows the links between thoughts, feelings, and body functioning.

The expression ‘mental health’ consists of two words: ‘mental’ and ‘health’. Health generally means sound condition, or well-being, or freedom from disease. Mental health, therefore, may refer to a sound mental condition or a state of psychological well-being or freedom from mental diseases. According to the White House Conference (1930), mental health may be defined as “the adjustment of individuals to themselves and the world at large with a maximum of effectiveness,

satisfactions, cheerfulness, and the ability of facing and accepting the realities of life.” According to Norma and Nicholas (1941), mental health is the ability to adjust satisfactorily to the various strains we meet in life and mental hygiene as the means we take to assure this adjustment.” Maslow (1954) states “in one sense, then, mental health means freedom from disabling and disturbing symptoms that interfere with mental efficiency, emotional stability or peace of mind.”

Mental health has two aspects: individual and social. The individual aspect of mental health means that the individual is internally adjusted. He is self-confident, adequate, and free from internal conflicts, tensions or inconsistencies in his behaviour. He is able to adapt successfully to the changing needs and demands of the environment. He is capable of making decisions, assuming responsibilities in accordance with his capacities. He finds satisfaction, success and happiness in day-to-day work. He is able to live effectively with others. He has insight into and understanding of his motives, desires, weaknesses and strong points. The social aspect of mental health connotes that mental health is the result of social forces influencing the individual beginning with his formative years and continuing throughout his life. It is because of these two aspects that mental health is, at times, defined as the ability of the individual to make personal and social adjustments.

Mental health is a state of harmonious functioning of the total personality and reflects the maximum of success, satisfaction and excellence. It is the ability of a person to adjust to the world and those around with maximum effectiveness. It is a condition that is socially acceptable and personally satisfying. It is that “state of mind in which one is free to make use of his natural capacities in an effective and satisfying manner.” J.A. Hadfield considered that mental health is the full and harmonious functioning of the whole personality. The various urges, impulses, motives, tendencies, interests, attitudes, etc., are some of the personality traits which are either inborn or acquired. These urges are essential for healthy mental life if they are allowed to function harmoniously in co-ordination with each other and getting full expression for the development of wholesome personality. The mentally healthy may be defined as that individual whose all potentialities whether innate or acquired, are

fully developed and harmonized with one another by being directed to a common end, aim or purpose. It is thus the dynamic functioning of the whole organism. It brings a harmony of movement in the organism to achieve an end which is completeness and fulfillment. It is believed that a person who is mentally healthy will be efficient, social and moral.

Mental health is a sound, efficient mind and controlled emotions. It is the total and harmonious functioning of the whole personality of an individual for optimum functioning with maximum realization. A positive mental health shows an individual's ability to cope with the present and to adjust satisfactorily in future. A state of compromise and adaptation to a situation in life leads to better adjustment. He fulfils his responsibilities, functions effectively and is satisfied with his interpersonal relationships and himself. Mentally healthy individual in all aspects enjoys changes in life; he will take it as a challenge. He develops satisfactory relationships with others. Psychologically healthy individual does not live in the past but he always plans and thinks for the future and acts accordingly in the present.

Mental health describes a level of cognitive or emotional well-being, or an absence of a mental disorder. It is all about how we think, feel and behave. It may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience.

Clark defined mental health as the ability to adjust satisfactorily to the various strains of the environment or various types of situations in one's own life. As defined by Bowers, it refers to such abilities as making decisions, of assuming responsibilities in accordance with one's capacities, of finding satisfaction, success and happiness in accomplishment of everyday tasks, of living effectively with others and showing socially considerate behavior. Coleman also defined mental health as the ability to balance feelings, desire, ambitions and ideals in one's daily living and to face and accept the realities of life. It is the habit of work and attitude towards people and things that bring maximum satisfaction and happiness to the individual. According to Mennings (1963) "mental health is the adjustment of human beings to the world and

to each other with maximum of effectiveness and happiness”. It is the ability to maintain an even temper, and alert intelligence, socially considerate behavior and happy disposition. According to Medilexicon’s medical dictionary, mental health is “emotional, behavioural, and social maturity or normality; the absence of a mental or behavioral disorder; a state of psychological well-being in which one has achieved a satisfactory integration of one’s instinctual drives acceptable to both oneself and one’s social milieu; an appropriate balance of love, work, and leisure pursuits’.

Mental health is the third eye to look at our life. It give us realistic view, shows us the way, ability to stand firm in life come what may, to deal with the things boldly, to keep our balance, to keep our means and ends within our reach. It is the repertoire of our life skills. By these skills, WHO defined it as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life.” In the word of Bernard (1961,p.19) mental health may be defined as the adjustment of individuals to themselves and the world at large with a maximum of effectiveness, cheerfulness and socially considerate behavior and the ability of facing and accepting the realities of life. The highest degree of mental health might, therefore, be described as that which permits an individual to realize the greatest success which his capacities will permit with a maximum of satisfaction to himself and to the social order and maximum of friction and tension.”

A person in good body and mind could be fit to have sound mental health when he lives it by head and heart. It could be seen in his perfect life. He earns his right with duties. He sees well to him when he does for others. For him odds and evens are part of life and he lives with firmness. In the word of Torrance (1965,p.134) mental health entails freedom with responsibilities, self reliance and a genuine concern for the common welfare. It is not freedom from anxiety and tension, not freedom from dissatisfaction, and conformity or constant happiness and accomplishment and creativity or the absence of personal idiosyncrasies. Furthermore, nor it is anyway oppose to religious values.

A person possessing sound mental health can adjust well to the environmental situations and interpersonal relations. Such a person has a clear self-concept, accepts his limitations and does not blame others for his deficiencies. When he meets with a conflict, he tries to solve it on sound basis. He develops tension-tolerance and does not get disturbed in moments of distress. In the word of Rogers (1957,p.5) mental health implies a satisfactory relationship to one self and to one's environment, as well as the possession of problem solving techniques for establishing a satisfactory relationship between the two.”

Emotional control or stability is an important indicator of mental health (Scott, 1968).It affects learning in the school context. Its absence impairs performance in situations which require flexibility and adaptability; it leads to anxiety, feeling of inferiority and guilt (Frandsen,1961). According to Douglas (1984), the attitudes of the pupils to their school work are deeply affected by the level of their emotional stability.

The positive mental health signs of students or persons are- possess socially adaptable behaviour, emotionally satisfied, possess adaptability and resilient mind, his desire are in harmony with socially approved norms, enthusiastic and reasonable, possess good habits and constructive attitude, has insight into his own conduct, and has own philosophy and values of life.

1.1 REVIEW OF RELATED STUDIES

Das, Mohapatra J. (1989) in his study on “A Study of the Mental Health of Teachers Serving in the Primary Schools of Puri Town” found that (1) The school-load on a large section of teachers was heavy (2) Their relationship with authority was not good (3) Students respected teachers (4) Teachers felt that mental health depended on physical health (5) The majority of teachers of controllers did part-time jobs for more income (6) The different pay scales created friction among teachers (7)

Teachers felt that they were neglected by the society (8) They expressed the view that a good social environment was necessary for good mental health.

Anand, S.P. (1989) in his study on “Mental Health of High School Students” found that the mental health of adolescents, their academic achievement, and the educational and occupational status of parents were positively related.

Manjuvani, E. (1990) in her study on “Influence of Home and School Environment on the Mental Health Status of Children” found that (1)The home environment was a major significant contributor to all the three components of mental health. (2) The school environment contributed to liabilities and the mental health index.

Ray, Prativa. (1990) in his study on “A Study of Students’ Attitude Towards Studies and Health as Related to their Scholastic Achievement” found that (1) The mean scores on attitude towards studies of all students was quite high, suggesting thereby that the students had a favourable attitude towards studies. (2) Boys and girls did not differ on their attitudes. (3) All students possessed stable mental health, but boys were better than girls.

Agashe,C.D. (1991) in his study on “ A Psycho-social Study of the Mental Health of Players and Non-Players” found (1) Correlational analysis revealed that IQ was not significantly related to any variable. (2) Psychoticism and neuroticism were significantly negatively related to mental health. (3) Extraversion was positively related to mental health. (4) SES was very weakly related to mental health. Similar results emerged from ANOVA. (5) Players were more healthy than non-players. Participation in physical exercise contributed to positive mental health. However, the degree of this contribution was moderated by the personality of the individual.

Burwani, Rupa G. (1991) in his study on “An Enquiry into the Nature of Self-concept in the Area of Competence and its Impact on Mental Health and Academic Achievement” found (1) Real self-concept scores, ideal self-concept scores, real-ideal discrepancy scores and mental ill-health scores were found to be more or less

normally distributed in the sample, and the three groups did not differ significantly among themselves in respect of distributions of scores on these variables. (2) Real self-concept and ideal self-concept were highly correlated. (3) Students with real self-concept scores showed lower discrepancy scores. (4) Students who perceived themselves to be highly competent were relatively free from mental ill-health symptoms. (5) A trend could be noticed to suggest that high ideal self-concept was conducive to mental health. (6) Discrepancy between real and ideal self-concept was found to be associated with mental ill-health. (7) Academic achievement was positively associated with perceived intellectual competence but not with scores of other areas of self-competence. However, ideal self-concept regarding their competence did not seem to affect the academic achievement scores. (8) Discrepancy between real and ideal self-concept did not affect the academic achievement of the commerce group; but in the science group. These two were positively related. (9) Regression coefficients revealed that intellectual competence had high positive influence upon the academic achievement of both the science group and the commerce group. The other facets of competence showed a negative influence on the academic achievement of the science group. (10) Students who revealed mental ill-health symptoms were poor in academic achievement.

Edwin Sam, R. and Minikumari, V.S. (2012) in their study on “Mental Health of Tsunami-Affected Students” found that the Tsunami-affected students had moderate mental health status and the loss due to Tsunami influenced the mental health status of Tsunami-affected students.

Kamau, Catherine Wanjiku (1992) in her study on “Burn-out, Locus of Control and Mental Health of Teachers in the eastern Province of Kenya” found that (1) Male teachers were emotionally overextended, exhausted, internally controlled, anxious, callous towards students and personally accomplished but less capable of establishing constructive relationship; however, they were more capable of coping with stresses than female teachers (2) Urban teachers were less emotionally overextended, less satisfied, more internally controlled, anxious, and had a low level of mental health (3) Government school teachers, trained, married and with internal control were more

concerned with well-being, were less anxious, less emotionally overextended and more competent than their counterparts.

Mohapatra, C. (1992) in his study on “Job Stress, Mental Health and Coping: A Study on Professionals” found that (1) The three professional groups differed significantly on job stress dimensions. (2) The lawyers and the doctors differed on mental health dimensions. (3) The lawyers and the police officers differed on general unhappiness and feelings of vulnerability. (4) The lawyers differed from the doctors in the use of emotion focused coping. They differed from police officers on all the measures of coping. (5) The doctors and police officers did not differ on mental health dimensions.

Pathak, R.P. and Rai, V.K. (1993) in their study on “Mental Health of Higher Secondary Students in Relation to Socio-economic Status” found that (1) The mental health of low socio-economic status students is lower than that of the students of higher socio-economic status. (2) Female students are mentally healthier than male students, when SES is controlled. (3) Urban and rural students do not differ significantly on mental health, when SES is controlled. (4) Science students are mentally healthier than arts students, when SES is controlled. Mental health increases with grade and age also.

Saheel Khan, Md. and Srivastava, Bina (2008) in their study on “Teacher-Burnout in Relation to Mental Health” found that teachers with low mental health are more prone to burnout than the teachers of average and high mental health.

Sharma, R.D. (1995) in his study on “Influence of Recent Life Experience on Mental Health of School Teachers” found that (1) Recent life experience influence the mental health of teachers. (2) Stress makes the teachers with predispositions to mental disorders more vulnerable. (3) Male teachers were more inclined towards mental illness.

Srivastava, B. (2003) in his study on “Study of Mental Health, Values and Job Satisfaction Among Teachers of Hindi and English medium Schools” found that (1)

Mental health level of both the Hindi Medium and English medium teachers is normal and satisfactory on the whole, but there is still more scope for its improvement, particularly in the case of English medium male teachers group. (2) Male English Medium teachers are significantly higher on health values. (3) Female counterparts are more prone to the knowledge and social values, whereas the Hindi Medium school teachers lay greater stress on patriotic, power and economic values. (4) Job satisfaction of these teachers is quote normal and satisfactory, but there is still some scope for its improvement. (5) Female teachers of English Medium show significantly higher job satisfaction than their male counterparts. They record highest job satisfaction among all other groups. (6) Economic and health values are negatively correlated with job satisfaction among these Hindi Medium teachers. (7) Aesthetic value is also negatively correlated with job satisfaction in Hindi medium female teachers group. (8) Power value is positively correlated with mental health among English medium teachers. (9) Mental health and job satisfaction have significantly positive correlation in the male English teachers group. (10) Health and religious values are positively correlated with mental health among English medium female teachers, but knowledge value is negatively correlated with mental health in this very group.

Srivastava, S.K. (2004) in his study on “Mental Health and Personality Adjustment Among Optimistic and Pessimistic Students” found that (1) The optimistic students had significantly better mental health than pessimistic students. (2) Optimistic students significantly differ from pessimistic students on personality adjustment.

Roul, Sushanta Kumar. (2004) in his study on “Teacher Effectiveness of Autonomous and Non-autonomous College Teachers in Relation to their Mental Health” found that (1) Autonomous college teachers are more effective than non-autonomous college teachers on teacher effectiveness. (2) The teachers of autonomous college have better mental health than their counterparts in non-autonomous colleges.

Shankar, S.P. and Jebaraj, R. (2006) in their study on “Mental Health of Tsunami Affected Adolescent Orphan Children” found that (1) There is a high significant relationship between the mental health and academic achievement of the tsunami affected adolescent orphan children. (2) The level of mental health of tsunami affected adolescent orphan children is found to be low, which is reflected on their academic achievement when compared, with the pre-annual scores and post-annual scores. (3) There is a greater significant difference in the scores of Emotional Instability when interpreted with the pre-tsunami and post-tsunami achievement scores of tsunami affected adolescent orphan children. (4) There is a considerable significance among the pre-tsunami and post-tsunami achievement scores with respect to the scores of the feelings of insecurity. (5) The influence of mental health in determining the academic achievement is found to be more predominant with the private school children and there was a comparatively less influence with the government school children. (6) Orphan children with guardians differ significantly in their emotional stability, feelings of insecurity and mental health with respect to their counterparts who had lost both the parents and have no guardians. (7) There is no greater significant difference with that of the tsunami affected adolescent orphan children residing in government orphanages and private orphanages. (8) There is a considerably less significant difference in the scores of mental health with respect to the fishermen community tsunami affected adolescent orphan children. (9) There is greater significant difference among the mean scores of the influential factors of mental health caused by ‘self’ when compared with that of that ‘others’ of the tsunami affected adolescent orphan children.

B. Sreenivasulu and B.S. Kumar Reddy in their study on “Teachers Effectiveness in Relation to Mental Health, Stress and Emotional Intelligence” found that (1) There is no significant impact of mental health and stress on teacher effectiveness (2) There is significant impact of emotional intelligence on teacher effectiveness; higher the emotional intelligence better will be teacher effectiveness.

1.2 RATIONALE OF THE PRESENT STUDY

Health is rightly called wealth. There is no health without mental health. Body and mind depends on good health. Owing to the power of mind over matter, good mental health is of supreme importance. It aims for the development of wholesome balanced and integrated personality. The acquisition of such personality is in great asset and privilege for a normal individual. It is possible only when one is cautious about his mental health and knows its value and importance along with the knowledge of means and ways for achieving it.

When we talk about mental health of children our eyes are on their physical, social and mental well-being. There lies their all-round growth and development. We wish them to grow as fine characters which should be seen in their conduct in life. For this we need to guide them to grow with their learning abilities and can be able to satisfy their needs in the ways so that they can have the best of adjustment in life, should live at the best of their effectiveness in life, could be cheerful in their temperament, should be socially considerate in their behaviour and should be able to face the realities of life. The children need to grow with these features in their life style. They are in the making of their persons. They need guidance to grow like that in schools. Children in schools should also grow in their mental health. It is in their holistic growth that they build their mental health.

The foremost concern of education today is to produce mentally healthy persons and thereby well-adjusted personalities, because mentally healthy persons are the real assets of the society for the twenty-first century. When something shocking happens, attention is immediately focused on the need for doing something about mental health in the school. Thus, for the development of the society it is important to teach the students how to maintain a balanced mental health in the classroom. The topic of mental health is the most important topic of the day and is now recognized as an integral part of the school program. Through education while working for the development of sound mental health, quality-content in the person of the working and maturing person must be introduce.

Mental health of the students is very important for efficient learning and proper development of personality. The impressions and experiences which he has, leaves permanent impressions on his mind. Proper and conducive environment should be provided for the harmonious development of personality. The school assumes great responsibility in the process of harmonious development of personality. Children spend six to seven hours in school. Schools are in a position to help in the development of students potentialities by catering their needs. Schooling should help develop children as mentally healthy children. From mentally healthy children, we expect an expression of self-imposed decency in their character. They have a knack of adhering to the established norms of behavior and code of conduct. They are deemed to be desirably self-directed children who are presumed to be responsible for preserving and promoting the cultural inheritance of society.

During the present days mental ailments have increased tremendously and have involved serious problems at the national level, in industrial development, social and economic changes. The problem of mental health has acquired importance in the national development programmes. Since the students are closely related with society since their birth, the social and economic structure of society definitely influences the mental health of students. A student can adjust properly to his environment and make the best efforts for his family and society's progress and betterment. The greater the degree of successful adjustment, the greater will be the mental health of the individual. Lesser the mental health the lesser will be the adjustment and greater conflict. A healthy individual can interpret any new situation and adapt it to suit himself, or adapt himself, to suit it. He maintains a healthy and benevolent attitude towards life. It can be assumed that the greater the degree of these attitudes and behavior patterns, the better the mental health of an individual. Our adjustment in life is the matter of living with what we are and are not. It is to relish our self concept with due self esteem. It is also to honor the self of others. It is to make our life space friendly to us. It is to get along with it most lively and be able to settle down in life with a purpose.

It is commonly believed that an individual's mental health is greatly determined by his socio-economic background. An excellent description of the effect of poverty on the personality of the child has been made by Plant. He points out that 'hardening' of the personality results from constant financial strain. A feeling of insecurity blows a serious sense of adequacy from a long-continued real fear of cold and hunger which are likely to show a picture of anxiety and panic. This feeling becomes so firmly bound up with the personality structure that late acquisition of a sufficient income will not remove it. According to Plant, a feeling of inferiority may be found in children above the lowest economic levels; it occurs whenever there is a marked discrepancy between the economic status, reflected in type of home, clothes, belonging, etc., of the child and that of the other children with whom he is in contact. This feeling is likely to become heightened during adolescence when material and social problems are more in the focus of child's interest. Our mental health is the source of guidance in our life. We need to grow to fulfill our needs to build our mental health.

The gender of an individual is also considered to be one factor which influences the mental health of a person. In the present day system of education, students are given the option of pursuing different streams of study. The common notion is that depending on the stream of study chosen by the students their mental health is assumed to be better or lower.

Considering all the above assumptions and beliefs, and also the fact that only few studies have been done in this field, much less so, in Mizoram, it is needed to have a research study on the mental health and its related issues. As such the present title has been taken up.

1.3. STATEMENT OF THE PROBLEM

The problem of the present study has been stated as follows:

“Mental Health of Higher Secondary Students of Mizoram in Relation to their Socio-economic Status, Gender and Stream of Study.”

1.4 OBJECTIVES OF THE STUDY

1. To study the mental health of higher secondary students of Mizoram.
2. To compare the mental health of higher secondary students belonging to different socio-economic status.
3. To compare the mental health of higher secondary students on the basis of their gender.
4. To compare the mental health of higher secondary students with reference to their stream of study.

1.5 HYPOTHESES

The study was undertaken to test and verify the following hypotheses:-

1. Higher secondary students of Mizoram have high level of mental health.
2. There exists a significant difference in the level of mental health of higher secondary students of Mizoram belonging to different socio-economic status.
3. There exists a significant difference between the mental health of boys and girls of higher secondary students of Mizoram.

4. There exists a significant difference between the mental health of arts and science students of higher secondary schools of Mizoram.
5. There exists a significant difference between the mental health of arts and commerce students of higher secondary schools of Mizoram.
6. There exists a significant difference between the mental health of science and commerce students of higher secondary schools of Mizoram.

1.6 OPERATIONAL DEFINITIONS OF THE TERMS USED

The terms used in the title of the study carry some specific meaning. The operational definition of these terms is given as follows:-

1. **Mental Health:** Mental Health in the study will refer to a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.
2. **Higher Secondary Students:** Higher Secondary Students here means students pursuing class XI and XII in Higher Secondary Schools.
3. **Socio-economic Status:** For the present study, only income of the family of respondents was taken to determine the socio-economic status. To determine the socio-economic status as low, middle and high, respondents were arranged in order of the income of their parents. After arranging them in ascending order the top 27% (81 respondents) of the respondents were grouped as high socio-economic status, the lowest 27% (81 respondents) of the respondents were grouped as low socio-economic status. The middle 46% (138 respondents) were taken as middle socio-economic status.

4. **Stream of Study:** Stream of Study in the proposed study will refer to the discipline of Arts, Science and Commerce at the Higher Secondary School level.

1.7 DELIMITATION OF THE STUDY

The study has been delimited to Aizawl District only and delimited only to non-vocation streams.

1.8 ORGANISATION OF THE REPORT

The report of the present study has been divided into four (4) chapters to facilitate a systematic presentation.

CHAPTER I: INTRODUCTION - The first chapter is an introduction which begins with the concept of mental health. The chapter also deals with rationale of the study, statement of the problem, objectives and hypotheses of the study. Operational definitions of the terms used and delimitation of the study has also been incorporated in this chapter. This chapter also includes review of related studies on Mental Health.

CHAPTER II: METHODOLOGY AND PROCEDURE - The second chapter describes the methodology and procedure adopted for the study. The method of study, population, sample and sampling design, tools for data collection, administration and scoring of data and statistical techniques for analysis of data have been discussed in this chapter.

CHAPTER III: ANALYSIS AND INTERPRETATION OF DATA - This chapter presents an analysis and interpretation of the collected data. The mental health of higher secondary students in relation to their socio-economic status, gender and stream of study are reported separately.

CHAPTER IV: MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH - The fourth chapter is the concluding chapter which is devoted to major findings, discussions, recommendations, and suggestions for further research.

CHAPTER – II

METHODOLOGY AND PROCEDURES

This chapter deals with the methodology adopted in the present investigation. The methodology and procedures followed by the investigator in the present study is discussed in the following manner:

- 2.1 Method of Study,
- 2.2 Population, Sample and Sampling Design,
- 2.3 Tools for Data Collection,
- 2.4 Administration and Scoring of Data, and
- 2.5 Statistical Techniques for Analysis of Data.

2.1 METHOD OF STUDY

The present study mainly belongs to the category of descriptive research as it involves survey and fact finding enquiry relating to the mental health of higher secondary students in relation to their socio-economic status, gender and stream of study.

2.2 POPULATION, SAMPLE AND SAMPLING DESIGN

Since the present investigation is concern with the study of mental health of higher secondary students, the population consists of all students studying in higher secondary schools in Aizawl District.

The sample for the present study was drawn from all the higher secondary schools of Aizawl District. Cluster purposive sampling method was adopted to ensure that proportional representation was maintained for all the three streams of study.

The size of the sample was 300 students consisting of 100 students each from science, arts and commerce stream selected from the sample schools.

Table No. 2.1
Total Number of Higher Secondary Schools and Sample Taken

Sl.No.	Stream of Study	Total Number of Higher Secondary School	Sample	Percentage of the Sample
1	ARTS	53	3	5.66
2	SCIENCE	22	3	33.33
3	COMMERCE	12	3	25

Table No. 2.1 shows the total number of higher secondary schools and sample taken. A look at the table reveals that out of a total of 53 Higher Secondary Schools offering Arts, the investigator has taken three (3) schools as sample for the study. The percentage of the sample for the stream of Arts is 5.66%. Similarly, out of 22 and 12 offering Science and Commerce, the investigator has taken three (3) schools each as sample for the study which is 33.33% and 25% respectively.

2.3 TOOLS FOR DATA COLLECTION

For the purpose of finding out the mental health of higher students, the Mental Health Scale (MHS) developed by Dr.S.P.Anand (1985) was used.

This Likert type Scale (Anand, 1990, 2004, 2005) is based upon six icons of mental health. These are expressed in statements with serial numbers on the Scale as:

1. Self-concept:

10 11 21 23 36 45 48 49 50 53

These statements are read as: I am a child of self confidence. I am an unlucky fellow.

2. Perception of self among others:

1 8 17 24 29 30 31 34 39 42 44 46
47 60

These statements are read as: My neighbors take me as a good child. I find my friends jealous of me for nothing.

3. Perception of others:

6 9 13 15 19 26 28 40 57 59

These statements are read as: Each one of us is a respectful personality. There is no charm in making friends.

4. Concept of life:

3 7 12 16 25 32 38 43 54 58

These statements are read as: The human life is the best form of life. Life is a burden on me.

5. Feelings of adjustment:

2 4 22 33 35 37 41 52

These statements are read as: I always mould myself to the situations. I always find myself in tension.

6. Perception of achievement:

5 14 18 20 27 51 55 56

These statements are read as: I am happy over my achievements. I am usually a failure in what I do.

It is a Scale of 60 (40-ve and 20+ive) statements. These have been identified from the bulk of 120 statements, 20 (10+ve and 10-ive) for each of the six dimensions. The list of these statements was administered on 150 students. The item analysis was done for the 40-top and 40-bottom level scoring lists. The statements with highest t and chi-square values were included in the Scale irrespective of their being in any one of the six dimensions.

Serial numbers of negative statements on the Scale:

1	2	3	4	7	8	9	11	12	15	16
18	19	20	21	22	23	25	26	29	30	31
32	33	35	36	39	41	42	44	45	47	48
49	51	53	55	57	58	59				

Serial numbers of positive statements on the Scale:

5	6	10	13	14	17	24	27	28	34	37
38	40	43	46	50	52	54	56	60		

The test-retest and split-half reliability of the Scale has been tested as .95 and .82 on 235 students. Its face and content validity was duly taken care of. The construct validity was determined by arriving at a matrix of coefficients of correlation as .83, .75, .74, .75, .73 and .70 between the scores of six dimensions and the total of it.

Against each statement five choice are given as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). To record their responses the students make one choice of them. The responses were scored as 4, 3, 2, 1, 0 for positive statements and this order is reversed while scoring responses to negative ones.

The values of central tendency of mental health scores of 235 students have been found to revolve around 165-68. A score of 160 was fixed (two third of the maximum score of 240) as the minimum score of the student for taking him as

mentally healthy. Of course, the students scoring below that should be seen as in need of guidance and counseling for mental health. The students take 10-20 minutes to work on the Scale. The specimen copy of Scale has been given in Appendix 1.

2.4 ADMINISTRATION AND SCORING OF DATA

To find out the mental health using the Mental Health Scale (MHS), the investigator personally visited all the schools selected as sample for the study and administered the Scale to the selected samples. The respondents were given enough time to ponder over all the statements in the scale so as to ensure a truthful response from them.

The filled in Mental Health Scale were scored following the pattern suggested by the author of the scale. The scale consists of 60 (40-ve and 20+ive) statements. Against each statement five choices are given as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). To record their responses the students make one choice of them. The responses were scored as 4, 3, 2, 1,0 for positive statements and this order is reversed while scoring responses to negative ones. As per the instruction given in the scale, the score were then tabulated separately for the whole scales, for socio-economic, gender and streams of study. A score of 160 (two third of the maximum score of 240) was fixed as the minimum score of the student for taking him as mentally healthy. At the same time, the students scoring below that were taken as not mentally healthy and in need of guidance and counseling for mental health.

2.5 STATISTICAL TECHNIQUES FOR ANALYSIS OF DATA

The tabulated scores of the Mental Health Scale were classified in accordance with socio-economic status, gender and streams of studies for carrying out statistical analysis. For analysing the data, the investigator employed the following statistical techniques:-

- 1) Frequency Distribution to find out the Mean and Standard Deviation of different categories of respondents.
- 2) 't' test to find out the significance of difference between various categories of respondents.
- 3) Percentage to study the nature of distribution of mental health scores of different categories of respondents.

CHAPTER - III

ANALYSIS AND INTERPRETATION OF DATA

The data for the present study were collected by using a Mental Health Scale (MHS) by Dr.S.P.Anand. The responses obtained from the subjects were scored following the standard scoring procedures described in the manual. The students who score more than two third of the maximum score were considered to be mentally healthy and the students below that should be seen as not mentally healthy and in need of guidance and counseling for mental health. The scores were classified, tabulated and analyzed and the details are given in the present chapter. The analysis of the data was carried out with the help of appropriate statistical techniques, keeping in view the objectives of the study and the findings were meaningfully interpreted. The details are given in the following ways:-

3.1 MENTAL HEALTH OF HIGHER SECONDARY STUDENTS OF MIZORAM

The following table shows the mean score of higher secondary students on the Mental Health Scale. The percentages of mentally healthy and mentally unhealthy are also presented in the table.

Table No – 3.1

Mental Health of Higher Secondary Students

Students	Total Number of Students	Mean Score	Percentage of Mentally Healthy	Percentage of Mentally Unhealthy
Science	300	166.5	67	33
Commerce				
Arts				

A perusal of data vide Table No. 3.1 reveals that the mean score of the respondents on the Mental Health Scale was 166.5 which is higher than the criteria for considering one as mentally healthy. This means that higher secondary schools students of Mizoram were mentally healthy. However, the table also shows that 33% of the students were mentally unhealthy and were in need of guidance and counseling for mental health.

3.1.1 Mental Health of Higher Secondary Students in Relation to Socio-economic Status

The following table shows the mean score of higher secondary students in relation to socio-economic status on the Mental Health Scale. The percentages of mentally healthy and mentally unhealthy are also presented in the table.

Table No – 3.2

Mental Health of Higher Secondary Students in Relation to Socio-economic Status

Socio-economic status	Total Number of Students	Mean	Percentage of Mentally Healthy	Percentage of Mentally Unhealthy
Low Family Income	81	162.9	58.02	41.98
Middle Family Income	138	167.6	73.91	26.09
High Family Income	81	168.2	65.43	34.57

A perusal of data vide Table No. 3.2 reveals that the mean score of the respondents from low family income on the Mental Health Scale was 162.9 which is higher than the criteria for considering one as mentally healthy. The mean score of the respondents from middle family income on the Mental Health Scale was 167.6 which is higher than the criteria for considering one as mentally healthy. The mean score of the respondents from high family income on the Mental Health Scale was 168.2 which is higher than the criteria for considering one as mentally healthy. This means that higher secondary schools students from low family income, middle family

income, and high family income of Mizoram were mentally healthy. Detailed analysis on the other hand shows that 41.98% of the students from low family income, 26.09% of the students from middle family income, and 34.57% of the students from high family income were mentally unhealthy and were in need of guidance and counseling for mental health.

3.1.2 Mental Health of Male and Female of Higher Secondary Students

The following table shows the mean score of male and female higher secondary students on the Mental Health Scale. The percentages of mentally healthy and mentally unhealthy are also presented in the table.

Table No – 3.3
Mental Health of Male and Female of Higher Secondary Students

Gender	Total Number of Students	Mean Score	Percentage of Mentally Healthy	Percentage of Not Mentally Unhealthy
Male	150	167.2	67	33
Female	150	165.8	67	33

A perusal of data vide Table 3.3 reveals that the mean score of the male respondents on the Mental Health Scale was 167.2 which is higher than the criteria for considering one as mentally healthy. The mean score of the female respondents on the Mental Health Scale was 165.8 which is higher than the criteria for considering one as mentally healthy. This means that male and female higher secondary schools students of Mizoram were mentally healthy. A detailed analysis of the table however, shows that 33% male and female higher secondary schools students were mentally unhealthy and were in need of guidance and counseling for mental health.

3.1.3. Mental Health of Higher Secondary Students in Relation to Different Streams of Study

The following table shows the mean score of higher secondary students in relation to different streams of study on the Mental Health Scale. The percentages of mentally healthy and mentally unhealthy are also presented in the table.

Table No – 3.4

Mental Health of Higher Secondary Students in Different Streams of Study

Stream of Study	Total Number of Students	Mean Score	Percentage of Mentally Healthy	Percentage of Not Mentally Healthy
Science	100	168.4	71	29
Commerce	100	168.4	68	32
Arts	100	162.4	62	38

A perusal of data vide Table No. 3.4 reveals that the mean score of the respondents from Science and commerce streams on the Mental Health Scale were 168.4 which is higher than the criteria for considering one as mentally healthy. The mean score of the respondents from arts stream on the Mental Health Scale was 162.4 which is higher than the criteria for considering one as mentally healthy. This means that higher secondary schools students from science and commerce streams of Mizoram were equally healthier mentally than the arts students. A detailed study of the table however shows that 29% of the students from science stream, 32% of the students from commerce stream, and 38% of the students from arts stream were mentally unhealthy and were in need of guidance and counseling for mental health.

3.2 SIGNIFICANCE OF DIFFERENCE BETWEEN THE MENTAL HEALTH OF HIGHER SECONDARY STUDENTS BELONGING TO DIFFERENT SOCIO-ECONOMIC STATUS

To compare the mental health of higher secondary students belonging to different socio-economic status, the mean and standard deviation of the scores were

obtained. The mean differences were tested applying ‘t’ test and the detail results is shown in the following way:

3.2.1. Significance of Difference between the Mental Health of Students Belonging to Low family Income and Middle Family Income

The following table shows the comparison of Low family Income and Middle Family Income on mental health.

Table No – 3.5
Comparative Analysis of Respondents Belonging to Low Family Income and Middle Family Income

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	162.9	19.1	1.53	3.07
Middle Family Income	138	167.6	17.3		

**Significant at .01 level

A perusal of data vide Table No. 3.5 reveals that the ‘t’ value of 3.07 is much greater than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and middle family income is significant at .01 level of confidence for 298 df. However, this difference in the mean score is in favour of the middle family income students whose mean score of 167.6 is higher than the mean score of low family income students which is 162.9. The result indicates that the students coming from middle family income are more mentally healthier than the students coming from low family income.

3.2.2. Significance of Difference between the Mental Health of Students Belonging to Low family Income and High Family Income

The following table shows the comparison of low family income and high family income on mental health.

Table No – 3.6

Comparative Analysis of Respondents Belonging to Low Family Income and High Family Income

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	162.9	19.1	3.02	1.75
High Family Income	81	168.2	19.4		

The perusal of the data vide Table No. – 3.6 reveals that the ‘t’ value 1.75 is lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and high family income is not significant at any level. However, a comparison of their mean score shows that the students coming from high family income are more mentally healthier than those students coming from low family income.

3.2.3. Significance of Difference between the Mental Health of Students Belonging to Middle family Income and High Family Income

The following table shows the comparison of middle family income and high family income respondents on mental health.

Table No. 3.7

Comparative Analysis of Respondents Belonging to Middle Family Income and High Family Income

INCOME	N	MEAN	SD	SE _D	t VALUE
Middle Family Income	138	167.6	17.3	2.61	.23
High Family Income	81	168.2	19.4		

The perusal of the data vide Table No. 3.7 shows that the ‘t’ value of .23 is much lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from middle family income and high family income is not significant

at any level. However, a comparison of their mean score shows that the students coming from high family income are more mentally healthier than those students coming from middle family income.

3.2.4. Significance of Difference between the Mental Health of Students Belonging to Low family Income and Middle Family Income on 1st Icon (Self Concept)

The following table shows the comparison of low family income and middle family income on 1st icon (Self Concept).

Table No – 3.8
Comparative Analysis of Respondents Belonging to Low Family Income and Middle Family Income on 1st Icon (Self Concept)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	23.75	5	.66	7.65
Middle Family Income	138	28.8	4.2		

** Significant at .01 level

The perusal of the data vide Table No. 3.8 reveals that the ‘t’ value 7.65 for the significance of difference between students coming from low family income and middle family income is much higher than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and middle family income is significant. However, a comparison of their mean scores shows that the students coming from middle family income are more mentally healthier than those students coming from low family income with regards to their self concept.

3.2.5. Significance of Difference between the Mental Health of Students Belonging to Low family Income and High Family Income on 1st Icon (Self Concept)

The following table shows the comparison of low family income and high family income on 1st icon (Self Concept).

Table No – 3.9

Comparative Analysis of Respondents Belonging to Low Family Income and High Family Income on 1st Icon (Self Concept)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	23.75	5	.81	1.67
High Family Income	81	25.1	5.3		

The perusal of the data vide Table No. 3.9 shows that the ‘t’ value of 1.67 is lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and high family income with regards to their self concept is not significant at any level. However, a comparison of their mean score shows that the students coming from high family income are more mentally healthier than the students coming from low family income with regards to their self concept.

3.2.6. Significance of Difference between the Mental Health of Students Belonging to Middle family Income and High Family Income on 1st Icon (Self Concept)

The following table shows the comparison of middle family income and high family income on 1st icon (Self Concept).

Table No – 3.10

Comparative Analysis of Respondents Belonging to Middle Family Income and High Family Income on 1st Icon (Self Concept)

INCOME	N	MEAN	SD	SE _D	t VALUE
Middle Family Income	138	28.8	4.2	.66	5.61
High Family Income	81	25.1	5.3		

** Significant at .01 level

The perusal of the data vide Table No. 3.10 reveals that the ‘t’ value of 5.61 is much higher than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the mental health of the higher secondary students coming from middle family income and high family income with regards to their self concept. However, a comparison of their mean score shows that the students coming from middle family income are more mentally healthier than the students coming from high family income with regards to their self concept.

3.2.7. Significance of Difference between the Mental Health of Students Belonging to Low family Income and Middle Family Income on 2nd Icon (Perception of Self among Others)

The following table shows the comparison of low family income and middle family income on 2nd icon (Perception of Self among Others).

Table No – 3.11

Comparative Analysis of Respondents Belonging to Low Family Income and Middle Family Income on 2nd Icon (Perception of Self among Others)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	39.35	5.25	.71	2.32
Middle Family Income	138	41	4.75		

** Significant at .05 level

The perusal of the data vide Table No. 3.11 reveals that the ‘t’ value of 2.32 is lower than the criterion ‘t’ value at .01 level (2.59) and higher at .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and middle family income is significant. However, a comparison of their mean score shows that the students coming from middle family income are more mentally healthier than those students coming from low family income with regards to their perception of self among others.

3.2.8. Significance of Difference between the Mental Health of Students Belonging to Low family Income and High Family Income on 2nd Icon (Perception of Self among Others)

The following table shows the comparison of low family income and high family income on 2nd icon (Perception of Self among Others).

Table No – 3.12

Comparative Analysis of Respondents Belonging to Low Family Income and High Family Income 2nd Icon (Perception of Self among Others)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	39.35	5.25	.82	1.83
High Family Income	81	40.85	5.15		

The perusal of the data vide Table No – 3.12 reveals that the ‘t’ value of 1.83 is lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and high family income with regards to their perception of self among others is not significant at any level. However, a comparison of their mean score shows that the students coming from high family income students are more mentally healthier than the students coming from low family income with regards to their perception of self among others.

3.2.9. Significance of Difference between the Mental Health of Students Belonging to Middle family Income and High Family Income on 2nd Icon (Perception of Self among Others)

The following table shows the comparison of middle family income and high family income on 2nd icon (Perception of Self among Others).

Table No – 3.13

Comparative Analysis of Respondents Belonging to Middle Family Income and High Family Income on 2nd Icon (Perception of Self among Others)

INCOME	N	MEAN	SD	SE _D	t VALUE
Middle Family Income	138	41	4.75	.7	.21
High Family Income	81	40.85	5.15		

A perusal of data vide table No.3.13 reveals that the ‘t’ value of .21 is lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the mental health of the higher secondary students coming from middle family income and high family income with regards to their perception of self among others. However, a comparison of their mean score shows that the students coming from middle family income are more mentally healthier than the students coming from high family income with regards to their perception of self among others.

3.2.10. Significance of Difference between the Mental Health of Students Belonging to Low family Income and Middle Family Income on 3rd Icon (Perception of Others)

The following table shows the comparison of low family income and middle family income respondents on 3rd icon (Perception of Others).

Table No – 3.14

Comparative Analysis of Respondents Belonging to Low Family Income and Middle Family Income on 3rd Icon (Perception of Others)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	35.4	3.05	.4	15.25
Middle Family Income	138	29.3	2.6		

** Significant at .01 level

A perusal of data vide table No. 3.14 reveals that the ‘t’ value of 15.25 is much higher than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and middle family income is significant. However, a comparison of their mean score shows that the students coming from low family income are more mentally healthier than those students coming from middle family income with regards to their perception of others.

3.2.11. Significance of Difference between the Mental Health of Students Belonging to Low family Income and High Family Income on 3rd Icon (Perception of Others)

The following table shows the comparison of low family income and high family income on 3rd icon (Perception of Others).

Table No – 3.15

Comparative Analysis of Respondents Belonging to Low Family Income and High Family Income on 3rd Icon (Perception of Others)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	35.4	3.05	.44	13.75
High Family Income	138	29.35	2.6		

** Significant at .01 level

A perusal of data vide Table No. 3.15 reveals that the ‘t’ value of 13.75 is much higher than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This shows that there is significant difference between the mental health of the higher secondary students coming from low family income and high family income with regards to their perception of others. However, a comparison of their mean score shows that the students coming from low family income are more mentally healthier than the students coming from high family income with regards to their perception of others.

3.2.12. Significance of Difference between the Mental Health of Students belonging to Middle family Income and High Family Income on 3rd Icon (Perception of Others)

The following table shows the comparison of middle family income and high family income on 3rd icon (Perception of Others).

Table No – 3.16

Comparative Analysis of Respondents Belonging to Middle Family Income and High Family Income on 3rd Icon (Perception of Others)

INCOME	N	MEAN	SD	SE _D	t VALUE
Middle Family Income	138	29.3	2.6	.36	.14
High Family Income	81	29.35	2.6		

A perusal of data vide Table No. 3.16 reveals that the ‘t’ value of .14 is lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the mental health of the higher secondary students coming from middle family income and high family income with regards to their perception of others. However, a comparison of their mean score shows that the students coming from high family income are more mentally healthier

than the students coming from middle family income with regards to their perception of others.

3.2.13. Significance of Difference between the Mental Health of Students Belonging to Low family Income and Middle Family Income on 4th Icon (Concept of Life)

The following table shows the comparison of low family income and middle family income respondents on 4th icon (Concept of Life).

**Table No – 3.17
Comparative Analysis of Respondents Belonging to Low Family Income and Middle Family Income on 4th Icon (Concept of Life)**

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	33.6	4.45	.64	3.59
Middle Family Income	138	31.3	4.8		

** Significant at .01 level

A perusal of data vide Table No. 3.17 shows that the ‘t’ value of 3.59 is much higher than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and middle family income is significant. However, a comparison of their mean score reveals that the students coming from low family income are more mentally healthier than the students coming from middle family income with regards to their concept of life.

3.2.14. Significance of Difference between the Mental Health of Students Belonging to Low family Income and High Family Income on 4th Icon (Concept of Life)

The following table shows the comparison of low family income and high family income on 4th icon (Concept of Life).

Table No – 3.18

Comparative Analysis of Respondents Belonging to Low Family Income and High Family Income on 4th Icon (Concept of Life)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	33.6	4.45	.75	3.47
High Family Income	81	31	5.15		

** Significant at .01 level

A perusal of data vide Table No. 3.18 reveals that the ‘t’ value of 3.47 is significant at the criterion ‘t’ value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the mental health of the higher secondary students coming from low family income and high family income with regards to their concept of life. However, a comparison of their mean score shows that the students coming from low family income students are more mentally healthier than the students coming from high family income with regards to their concept of life.

3.2.15. Significance of Difference between the Mental Health of Students Belonging to Middle family Income and High Family Income on 4th Icon (Concept of Life)

The following table shows the comparison of middle family income and high family income on 4th icon (Concept of Life).

Table No – 3.19

Comparative Analysis of Respondents Belonging to Middle Family Income and High Family Income on 4th Icon (Concept of Life)

INCOME	N	MEAN	SD	SE _D	t VALUE
Middle Family Income	138	31.3	4.8	.71	.42
High Family Income	81	31	5.15		

A perusal of data vide Table No. 3.19 shows that the ‘t’ value of .42 is lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the mental health of the higher secondary students coming from middle family income and high family income with regards to their concept of life. However, a comparison in their mean score shows that the students coming from middle family income students are more mentally healthier than the students coming from high family income students with regards to their concept of life.

3.2.16. Significance of Difference between the Mental Health of Students Belonging to Low family Income and Middle Family Income on 5th Icon (Feelings of Adjustment)

The following table shows the comparison of low family income and middle family income respondents on 5th icon (Feelings of Adjustment).

Table No – 3.20

Comparative Analysis of Respondents Belonging to Low Family Income and Middle Family Income on 5th Icon (Feelings of Adjustment)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	16.3	4.2	.58	.26
Middle Family Income	138	16.15	4.1		

A perusal of data vide Table No. 3.20 reveals that the ‘t’ value of .26 is much lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students belonging to low family income and middle family income is not significant at any level. However, a comparison of their mean score shows that this difference is in favour of students coming from low family income. This indicates that although the finding is not significant the students coming from low family income are more mentally healthier than those students coming from middle family income students with regards to their feelings of adjustment.

3.2.17. Significance of Difference between the Mental Health of Students Belonging to Low Family Income and High Family Income on 5th Icon (Feelings of Adjustment)

The following table shows the comparison of low family income and high family income on 5th icon (Feelings of Adjustment).

Table No – 3.21

Comparative Analysis of Respondents Belonging to Low Family Income and High Family Income on 5th Icon (Feelings of Adjustment)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	16.3	2.2	.68	.22
High Family Income	81	16.45	4.4		

A perusal of data vide Table No. 3.21 reveals that the ‘t’ value of .22 is not significant at the criterion ‘t’ value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the mental health of the higher secondary students belonging to students coming from low family income and high family income with regards to their feelings of adjustment. However, the mean scores shows that the students coming from the high family

income are more mentally healthier than the low family income with regards to their feelings of adjustment.

3.2.18. Significance of Difference between the Mental Health of Students Belonging to Middle Family Income and High Family Income on 5th Icon (Feelings of Adjustment)

The following table shows the comparison of middle family income and high family income respondents on 5th icon (Feelings of Adjustment).

Table No – 3.22

Comparative Analysis of Respondents Belonging to Middle Family Income and High Family Income on 5th Icon (Feelings of Adjustment)

INCOME	N	MEAN	SD	SE _D	t VALUE
Middle Family Income	138	16.15	4.1	.6	.5
High Family Income	81	16.45	4.4		

A perusal of data vide Table No. 3.22 shows that the ‘t’ value of .5 reveals that there is no significant difference at the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the mental health of the higher secondary students coming from middle family income and high family income with regards to their feelings of adjustment. However, a comparison of their mean score shows that the students coming from the high family income are more mentally healthier than the students coming from middle family income with regards to their feelings of adjustment.

3.2.19. Significance of Difference between the Mental Health of Students Belonging to Low Family Income and Middle Family Income on 6th Icon (Perception of Achievement)

The following table shows the comparison of low family income and middle family income on 6th icon (Perception of Achievement).

Table No – 3.23

Comparative Analysis of Respondents Belonging to Low Family Income and Middle Family Income on 6th Icon (Perception of Achievement)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	24.7	1.1	.22	.91
Middle Family Income	138	24.9	2.35		

A perusal of data vide Table No. 3.23 shows that the ‘t’ value of .91 is lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and middle family income is not significant at any level. However, a comparison of their mean score shows that the students coming from middle family income are more mentally healthier than the students coming from low family income with regards to their perception of achievement.

3.2.20. Significance of Difference between the Mental Health of Students Belonging to Low Family Income and High Family Income on 6th Icon (Perception of Achievement)

The following table shows the comparison of low family income and high family income on 6th icon (Perception of Achievement).

Table No – 3.24

Comparative Analysis of Respondents Belonging to Low Family Income and High Family Income on 6th Icon (Perception of Achievement)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	24.7	1.1	.35	1.86
High Family Income	81	24.35	3.05		

A perusal of data vide Table No. 3.24 reveals that the ‘t’ value of 1.86 is not significant at the criterion ‘t’ value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the mental health of the higher secondary students coming from low family income and high family income with regards to their perception of achievement. However, a comparison of their mean score shows that the students coming from low family income are more mentally healthier than the students coming from high family income with regards to their perception of achievement.

3.2.21. Significance of Difference between the Mental Health of Students Belonging to Middle Family Income and High Family Income on 6th Icon (Perception of Achievement)

The following table shows the comparison of Middle Family Income and High Family Income on 6th icon (Perception of Achievement).

Table No. – 3.25

Comparative Analysis of Respondents Belonging to Middle Family Income and High Family Income on 6th Icon (Perception of Achievement)

INCOME	N	MEAN	SD	SE _D	t VALUE
Middle Family Income	138	24.9	2.35	.39	1.15
High Family Income	81	25.35	3.05		

A perusal of data vide Table No. 3.25 reveals that the 't' value of 1.15 is not significant at the criterion 't' value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the mental health of the higher secondary students coming from middle family income and high family income with regards to their perception of achievement. However, a comparison of their mean score shows that the students coming from high family income are more mentally healthier than the students coming from middle family income with regards to their perception of achievement.

3.3. SIGNIFICANCE OF DIFFERENCE BETWEEN THE MENTAL HEALTH OF HIGHER SECONDARY STUDENTS ON THE BASIS OF GENDER

In order to compare the mental health of higher secondary students on the basis of their gender in Aizawl district, the mean and standard deviation of the scores were obtained. The mean differences were tested applying 't' test and the detail results is shown in the following way:

3.3.1. Significance of Difference between the Mental Health of Male and Female Respondents

The following table shows the significance of difference between the mental health of male and female respondents.

Table No. 3.26

Comparative Analysis of Male and Female Respondents on Mental Health

SEX	N	MEAN	SD	SED	t VALUE
Male	150	167.2	19.1	2.15	.65
Female	150	165.2	18.1		

A perusal of data vide Table No. 3.26 shows that the 't' value of .65 is very lower than the criterion 't' value at .01(2.59) and .05 (1.97) level of confidence for 298 df. This means that there is no significant difference between males and females in their mental health. However, a comparison of their mean score shows that the difference is in favour of males whose average mean score is higher than their female counterparts.

3.3.2. Significance of Difference between the Mental Health of Male and Female Respondents on 1st Icon (Self Concept)

The following table shows the significance of difference between the mental health of male and female respondents on 1st icon (Self Concept).

Table No. 3.27

Comparative Analysis of Male and Female Respondents on 1st Icon (Self Concept)

SEX	N	MEAN	SD	SE _D	t VALUE
Male	150	24.95	5	.55	.73
Female	150	24.55	4.35		

A perusal of data vide Table No. 3.27 reveals that the 't' value which is .73 is lower than the criterion 't' value at .01 level (2.59) of confidence for 298 df. This means that there is no significant difference between males and females in their mental health towards self concept. However, a comparison of their mean score shows that the difference is in favour of males whose average mean score is higher than their female counterparts towards self concept.

3.3.3. Significance of Difference between the Mental Health of Male and Female Respondents on 2nd Icon (Perception of Self among Others)

The following table shows the comparison of male and female respondents on 2nd icon (Perception of Self among Others).

Table No. 3.28

Comparative Analysis of Male and Female Respondents on 2nd Icon (Perception of Self among Others)

SEX	N	MEAN	SD	SE _D	t VALUE
Male	150	40.25	5.3	.58	.43
Female	150	40.75	4.7		

A perusal of data vide Table No. 3.28 reveals that 't' value which is .43 is lower than the criterion 't' value at .01 level (2.59) of confidence for 298 df. This means that there is no significant difference between males and females in their

mental health towards perception of self among others. However, a comparison of their mean score shows that the difference is in favour of females whose average mean score is higher than their male counterparts towards perception of self among others.

3.3.4. Significance of Difference between the Mental Health of Male and Female Respondents on 3rd Icon (Perception of Others)

The following table shows the comparison of male and female respondents on 3rd icon (Perception of Others).

Table No. 3.29
Comparative Analysis of Male and Female Respondents on 3rd Icon (Perception of Others)

SEX	N	MEAN	SD	SE _D	t VALUE
Male	150	28.7	2.65	.33	2.58
Female	150	29.55	2.9		

** Significant at .05 level

A perusal of data vide Table No. 3.29 reveals that the ‘t’ value which is 2.58 is lower than the criterion ‘t’ value at .01 level (2.59) and higher at .05 level of confidence for 298 df. This means that there is significant difference between males and females in their mental health towards perception of others. However, a comparison of their mean score shows that the difference is in favour of females whose average mean score is higher than their male counterparts towards perception of others.

3.3.5. Significance of Difference between the Mental Health of Male and Female Respondents on 4th Icon (Concept of Life)

The following table shows the comparison of male and female respondents on 4th icon (Concept of Life).

Table No. 3.30

Comparative Analysis of Male and Female Respondents on 4th Icon (Concept of Life)

SEX	N	MEAN	SD	SE _D	t VALUE
Male	150	31.05	7.9	.76	.33
Female	150	30.8	4.95		

A perusal of data vide Table No. 3.30 reveals that the 't' value which is .33 is lower than the criterion 't' value for at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between males and females in their mental health towards concept of life. However, a comparison of their mean score shows that the difference is in favour of males whose average mean score is higher than their female counterparts towards concept of life.

3.3.6. Significance of Difference between the Mental Health of Male and Female Respondents on 5th Icon (Feelings of Adjustment)

The following table shows the comparison of male and female respondents on 5th icon (Feelings of Adjustment).

Table No. 3.31

Comparative Analysis of Male and Female Respondents on 5th Icon (Feelings of Adjustment)

SEX	N	MEAN	SD	SE _D	t VALUE
Male	150	17	4.6	.47	3.30
Female	150	15.45	3.55		

** Significant at .01 level

A perusal of data vide Table No. 3.31 reveals that 't' value which is 3.30 is much higher than the criterion 't' value at .01 level (2.59) of confidence for 298 df. This means that there is significant difference between males and females in their mental towards feelings of adjustment. However, a comparison of their mean score

shows that the difference is in favour of males whose average mean score is higher than their female counterparts towards feelings of adjustment.

3.3.7. Significance of Difference between the Mental Health of Male and Female Respondents on 6th Icon (Perception of Achievement)

The following table shows the comparison of male and female respondents on 6th icon (Perception of Achievement).

Table No. 3.32
Comparative Analysis of Male and Female Respondents on 6th Icon (Perception of Achievement)

SEX	N	MEAN	SD	SE _D	t VALUE
Male	150	24.65	2.35	.28	2.14
Female	150	25.25	2.3		

** Significant at .05 level

A perusal of data vide Table No. 3.32 reveals that the 't' value which is 2.14 is lower than the criterion 't' value at .01 level (2.59) and higher at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between males and females in their mental health towards perception of achievement. However, a comparison of their mean score shows that the difference is in favour of females whose average mean score is higher than their male counterparts towards perception of achievement.

3.4. SIGNIFICANCE OF DIFFERENCE BETWEEN THE MENTAL HEALTH OF HIGHER SECONDARY STUDENTS WITH REFERENCE TO THEIR STREAM OF STUDY

The different streams of study (Arts, Science, and Commerce) of the mental health of the higher secondary students were compared in Aizawl district. For this, the mean and standard deviation of the scores were obtained. The mean differences were tested applying 't' test and the details are presented in the following table.

3.4.1. Significance of Difference between the Mental Health of Arts and Science Students of Higher Secondary Schools

The following table shows a comparison of mental health of higher secondary schools of Arts and Science students.

Table No. 3.33
Comparative Analysis of Arts and Science Students of Higher Secondary Schools on Mental Health

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	162.7	16.7	2.51	2.27
Science	100	168.4	18.8		

** Significant at .05 level

A perusal of data vide Table No. 3.33 reveals that the 't' value 2.27 is lower than the criterion 't' value at .01 level (2.59) and higher at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and science streams in their mental health. However, the difference in the mean score is in favour of the students coming from science stream whose average mean score is higher than the students coming from arts stream.

3.4.2 Significance of Difference between the Mental Health of Arts and Commerce Students of Higher Secondary Schools

The following table shows a comparison of mental health of higher secondary schools of Arts and Commerce students.

Table No. 3.34
Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on Mental Health

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	162.7	16.7	2.55	2.24
Commerce	100	168.4	19.2		

** Significant at .05 level

A perusal of data vide Table No. 3.34 reveals that the 't' value 2.24 is lower than the criterion 't' value at .01 level (2.59) and higher at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and commerce streams in their mental health. However, the difference in the mean score is in favour of the students coming from commerce stream whose average mean score is much higher than the students coming from arts stream.

3.4.3. Significance of Difference between the Mental Health of Science and Commerce Students of Higher Secondary Schools

The following table shows a comparison of mental health of higher secondary schools of Science and Commerce students.

Table No. 3.35

Comparative Analysis of Respondents of Science and Commerce Students of Higher Secondary Schools on Mental Health

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Science	100	168.4	18.8	2.69	0
Commerce	100	168.4	19.2		

A perusal of data vide Table No. 3.35 reveals that 't' value 0 have no value for the criterion 't' value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from science and commerce streams in their mental health. At the same time, the mean score are also equal for both the students coming from science and commerce streams.

3.4.4. Significance of Difference between the Mental Health of Arts and Science Students of Higher Secondary Schools on 1st Icon (Self Concept)

The following table shows a comparison of mental health of higher secondary schools of Arts and Science students on 1st icon (Self Concept).

Table No. 3.36

Comparative Analysis of Respondents of Arts and Science Students of Higher Secondary Schools 1st Icon (Self Concept)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	26.5	5.45	.73	2.33
Science	100	24.8	4.9		

** Significant at .05 level

A perusal of data vide Table No. 3.36 reveals that the 't' value 2.33 is lower than the criterion 't' value at .01 level (2.59) and higher at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and science streams in their mental health toward self concept. However, the difference in the mean score is in favour of the students coming from arts stream whose average mean score is higher than the students coming from science stream.

3.4.5 Significance of Difference between the Mental Health of Arts and Commerce Students of Higher Secondary Schools on 1st Icon (Self Concept)

The following table shows a comparison of mental health of higher secondary schools of Arts and Commerce students on 1st icon (Self Concept).

Table No. 3.37
Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on 1st Icon (Self Concept)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	26.5	5.45	.72	1.39
Commerce	100	25.5	4.7		

A perusal of data vide Table No. 3.37 reveals that the 't' value 1.39 is lower than the criterion 't' value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from arts and commerce streams in their mental health toward self concept. However, the difference in the mean score is in favour of the students coming from arts stream whose average mean score is higher than the students coming from commerce stream.

3.4.6. Significance of Difference between the Mental Health of Science and Commerce Students of Higher Secondary Schools on 1st Icon (Self Concept)

The following table shows a comparison of mental health of higher secondary schools of Science and Commerce students on 1st icon (Self Concept).

Table No. 3.38
Comparative Analysis of Respondents of Science and Commerce Students of Higher Secondary Schools on 1st Icon (Self Concept)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Science	100	24.8	4.9	.68	1.03
Commerce	100	25.5	4.7		

A perusal of data vide Table No. 3.38 reveals that ‘t’ value 1.03 is lower than the criterion ‘t’ value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from science and commerce stream in their mental health toward self concept. However, their average mean score here reveals that the mean score of the students coming from commerce stream is higher than the students coming from science stream in their mental health toward self concept.

3.4.7. Significance of Difference between the Mental Health of Arts and Science Students of Higher Secondary Schools on 2nd Icon (Perception of Self among Others)

The following table shows a comparison of mental health of higher secondary schools of Arts and Science students on 2nd icon (Perception of Self among Others).

Table No. 3.39

Comparative Analysis of Respondents of Arts and Science Students of Higher Secondary Schools on 2nd Icon (Perception of Self among Others)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	39.6	5.1	.71	2.32
Science	100	41.25	4.95		

** Significant at .05 level

A perusal of data vide Table No. 3.39 reveals that the 't' value 2.32 is lower than the criterion 't' value at .01 level (2.59) and higher at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and science streams in their mental health toward perception of self among others. However, their average mean score here reveals that the mean score of the students coming from science stream is higher than the students coming from arts stream in their mental health toward self concept.

3.4.8. Significance of Difference between the Mental Health of Arts and Commerce Students of Higher Secondary Schools on 2nd Icon (Perception of Self among Others)

The following table shows a comparison of mental health of higher secondary schools of Arts and Commerce students on 2nd icon (Perception of Self among Others).

Table No. 3.40

Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on 2nd Icon (Perception of Self among Others)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	39.6	5.1	.71	1.48
Commerce	100	40.65	5		

A perusal of data vide Table No. 3.40 reveals that the 't' value 1.48 is lower than the criterion 't' value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from arts and commerce streams in their mental health toward perception of self among others. However, their average mean score here reveals that the mean score of the students coming from commerce stream is higher than the students coming from arts stream in their mental health toward perception of self among others.

3.4.9. Significance of Difference between the Mental Health of Science and Commerce Students of Higher Secondary Schools on 2nd Icon (Perception of Self among Others)

The following table shows a comparison of mental health of higher secondary schools of Science and Commerce students on 2nd icon (Perception of Self among Others).

Table No. 3.41

Comparative Analysis of Respondents of Science and Commerce Students of Higher Secondary Schools on 2nd Icon (Perception of Self among Others)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Science	100	41.25	4.95	.71	.85
Commerce	100	40.65	5		

A perusal of data vide Table No. 3.25 reveals that 't' value .85 is lower than the criterion 't' value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from science and commerce streams in their mental health toward perception of self among others. However, their average mean score here reveals that the mean score of the students coming from science stream is higher than the students coming from commerce stream in their mental health toward perception of self among others.

3.4.10. Significance of Difference between the Mental Health of Arts and Science Students of Higher Secondary Schools on 3rd Icon (Perception of Others)

The following table shows a comparison of mental health of higher secondary schools of Arts and Science students on 3rd icon (Perception of Others).

Table No. 3.42

Comparative Analysis of Respondents of Arts and Science Students of Higher Secondary Schools on 3rd Icon (Perception of Others)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	28.3	2.45	.4	3.13
Science	100	29.55	3.15		

** Significant at .01 level

A perusal of data vide Table No. 3.42 reveals that the ‘t’ value 3.13 is much higher than the criterion ‘t’ value .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and science streams in their mental health toward perception of others. However, their average mean score here reveals that the mean score of the students coming from science stream is higher than the students coming from arts stream in their mental health toward perception of others.

3.4.11. Significance of Difference between the Mental Health of Arts and Commerce Students of Higher Secondary Schools on 3rd Icon (Perception of Others)

The following table shows a comparison of mental health of higher secondary schools of Arts and Commerce students on 3rd icon (Perception of Others).

Table No. 3.43

Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on 3rd Icon (Perception of Others)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	28.3	2.45	.37	3.38
Commerce	100	29.55	2.75		

** Significant at .01 level

A perusal of data vide Table No. 3.43 reveals that the ‘t’ value 3.38 is much higher than the criterion ‘t’ value .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and commerce streams in their mental health toward perception of others. However, their average mean score reveals that the mean score of the students coming from commerce stream is higher than the students coming from arts stream in their mental health toward perception of others.

3.4.12. Significance of Difference between the Mental Health of Science and Commerce Students of Higher Secondary Schools on 3rd Icon (Perception of Others)

The following table shows a comparison of mental health of higher secondary schools of Science and Commerce students on 3rd icon (Perception of Others).

Table No. 3.44
Comparative Analysis of Respondents of Science and Commerce Students of Higher Secondary Schools on 3rd Icon (Perception of Others)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Science	100	29.55	3.13	.42	0
Commerce	100	29.55	2.75		

A perusal of data vide Table No. 3.44 reveals that ‘t’ value 0 have no value for the criterion ‘t’ value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from science and commerce streams in their mental health. At the same time, the mean score are also equal for both the students coming from science and commerce streams.

3.4.13. Significance of Difference between the Mental Health of Arts and Science Students of Higher Secondary Schools on 4th Icon (Concept of Life)

The following table shows a comparison of mental health of higher secondary schools of Arts and Science students on 4th icon (Concept of Life).

Table No. 3.45

Comparative Analysis of Respondents of Arts and Science Students of Higher Secondary Schools on 4th Icon (Concept of Life)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	30.5	4.6	.69	1.09
Science	100	31.25	5.05		

A perusal of data vide Table No. 3.45 reveals that the 't' value 1.09 is much lower than the criterion 't' value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from arts and science streams in their mental health toward concept of life. However, their average mean score reveals that the mean score of the students coming from science stream is higher than the students coming from arts stream in their mental health toward concept of life.

3.4.14. Significance of Difference between the Mental Health of Arts and Commerce Students of Higher Secondary Schools on 4th Icon (Concept of Life)

The following table shows a comparison of mental health of higher secondary schools of Arts and Commerce students on 4th icon (Concept of Life).

Table No. 3.46

Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on 4th Icon (Concept of Life)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	30.5	4.6	.92	.54
Commerce	100	31	7.95		

A perusal of data vide Table No. 3.46 reveals that 't' value which .54 is lower than the criterion 't' .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from arts and commerce streams in their mental health toward concept of life. However, their average mean score here reveals that the mean score of the students coming from commerce stream is higher than the students coming from arts stream in their mental health toward concept of life.

3.4.15. Significance of Difference between the Mental Health of Science and Commerce Students of Higher Secondary Schools on 4th Icon (Concept of Life)

The following table shows a comparison of mental health of higher secondary schools of Science and Commerce students on 4th icon (Concept of Life).

Table No. 3.47
Comparative Analysis of Respondents of Science and Commerce Students of Higher Secondary Schools on 4th Icon (Concept of Life)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Science	100	31.25	5.05	.94	.27
Commerce	100	31	7.95		

A perusal of data vide Table No. 3.47 reveals that the 't' value .27 is lower than the criterion 't' .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from science and commerce streams in their mental health toward concept of life. However, their average mean score here reveals that the mean score of the students coming from science stream is higher than the students coming from commerce stream in their mental health toward concept of life.

3.4.16. Significance of Difference between the Mental Health of Arts and Science Students of Higher Secondary Schools on 5th Icon (Feelings of Adjustment)

The following table shows a comparison of mental health of higher secondary schools of Arts and Science students on 5th icon (Feelings of Adjustment).

Table No. 3.48
Comparative Analysis of Respondents of Arts and Science Students of Higher Secondary Schools on 5th Icon (Feelings of Adjustment)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	15.75	3.25	.53	.38
Science	100	15.95	4.1		

A perusal of data vide Table No. 3.48 reveals that the ‘t’ value .38 is much lower than the criterion ‘t’ .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from arts and science streams in their mental health toward feelings of adjustment. However, their average mean score here shows that the mean score of the students coming from science stream is higher than the students coming from arts stream in their mental health toward feelings of adjustment.

3.4.17. Significance of Difference between the Mental Health of Arts and Commerce Students of Higher Secondary Schools on 5th Icon (Feelings of Adjustment)

The following table shows a comparison of mental health of higher secondary schools of Arts and Commerce students on 5th icon (Feelings of Adjustment).

Table No. 3.49

Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on 5th Icon (Feelings of Adjustment)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	15.75	3.25	.58	2.07
Commerce	100	16.95	4.8		

** Significant at .05 level

A perusal of data vide Table No. 3.49 reveals that the 't' value 2.07 is lower than the criterion 't' .01 level (2.59) and higher at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and commerce streams in their mental health toward feelings of adjustment. However, their average mean score here shows that the mean score of the students coming from commerce stream is higher than the students coming from arts stream in their mental health toward feelings of adjustment.

3.4.18. Significance of Difference between the Mental Health of Science and Commerce Students of Higher Secondary Schools on 5th Icon (Feelings of Adjustment)

The following table shows a comparison of mental health of higher secondary schools of Science and Commerce students on 5th icon (Feelings of Adjustment).

Table No. 3.50

Comparative Analysis of Respondents of Science and Commerce Students of Higher Secondary Schools on 5th Icon (Feelings of Adjustment)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Science	100	15.95	4.1	.63	1.59
Commerce	100	16.95	4.8		

A perusal of data vide Table No. 3.50 reveals that the 't' value 1.59 is lower than the criterion 't' .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from science and commerce streams in their mental health toward feelings of adjustment. However, their average mean score here shows that the mean score of the students coming from commerce stream is higher than the students coming from science stream in their mental health toward feelings of adjustment.

3.4.19. Significance of Difference between the Mental Health of Arts and Science Students of Higher Secondary Schools on 6th Icon (Perception of Achievement)

The following table shows a comparison of mental health of higher secondary schools of Arts and Science students on 6th icon (Perception of Achievement)

Table No. 3.51
Comparative Analysis of Respondents of Arts and Science Students of Higher Secondary Schools on 6th Icon (Perception of Achievement)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	24.65	2.1	.35	3.43
Science	100	25.85	2.75		

** Significant at .01 level

A perusal of data vide Table No. 3.51 reveals that the 't' value 3.43 is much higher than the criterion 't' .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and science streams in their mental health toward perception of achievement. However, their average mean score here shows that the mean score of the students coming from science stream is higher than the students coming from arts stream in their mental health toward perception of achievement.

3.4.20. Significance of Difference between the Mental Health of Arts and Commerce Students of Higher Secondary Schools on 6th Icon (Perception of Achievement)

The following table shows a comparison of mental health of higher secondary schools of Arts and Commerce students on 6th icon (Perception of Achievement).

Table No. 3.52
Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on 6th Icon (Perception of Achievement)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	24.65	2.1	.28	.89
Commerce	100	24.4	2		

A perusal of data vide Table No. 3.52 reveals that the ‘t’ value .89 is lower than the criterion ‘t’ .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from arts and commerce streams in their mental health toward perception of achievement. However, their average mean score here shows that the mean score of the students coming from arts stream is higher than the students coming from commerce stream in their mental health toward perception of achievement.

3.4.21. Significance of Difference between the Mental Health of Science and Commerce Students of Higher Secondary Schools on 6th Icon (Perception of Achievement)

The following table shows a comparison of mental health of higher secondary schools of Science and Commerce students on 6th icon (Perception of Achievement).

Table No. 3.53

Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on 6th Icon (Perception of Achievement)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Science	100	25.85	2.75	.35	4.14
Commerce	100	24.4	2		

** Significant at .01 level

A perusal of data vide Table No. 3.53 reveals that the 't' value 4.14 is much higher than the criterion 't' .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from science and commerce streams in their mental health toward perception of achievement. However, their average mean score here shows that the mean score of the students coming from science stream is higher than the students coming from commerce stream in their mental health toward perception of achievement.

CHAPTER - IV

MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter is divided into four sections. The major findings of the study have been presented in section 4.1, Discussions of the present study is presented in section 4.2, Recommendations of the present study is presented in section 4.3, and lastly Suggestions for further research is presented in section 4.4.

4.1 MAJOR FINDINGS OF THE STUDY

4.1.1. The Mental Health of Higher Secondary Students

The mental health of higher secondary students was studied through the application of Mental Health Scale developed by Dr.S.P. Anand.

1. The mean score of the higher secondary schools students showed that they were mentally healthy. At the same time, 67% were found to be mentally healthy while 33% were found to be not mentally healthy and in need of guidance and counseling for mental health.
2. In respect to socio-economic status, there were 81 students coming from low family income, out of which 58.02% were found to be mentally healthy while 41.98% were found to be not mentally healthy and in need of guidance and counseling for mental health. There were 138 students coming from middle family income, out of which 73.91% were found to be mentally healthy while 26.09% were found to be not mentally healthy and in need of guidance and counseling for mental health. Out of the 81 students coming from high family income, 65.43%

were found to be mentally healthy while 34.57% were found to be not mentally healthy and in need of guidance and counseling for mental health.

3. Genderwise, 67% male and 67% female of higher secondary students were found to be mentally healthy while 33% male and 33% female were found to be mentally unhealthy and in need of guidance and counseling for mental health. This implies that the male and female students of higher secondary students were found to have the same mental health.
4. On the basis of stream of study - from the science stream, 71% were found to be mentally healthy while 29% were found to be mentally unhealthy and in need of guidance and counseling for mental health. From the commerce stream, 68% were found to be mentally healthy while 32% were found to be mentally unhealthy and in need of guidance and counseling for mental health. From the Arts stream, 62% were found to be mentally healthy while 38% were found to be mentally unhealthy and in need of guidance and counseling for mental health.

4.1.2. Significance of Difference between the Mental Health of Higher Secondary Students Belonging to Different Socio-economic Status

In order to compare the mental health of higher secondary students belonging to different socio-economic status, economic status (i.e. income of the family) only was studied. The mean and standard deviation of the scores, and the mean differences were tested by applying 't' test and the following are the major finding :-

1. There was significant difference between the mental health of students coming from low family income and middle family income. The comparison of their mean score showed that students coming from middle family income were mentally healthier than those students coming from low family income. The difference of mental health of students coming from low family income and high family income was not significant at any level. Although the finding was

not significant students coming from high family income were more mentally healthier than those students coming from low family income. The difference of mental health of students coming from middle family income and high family income was not significant at any level. Although the finding was not significant the students coming from high family income were more mentally healthier than the students coming from low family income.

2. There was significant difference between the mental health of students coming from low family income and middle family income in the 1st icons (self concept). The comparison of their mean score showed that the students coming from middle family income were more mentally healthier than those students coming from low family income with regards to their self concept. Secondly, there was no significant difference between the mental health of students coming from low family income and high family income in the 1st icons (self concept). The comparison of their mean score showed that the students coming from high family income were more mentally healthier than those students coming from low family income with regards to their self concept. Thirdly, there was significant difference between the mental health of students coming from middle family income and high family income in the 1st icons (self concept). The comparison of their mean score showed that the students coming from middle family income were more mentally healthier than those students coming from high family income with regards to their self concept.
3. There was significant difference between the mental health of students coming from low family income and middle family income in the 2nd icons (perception of self among others). The comparison of their mean score showed that the students coming from middle family income were more mentally healthier than those students coming from low family income with regards to their perception of self among others. Secondly, there was no significant difference between the mental health of students coming from low family income and high family income in the 2nd icons (perception of self among others). The comparison of

their mean score showed that the students coming from high family income students were more mentally healthier than those students coming from low family income with regards to their perception of self among others. Thirdly, there was no significant difference between the mental health of students coming from middle family income and high family income in the 2nd icons (perception of self among others). The comparison of their mean score showed that the students coming from middle family income were more mentally healthier than those students coming from high family income with regards to their perception of self among others.

4. There was significant difference between the mental health of students coming from low family income and middle family income in the 3rd icons (perception of others). The comparison of their mean score showed that the students coming from middle family income were more mentally healthier than those students coming from low family income with regards to their perception of others. Secondly, there was significant difference between the mental health of students coming from low family income and high family income in the 3rd icons (perception of others). The comparison of their mean score showed that the students coming from low family income were more mentally healthier than those students coming from high family income with regards to their perception of others. Thirdly, there was no significant difference between the mental health of students coming from middle family income and high family income in the 3rd icons (perception of others). The comparison of their mean score showed that the students coming from high family income were more mentally healthier than those students coming from middle family income with regards to their perception of others.
5. There was significant difference between the mental health of students coming from low family income and middle family income in the 4th icons (concept of life). The comparison of their mean score showed that the students coming from low family income were more mentally healthier than those coming from

middle family income with regards to their concept of life. Secondly, there was significant difference between the mental health of students coming from low family income and high family income in the 4th icons (concept of life). The comparison of their mean score showed that the students coming from low family income were more mentally healthier than those students coming from high family income with regards to their concept of life. Thirdly, there was no significant difference between the students coming from middle family income and high family income in the 4th icons (concept of life). The comparison of their mean score showed that the students coming from middle family income were more mentally healthier than those students coming from high family income students with regards to their concept of life.

6. There was no significant difference between the mental health of students coming from low family income and middle family income in the 5th icons (feelings of adjustment). A comparison of their mean score showed that the students coming from low family income were more mentally healthier than those students coming from middle family income with regards to their feelings of adjustment. Secondly, there was no significant difference between the mental health of students coming from low family income and high family income in the 5th icons (feelings of adjustment). A comparison of their mean score showed that the students coming from high family income were more mentally healthier than those students coming from low family income with regards to their feelings of adjustment. Thirdly, there was no significant difference between the mental health of students coming from middle family income and high family income in the 5th icons (feelings of adjustment). A comparison of their mean score showed that the students coming from high family income students were more mentally healthier than those students coming from middle family income with regards to their feelings of adjustment.

7. There was no significant difference between the mental health of students coming from low family income and middle family income in the 6th icons (perception of achievement). A comparison of their mean score showed that the students coming from middle family income were more mentally healthier than those students coming from low family income with regards to their perception of achievement. Secondly, there was no significant difference between the mental health of students coming from low family income and high family income in the 6th icons (perception of achievement). A comparison of their mean score showed that the students coming from low family income were more mentally healthier than those students coming from high family income with regards to their perception of achievement. Thirdly, there was no significant difference between the mental health of students coming from middle family income and high family income in the 6th icons (perception of achievement). A comparison of their mean score showed that the students coming from high family income students were more mentally healthier than those students coming from middle family income with regards to their perception of achievement.

4.1.3. Significance of Difference between the Mental Health of Higher Secondary Students on the Basis of their Gender

The male and female of higher secondary students have been compared as per the Mental Health Scale (MHS) by Dr.S.P.Anand. Their mental health was compared from the total score and the six icon of mental health. The mean and standard deviation of the scores, and the mean differences were tested by applying 't' test. The findings are as follows –

1. With regards to the total score of the mental health, there was no significant difference between males and females in their mental health. Males average mean score were higher than the females.

2. There was no significant difference between the mental health of males and females in 1st icon (Self Concept). The average mean score however reveals that the mean scores of males were higher than their female counterparts with regards to their self concept.
3. There was no significant difference between the mental health of males and females in the 2nd icon (Perception of Self among Others). The average mean score however reveals that the mean scores of females were higher than their male counterparts with regards to perception of self among others.
4. There was significant difference between the mental health of males and females in 3rd icon (Perception of Others). The average mean score however reveals that the mean scores of females were higher than their male counterparts with regards to perception of others.
5. There was no significant difference between the mental health of males and females in the 4th icons (concept of life). The average mean score however reveals that the mean scores of males were higher than their females counterparts with regards to concept of life.
6. There was significant difference between the mental health of males and females in the 5th icon (Feelings of Adjustment). The average mean score however reveals that the mean scores of females were much higher than their males counterparts with regards to feelings of adjustment.
7. There was significant difference between the mental health of males and females in the 6th icon (Perception of Achievement). The average mean score however reveals that the females means were higher than their males counterparts with regards to perception of achievement.

4.1.4. Significance of Difference between the Mental Health of Higher Secondary Students with Reference to their Streams of Study

The different streams of study (Arts, Science, and Commerce) of the mental health of the higher secondary students were compared. For this, the mean and standard deviation of the scores were obtained. The mean differences were tested applying 't' test and the findings are presented in the following ways:-

1. There was significant difference between the mental health of students coming from arts and science streams. The average mean score however showed that the mean score of students coming from science stream was higher than the students coming from arts stream. Secondly, there was significant difference between the mental health of students coming from arts and commerce streams. The average mean score however showed that the mean score of students coming from commerce stream was much higher than the students coming from arts stream. Thirdly, there was no significant difference between the mental health of students coming from science and commerce streams. The average mean score here revealed that the mean score of both the students coming from science and commerce streams was same.
2. There was significant difference between the mental health of students coming from arts and science streams in the 1st icon (Self Concept). The average mean score however showed that the mean score of students coming from arts stream was higher than the students coming from science stream toward self concept. Secondly, there was no significant difference between the mental health of students coming from arts and commerce streams in the 1st icon (Self Concept). The average mean score however showed that the mean score of students coming from arts stream was higher than the students coming from commerce streams toward self concept. Thirdly, there was no significant difference between the mental health of students coming from science and commerce streams in the 1st icon (Self Concept). The average mean score here revealed

that the mean score of students coming from commerce stream was higher than the students coming from science stream toward self concept.

3. There was significant difference between the mental health of students coming from arts and science streams in the 2nd icon (Perception of Self among Others). The average mean score however showed that the mean score of students coming from science stream was higher than the students coming from arts stream towards perception of self among others. Secondly, there was no significant difference between the mental health of students coming from arts and commerce streams in the 2nd icon (Perception of Self among Others). The average mean score however showed that the mean score of students coming from commerce stream was higher than the students coming from arts stream towards perception of self among others. Likewise, there was no significant difference between the mental health of students coming from science and commerce streams in the 2nd icon (Perception of Self among Others). However, their average mean score here revealed that the mean score of students coming from science stream was higher than the students coming from commerce stream toward perception of self among others.

4. There was significant difference between the mental health of students coming from arts and science streams in the 3rd icon (Perception of Others). The average mean score however showed that the mean score of students coming from science stream was higher than the students coming from arts stream toward perception of others. Likewise, there was significant difference between the mental health of students coming from arts and commerce streams in the 3rd icon (Perception of Others). The average mean score however showed that the mean score of students coming from commerce stream was higher than the students coming from arts stream toward perception of others. Thirdly, there was no significant difference between the mental health of students coming from science and commerce streams in the 3rd icon (Perception of Others). The average mean score however showed that the mean score of students coming

from science stream was same as the students coming from commerce stream toward perception of others.

5. There was no significant difference between the mental health of students coming from arts and science streams in the 4th icons (concept of life). The average mean score however showed that the mean score of students coming from science stream was higher than the students coming from arts stream towards concept of life. Secondly, there was no significant difference between the mental health of students coming from arts and commerce streams in the 4th icons (concept of life). The average mean score however showed that the mean score of students coming from commerce students was higher than the students coming from commerce stream towards concept of life. Thirdly, there was no significant difference between the mental health of students coming from science and commerce streams in the 4th icons (concept of life). The average mean score however showed that the mean score of students coming from science stream was higher than the students coming from commerce stream towards concept of life.
6. There was no significant difference between the mental health of students coming from arts and science streams in the 5th icon (Feelings of Adjustment). The average mean score however showed that the mean score of students coming from science stream was higher than the students coming from arts stream towards feelings of adjustment. Secondly, there was no significant difference between the mental health of students coming from arts and commerce. The average mean score here showed that the mean score of students coming from commerce stream was higher than the students coming from arts stream towards feelings of adjustment. Thirdly, there was no significant difference between the mental health of students coming from science and commerce streams in the 5th icon (Feelings of Adjustment). Their average mean score revealed that the mean score of students coming from

commerce stream was higher than the students coming from science stream towards feelings of adjustment.

7. There was significant difference between the mental health of students coming from arts and science streams in the 6th icon (Perception of Achievement). The average mean score here showed that the mean score of students coming from science stream was higher than the students coming from arts streams towards perception of achievement. Secondly, there was no significant difference between the mental health of students coming from arts and commerce streams in the 6th icon (Perception of Achievement). The average mean score here showed that the mean score of students coming from arts stream was higher than the students coming from commerce streams towards perception of achievement. Thirdly, there was significant difference between the mental health of students coming from science and commerce streams in the 6th icon (Perception of Achievement). The average mean score here showed that the mean score of students coming from science stream was higher than the students coming from commerce streams towards perception of achievement.

4.2 DISCUSSION

After careful analysis and detailed study of the collected data, the following points of discussion is brought forth for better understanding of the collected data.

4.2.1. Discussion of Findings in Relation to Socio-economic Status

- i. The finding that the mean score of high family income was higher than the low and middle family income may mean that the high family income have better adjustment in life as per their income. For facing the realities of life they were more capable of reaching their goals and learn the skill of problem solving with a difference. They know that it is always possible to attain what they wish and works for the best results. Parents with high income are better in life and meet

the well being of their children. It may be due to this that their children were inspired to grow with a will for better adjustment in life making them to be a mentally healthy individual/students.

- ii. In the 1st icon that is self concept, the mean score of the middle family income was higher as compared to other income groups. This may mean that the students coming from the middle family income were inspired and grow with self-confidence and to construct knowledge with a will to use it positively. This way of learning on the part of the children/students could build their mental health.
- iii. In the 2nd icon that is perception of self among others which showed the mean score of the middle family income as higher than other income groups. This may mean that the children/students have a cheerful way getting along in life without the burden of having to fend for themselves.
- iv. The mean score of the low family income on the 3rd icon that is perception of others, was higher as compared to other income groups. This may mean that they were having a simple life style which make it possible for them to perceive others with a respectable personality. They were more satisfied by themselves and were also able to honor the self of others.
- v. The finding that low family income was better in their concept of life is very encouraging as it may mean that among the higher secondary schools students, parents income did not have significant impact on their perception of life.
- vi. In the 5th icon that is feelings of adjustment, the mean score of high family income was higher than the low and middle the family income. This may mean that high family income was having better adjustment in life. This could be for their better mental ability i.e., IQ which serve them as power to transfer their ability to perceive the things, analyze them and have the synthesis of it.

- vii. In the 6th icon that is perception of achievement, the mean score of high family income was higher than the low and middle the family income. This may mean that students coming from high family income were having better perception of achievement, knowledge of their rights and duties, high emotional and spiritual intelligence.

4.2.2. Discussion of Findings in Relation Gender

- i. The finding that the mean score of male was higher than the female may mean that cultural influence has an impact on the mental health of higher secondary students. It may be mentioned that in the Mizo culture, male were given more freedom than the female.
- ii. The mean score of male which is slightly higher than females shows that the male and female in the 1st icon that is self concept, may mean that the gender stereotyping in the society have an impact on the higher secondary school students.
- iii. The mean score of female was higher than the male in the 2nd icon that is perception of self among others. This may mean that girls studying in higher secondary schools did not have any feeling of inferiority which have positive impact on their perception of self among others.
- iv. The mean score of the female was higher as compared to male in the 3rd icon that is perception of others. This may mean that in Mizo culture the female were given more responsibility in the household work. To keep themselves adjusted in the society, they need to have a better perception of others for effective and adjustment in life.

- v. The mean score of male was higher than the female in the 4th icon that is concept of life. This may be the result of gender stereotyping in the Mizo society.
- vi. The mean score of male was higher than the female in the 5th icon i.e., feelings of adjustment. This may mean that in Mizo culture the male were given more freedom and responsibility for the betterment of the society at large. This may result in better mental health towards their feelings of adjustment.
- vii. The mean score of female was higher than the male students in the 6th icon i.e., perception of achievement. This may mean that the male were not as ambitious as to female. This may be due to the lower status assigned to the females which made them want to achieve higher status through achievement.

4.2.3. Discussion of Findings in Relation Streams of Study

- i. The finding that the mean score of science and commerce students were equally healthier mentally than the arts students may mean that the science and commerce students were more intelligence than the arts students. Science and commerce subjects were taken only by those students who were having a higher percentage in their result in the examination. The science and commerce students were usually enrolled in good institutions which may result in proper development of good mental health.
- ii. The mean score of arts students was higher as compared to science and commerce students in the 1st icon that is self concept. This may mean that more students were taking arts subject and the students enrolment were also the highest in every institutions. The individual differences were also the highest in this subject. This may have a positive impact their self concept.

- iii. The mean score of science students was higher than the arts and commerce students in the 2nd icon that is perception of self among others. This may mean that science subjects could be taken only for those students who score high marks in the examination, it has positive impact on their perception of self among others.
- iv. The mean score of science and commerce was equal and was higher than the arts students in the 3rd icon that is perception of others. This may mean that science and commerce students were enrolled in better institutions and have a better chance to mould their perception of others which in turn result in good mental health.
- v. The mean score of science was higher than the arts and commerce students in the 4th icon that is concept of life. This may mean that the science students were studying what, why, when, where, and how in life. This may have a better impact on their concept of life.
- vi. The mean score of commerce students was higher than arts and science students in the 5th icon i.e., feelings of adjustment. This may mean that commerce students do not face too much pressure like students from science. At the same time, they may feel that they have better scope in their studies, thus making them better adjusted in life.
- vii. The mean score of science students was higher than arts and commerce students in the 6th icon i.e., perception of achievement. This may mean that the science students were more ambitious in life and struggle hard to survive in their studies for achieving the best result. This may have an influenced their perception of achievement positively.

4.3 RECOMMENDATIONS

In order that the students have improvement in their mental health, it is important to make them realize the importance of their mental health for the adjustment of their abilities to the various strains of the environment and situations in one's life. The progress and prosperity of the students depends upon the parents, teacher's effectiveness in the schools, and the society at large. In the task of developing sound mental health of our budding citizens, home and society have to play a significant role. We have to set right all the three, i.e. home, school and society to facilitate children develop the desired sound mental health. The following points are therefore recommended :-

1. Awareness of the importance of mental health should be inculcated among the students for maintaining and achieving good mental health.
2. Parents should be taken into confidence for achieving good mental health of their children from the uncongenial atmosphere at home and in social situations which bring harmful impact on the minds of the children.
3. The cooperation of the parents, responsible members of the society, and the State authority is an urgent necessity to achieve success for maintenance of proper and good mental health.
4. The State can also provide financial assistance to the parents or the schools for improving the socio-economic conditions of the parents and provide all available facilities to the schools for nurturing the mental health of their children /students.
5. Establishment of Child Guidance Clinics by the State or some welfare associations may also serve the best purpose for the direction of maintaining good mental health.

6. Occasional visits of the psychatrait and mental experts to schools may also bring desirable result.
7. The schools should provide guidance and counseling service to the students by providing recreational facilities like organizing co-curricular activities and educational trips as a part of guidance and counseling programmes.
8. Democratic environment and freedom of expression should be provided by the schools. The environment should be free from fear and tensions so that the students can develop the positive mental health towards school, teachers and the society at large.
9. A trained counselor in each schools should be provided for improving and maintaining of good mental health of the student.

4.4 SUGGESTIONS FOR FURTHER RESEARCH

The present study was confined to the mental health of higher secondary students in Aizawl district in relation to socio-economic status, gender and stream of study. In the light of the present study, the following suggestions are offered for further research.

1. This study may be replicated on larger sample taking the students in different stages of education and in various types of schools so as to examine the phenomenon in further details.
2. Similar studies on socio-economic status, gender and stream of study can be taken up in other parts of the country.
3. Studies may be conducted on mental health and their impact on students' academic achievement in Mizoram.

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APPENDIX – I

MENTAL HEALTH SCALE

This Likert type Scale (Anand, 1990, 2004, 2005) is based upon six icons of mental health. These are expressed in statements with serial numbers on the Scale as:

1. Self-concept:

10 11 21 23 36 45 48 49 50 53

These statements are read as: I am a child of self confidence. I am an unlucky fellow.

2. Perception of self among others:

1 8 17 24 29 30 31 34 39 42 44 46
47 60

These statements are read as: My neighbors take me as a good child. I find my friends jealous of me for nothing.

3. Perception of others:

6 9 13 15 19 26 28 40 57 59

These statements are read as: Each one of us is a respectful personality. There is no charm in making friends.

4. Concept of life:

3 7 12 16 25 32 38 43 54 58

These statements are read as: The human life is the best form of life. Life is a burden on me.

5. Feelings of adjustment:

2 4 22 33 35 37 41 52

These statements are read as: I always mould myself to the situations. I always find myself in tension.

6. Perception of achievement:

5 14 18 20 27 51 55 56

These statements are read as: I am happy over my achievements. I am usually a failure in what I do.

It is a Scale of 60 (40+ve and 20+ive) statements. These have been identified from the bulk of 120 statements, 20 (10+ve and 10-ive) for each of the six dimensions. The list of these statements was administered on 150 students. The item analysis was done for the 40-top and 40-bottom level scoring lists. The statements with highest t and chi-square values were included in the Scale irrespective of their being in any one of the six dimensions and positive and negative statements as follows.

Serial numbers of negative statements on the Scale:

1	2	3	4	7	8	9	11	12	15	16
18	19	20	21	22	23	25	26	29	30	31
32	33	35	36	39	41	42	44	45	47	48
49	51	53	55	57	58	59				

Serial numbers of positive statements on the Scale:

5	6	10	13	14	17	24	27	28	34	37
38	40	43	46	50	52	54	56	60		

The test-retest and split-half reliability of the Scale has been tested as .95 and .82 on 235 students. Its face and content validity was duly taken care of. The construct validity was determined by arriving at a matrix of coefficients of correlation as .83, .75, .74, .75, .73 and .70 between the scores of six dimensions and the total of it.

Against each statement five choice are given as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). To record their responses the students make one choice of them. The responses were scored as 4, 3, 2, 1, 0 for positive statements and this order is reversed while scoring responses to negative ones.

The values of central tendency of mental health scores of 235 students have been found to revolve around 165-68. We fix a score of 160 (two third of the maximum score of 240) as the minimum score of the student for taking him as mentally healthy. Of course, the students scoring below that should be seen as in need of guidance and counseling for mental health. The students take 10-20 minutes to work on the Scale.

APPENDIX – II

MENTAL HEALTH SCALE

Dr. S.P.Anand

Former, Professor in Education, NCERT

Name.....Boy/Girl.....

School.....Class.....Age.....

Family Income :

1.	Below 10,000.00	<input type="checkbox"/>
2.	10,000.00 – 30,000.00	<input type="checkbox"/>
3.	Above 30,000.00	<input type="checkbox"/>

A list of 60 statements is presented before you.

Please read each statement carefully and record your reactions to it on any one of the five (SA,A,UD,D,SD) alternatives given against it.

One by one, please react on all the statements like this:

You are free to pick up but only (any) one of the five choices given for each statement.

Encircle SA or A when you strongly agree or simply agree to the statement.

However, if you remain uncertain or undecided, please Encircle, UD given against the statement.

Of course, you have the choice to encircle D or SD if You disagree or simply disagree to a statement.

This scale enlists your true thinking. There is no question of your response being wrong. It is your opinion.

Please feel free to respond without hesitation or reservation. Rest assured your responses will be kept strictly confidential and shall be used for research purpose only.

What is wanted is the first spontaneous reaction of yours to each one of the 60 statements. So, please record your responses as rapidly as you can.

There is no time limit. You can take 15-20 minutes to work over this Mental Health Scale.

SA - Strongly Agree**UD - Undecided/Uncertain****D -Disagree****A - Agree****SD - Strongly Disagree**

1.	I find my friends jealous of me for nothing.	SA	A	UD	D	SD
2.	I make a mess of my matters and concerns.	SA	A	UD	D	SD
3.	Life is a burden on me.	SA	A	UD	D	SD
4.	To make adjustment is always a problem for me.	SA	A	UD	D	SD
5.	Our half-hearted efforts are bound to fail.	SA	A	UD	D	SD
6.	Each one of us is a respectful personality.	SA	A	UD	D	SD
7.	The human life is full of miseries.	SA	A	UD	D	SD
8.	Teachers are not happy to give me any duty.	SA	A	UD	D	SD
9.	There is no charm in making friends.	SA	A	UD	D	SD
10.	I take my character as my life.	SA	A	UD	D	SD
11.	I am an unlucky fellow.	SA	A	UD	D	SD
12.	The life is a curse.	SA	A	UD	D	SD
13.	I know others treat me as I treat them.	SA	A	UD	D	SD
14.	He succeeds who defies failures.	SA	A	UD	D	SD
15.	I find no friend at the time when I need most.	SA	A	UD	D	SD
16.	The life is a sort of punishment.	SA	A	UD	D	SD
17.	My neighbors take me as a good child.	SA	A	UD	D	SD
18.	We work or not what is due to us we will get.	SA	A	UD	D	SD
19.	The time spent with friends is a waste of time.	SA	A	UD	D	SD
20.	I am a failure in my life.	SA	A	UD	D	SD
21.	I suffer from inferiority complex.	SA	A	UD	D	SD
22.	I find it difficult to adjust with my teachers.	SA	A	UD	D	SD
23.	I am an ignored child in my house.	SA	A	UD	D	SD
24.	My parents have high hopes on me.	SA	A	UD	D	SD
25.	Life always hangs heavy on me.	SA	A	UD	D	SD
26.	There is no reward of helping others.	SA	A	UD	D	SD
27.	It is to work to claim what is in store for us.	SA	A	UD	D	SD
28.	I have the pleasure of having good teachers.	SA	A	UD	D	SD
29.	Neighbors dislike their children to play with me.	SA	A	UD	D	SD
30.	My age-group children do not bother for me.	SA	A	UD	D	SD

31.	My parents hesitate to rely upon me.	SA	A	UD	D	SD
32.	My life is a great misfortune for me.	SA	A	UD	D	SD
33.	I easily get myself confused.	SA	A	UD	D	SD
34.	The teachers like a child like me.	SA	A	UD	D	SD
35.	I always put myself in troubles.	SA	A	UD	D	SD
36.	I am a work shirker.	SA	A	UD	D	SD
37.	I always mould myself to the situations.	SA	A	UD	D	SD
38.	Human life is the best form of life.	SA	A	UD	D	SD
39.	My parents remain unhappy with me.	SA	A	UD	D	SD
40.	I am blessed with my loving parents.	SA	A	UD	D	SD
41.	I always find myself in tension.	SA	A	UD	D	SD
42.	I am taken as a 'touch me not' child.	SA	A	UD	D	SD
43.	The life is to be enjoyed fully well.	SA	A	UD	D	SD
44.	I do not have the desired love from my parents.	SA	A	UD	D	SD
45.	More or less I am good for nothing.	SA	A	UD	D	SD
46.	My friends confide in me.	SA	A	UD	D	SD
47.	Anyway, my friends are not fond of me.	SA	A	UD	D	SD
48.	Mine is a life without any purpose.	SA	A	UD	D	SD
49.	I find myself uneasy at studies.	SA	A	UD	D	SD
50.	I am a child of self-confidence.	SA	A	UD	D	SD
51.	Luck is to be blamed for our failures.	SA	A	UD	D	SD
52.	Our success is in the best use of our times.	SA	A	UD	D	SD
53.	'Simple living and high thinking' is a myth.	SA	A	UD	D	SD
54.	There is a pleasure to live life as I live.	SA	A	UD	D	SD
55.	I am usually a failure in what I do.	SA	A	UD	D	SD
56.	I can be happy over my achievements.	SA	A	UD	D	SD
57.	These days it is difficult to rely upon anyone.	SA	A	UD	D	SD
58.	There is no charm in life.	SA	A	UD	D	SD
59.	Parents are in no way ideals for me.	SA	A	UD	D	SD
60.	I am appreciated for my good manners.	SA	A	UD	D	SD

THANK YOU VERY MUCH

CHAPTER – I

INTRODUCTION

Life is full of irony, particularly in the realm of health. It is often difficult to predict which person will become sick and which one will remain healthy. An understanding of health is the basis of all health care. Health is not perceived the same way by all members of a community but it has been described as a unified or multi-dimensional process involving the well-being of the whole person in the context of his environment. It is said that ‘healthy mind in healthy body’.

Our concern is our health as a whole. We know it as our holistic health. Physical and social health are the two spokes of the wheel of our life. Mental health is the hub of it. Our mindset sprouts from it. It makes choice of means and ends of our life. It is said as a driving force of our life. It shapes our mode of life. It is the motivation for what and the way we get at our life. It is a force behind not doing what we do not do. It builds our character we are known for. Our mental health is the key to our life. It is a state of well-being often associated with happiness, contentment, satisfaction, achievement, optimism, or hope (Bruckbauer and Ward, 1993). It is dynamic or ever changing state, which is considered as an important aspect of one’s total health status. The mental processes influence physical well-being and vice-versa. It shows the links between thoughts, feelings, and body functioning.

The expression ‘mental health’ consists of two words: ‘mental’ and ‘health’. Health generally means sound condition, or well-being, or freedom from disease. Mental health, therefore, may refer to a sound mental condition or a state of psychological well-being or freedom from mental diseases. According to the White House Conference (1930), mental health may be defined as “the adjustment of individuals to themselves and the world at large with a maximum of effectiveness,

satisfactions, cheerfulness, and the ability of facing and accepting the realities of life.” According to Norma and Nicholas (1941), mental health is the ability to adjust satisfactorily to the various strains we meet in life and mental hygiene as the means we take to assure this adjustment.” Maslow (1954) states “in one sense, then, mental health means freedom from disabling and disturbing symptoms that interfere with mental efficiency, emotional stability or peace of mind.”

Mental health has two aspects: individual and social. The individual aspect of mental health means that the individual is internally adjusted. He is self-confident, adequate, and free from internal conflicts, tensions or inconsistencies in his behaviour. He is able to adapt successfully to the changing needs and demands of the environment. He is capable of making decisions, assuming responsibilities in accordance with his capacities. He finds satisfaction, success and happiness in day-to-day work. He is able to live effectively with others. He has insight into and understanding of his motives, desires, weaknesses and strong points. The social aspect of mental health connotes that mental health is the result of social forces influencing the individual beginning with his formative years and continuing throughout his life. It is because of these two aspects that mental health is, at times, defined as the ability of the individual to make personal and social adjustments.

Mental health is a state of harmonious functioning of the total personality and reflects the maximum of success, satisfaction and excellence. It is the ability of a person to adjust to the world and those around with maximum effectiveness. It is a condition that is socially acceptable and personally satisfying. It is that “state of mind in which one is free to make use of his natural capacities in an effective and satisfying manner.” J.A. Hadfield considered that mental health is the full and harmonious functioning of the whole personality. The various urges, impulses, motives, tendencies, interests, attitudes, etc., are some of the personality traits which are either inborn or acquired. These urges are essential for healthy mental life if they are allowed to function harmoniously in co-ordination with each other and getting full expression for the development of wholesome personality. The mentally healthy may be defined as that individual whose all potentialities whether innate or acquired, are

fully developed and harmonized with one another by being directed to a common end, aim or purpose. It is thus the dynamic functioning of the whole organism. It brings a harmony of movement in the organism to achieve an end which is completeness and fulfillment. It is believed that a person who is mentally healthy will be efficient, social and moral.

Mental health is a sound, efficient mind and controlled emotions. It is the total and harmonious functioning of the whole personality of an individual for optimum functioning with maximum realization. A positive mental health shows an individual's ability to cope with the present and to adjust satisfactorily in future. A state of compromise and adaptation to a situation in life leads to better adjustment. He fulfils his responsibilities, functions effectively and is satisfied with his interpersonal relationships and himself. Mentally healthy individual in all aspects enjoys changes in life; he will take it as a challenge. He develops satisfactory relationships with others. Psychologically healthy individual does not live in the past but he always plans and thinks for the future and acts accordingly in the present.

Mental health describes a level of cognitive or emotional well-being, or an absence of a mental disorder. It is all about how we think, feel and behave. It may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience.

Clark defined mental health as the ability to adjust satisfactorily to the various strains of the environment or various types of situations in one's own life. As defined by Bowers, it refers to such abilities as making decisions, of assuming responsibilities in accordance with one's capacities, of finding satisfaction, success and happiness in accomplishment of everyday tasks, of living effectively with others and showing socially considerate behavior. Coleman also defined mental health as the ability to balance feelings, desire, ambitions and ideals in one's daily living and to face and accept the realities of life. It is the habit of work and attitude towards people and things that bring maximum satisfaction and happiness to the individual. According to Mennings (1963) "mental health is the adjustment of human beings to the world and

to each other with maximum of effectiveness and happiness”. It is the ability to maintain an even temper, and alert intelligence, socially considerate behavior and happy disposition. According to Medilexicon’s medical dictionary, mental health is “emotional, behavioural, and social maturity or normality; the absence of a mental or behavioral disorder; a state of psychological well-being in which one has achieved a satisfactory integration of one’s instinctual drives acceptable to both oneself and one’s social milieu; an appropriate balance of love, work, and leisure pursuits’.

Mental health is the third eye to look at our life. It give us realistic view, shows us the way, ability to stand firm in life come what may, to deal with the things boldly, to keep our balance, to keep our means and ends within our reach. It is the repertoire of our life skills. By these skills, WHO defined it as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life.” In the word of Bernard (1961,p.19) mental health may be defined as the adjustment of individuals to themselves and the world at large with a maximum of effectiveness, cheerfulness and socially considerate behavior and the ability of facing and accepting the realities of life. The highest degree of mental health might, therefore, be described as that which permits an individual to realize the greatest success which his capacities will permit with a maximum of satisfaction to himself and to the social order and maximum of friction and tension.”

A person in good body and mind could be fit to have sound mental health when he lives it by head and heart. It could be seen in his perfect life. He earns his right with duties. He sees well to him when he does for others. For him odds and evens are part of life and he lives with firmness. In the word of Torrance (1965,p.134) mental health entails freedom with responsibilities, self reliance and a genuine concern for the common welfare. It is not freedom from anxiety and tension, not freedom from dissatisfaction, and conformity or constant happiness and accomplishment and creativity or the absence of personal idiosyncrasies. Furthermore, nor it is anyway oppose to religious values.

A person possessing sound mental health can adjust well to the environmental situations and interpersonal relations. Such a person has a clear self-concept, accepts his limitations and does not blame others for his deficiencies. When he meets with a conflict, he tries to solve it on sound basis. He develops tension-tolerance and does not get disturbed in moments of distress. In the word of Rogers (1957,p.5) mental health implies a satisfactory relationship to one self and to one's environment, as well as the possession of problem solving techniques for establishing a satisfactory relationship between the two.”

Emotional control or stability is an important indicator of mental health (Scott, 1968).It affects learning in the school context. Its absence impairs performance in situations which require flexibility and adaptability; it leads to anxiety, feeling of inferiority and guilt (Frandsen,1961). According to Douglas (1984), the attitudes of the pupils to their school work are deeply affected by the level of their emotional stability.

The positive mental health signs of students or persons are- possess socially adaptable behaviour, emotionally satisfied, possess adaptability and resilient mind, his desire are in harmony with socially approved norms, enthusiastic and reasonable, possess good habits and constructive attitude, has insight into his own conduct, and has own philosophy and values of life.

1.1 REVIEW OF RELATED STUDIES

Das, Mohapatra J. (1989) in his study on “A Study of the Mental Health of Teachers Serving in the Primary Schools of Puri Town” found that (1) The school-load on a large section of teachers was heavy (2) Their relationship with authority was not good (3) Students respected teachers (4) Teachers felt that mental health depended on physical health (5) The majority of teachers of controllers did part-time jobs for more income (6) The different pay scales created friction among teachers (7)

Teachers felt that they were neglected by the society (8) They expressed the view that a good social environment was necessary for good mental health.

Anand, S.P. (1989) in his study on “Mental Health of High School Students” found that the mental health of adolescents, their academic achievement, and the educational and occupational status of parents were positively related.

Manjuvani, E. (1990) in her study on “Influence of Home and School Environment on the Mental Health Status of Children” found that (1)The home environment was a major significant contributor to all the three components of mental health. (2) The school environment contributed to liabilities and the mental health index.

Ray, Prativa. (1990) in his study on “A Study of Students’ Attitude Towards Studies and Health as Related to their Scholastic Achievement” found that (1) The mean scores on attitude towards studies of all students was quite high, suggesting thereby that the students had a favourable attitude towards studies. (2) Boys and girls did not differ on their attitudes. (3) All students possessed stable mental health, but boys were better than girls.

Agashe,C.D. (1991) in his study on “ A Psycho-social Study of the Mental Health of Players and Non-Players” found (1) Correlational analysis revealed that IQ was not significantly related to any variable. (2) Psychoticism and neuroticism were significantly negatively related to mental health. (3) Extraversion was positively related to mental health. (4) SES was very weakly related to mental health. Similar results emerged from ANOVA. (5) Players were more healthy than non-players. Participation in physical exercise contributed to positive mental health. However, the degree of this contribution was moderated by the personality of the individual.

Burwani, Rupa G. (1991) in his study on “An Enquiry into the Nature of Self-concept in the Area of Competence and its Impact on Mental Health and Academic Achievement” found (1) Real self-concept scores, ideal self-concept scores, real-ideal discrepancy scores and mental ill-health scores were found to be more or less

normally distributed in the sample, and the three groups did not differ significantly among themselves in respect of distributions of scores on these variables. (2) Real self-concept and ideal self-concept were highly correlated. (3) Students with real self-concept scores showed lower discrepancy scores. (4) Students who perceived themselves to be highly competent were relatively free from mental ill-health symptoms. (5) A trend could be noticed to suggest that high ideal self-concept was conducive to mental health. (6) Discrepancy between real and ideal self-concept was found to be associated with mental ill-health. (7) Academic achievement was positively associated with perceived intellectual competence but not with scores of other areas of self-competence. However, ideal self-concept regarding their competence did not seem to affect the academic achievement scores. (8) Discrepancy between real and ideal self-concept did not affect the academic achievement of the commerce group; but in the science group. These two were positively related. (9) Regression coefficients revealed that intellectual competence had high positive influence upon the academic achievement of both the science group and the commerce group. The other facets of competence showed a negative influence on the academic achievement of the science group. (10) Students who revealed mental ill-health symptoms were poor in academic achievement.

Edwin Sam, R. and Minikumari, V.S. (2012) in their study on “Mental Health of Tsunami-Affected Students” found that the Tsunami-affected students had moderate mental health status and the loss due to Tsunami influenced the mental health status of Tsunami-affected students.

Kamau, Catherine Wanjiku (1992) in her study on “Burn-out, Locus of Control and Mental Health of Teachers in the eastern Province of Kenya” found that (1) Male teachers were emotionally overextended, exhausted, internally controlled, anxious, callous towards students and personally accomplished but less capable of establishing constructive relationship; however, they were more capable of coping with stresses than female teachers (2) Urban teachers were less emotionally overextended, less satisfied, more internally controlled, anxious, and had a low level of mental health (3) Government school teachers, trained, married and with internal control were more

concerned with well-being, were less anxious, less emotionally overextended and more competent than their counterparts.

Mohapatra, C. (1992) in his study on “Job Stress, Mental Health and Coping: A Study on Professionals” found that (1) The three professional groups differed significantly on job stress dimensions. (2) The lawyers and the doctors differed on mental health dimensions. (3) The lawyers and the police officers differed on general unhappiness and feelings of vulnerability. (4) The lawyers differed from the doctors in the use of emotion focused coping. They differed from police officers on all the measures of coping. (5) The doctors and police officers did not differ on mental health dimensions.

Pathak, R.P. and Rai, V.K. (1993) in their study on “Mental Health of Higher Secondary Students in Relation to Socio-economic Status” found that (1) The mental health of low socio-economic status students is lower than that of the students of higher socio-economic status. (2) Female students are mentally healthier than male students, when SES is controlled. (3) Urban and rural students do not differ significantly on mental health, when SES is controlled. (4) Science students are mentally healthier than arts students, when SES is controlled. Mental health increases with grade and age also.

Saheel Khan, Md. and Srivastava, Bina (2008) in their study on “Teacher-Burnout in Relation to Mental Health” found that teachers with low mental health are more prone to burnout than the teachers of average and high mental health.

Sharma, R.D. (1995) in his study on “Influence of Recent Life Experience on Mental Health of School Teachers” found that (1) Recent life experience influence the mental health of teachers. (2) Stress makes the teachers with predispositions to mental disorders more vulnerable. (3) Male teachers were more inclined towards mental illness.

Srivastava, B. (2003) in his study on “Study of Mental Health, Values and Job Satisfaction Among Teachers of Hindi and English medium Schools” found that (1)

Mental health level of both the Hindi Medium and English medium teachers is normal and satisfactory on the whole, but there is still more scope for its improvement, particularly in the case of English medium male teachers group. (2) Male English Medium teachers are significantly higher on health values. (3) Female counterparts are more prone to the knowledge and social values, whereas the Hindi Medium school teachers lay greater stress on patriotic, power and economic values. (4) Job satisfaction of these teachers is quote normal and satisfactory, but there is still some scope for its improvement. (5) Female teachers of English Medium show significantly higher job satisfaction than their male counterparts. They record highest job satisfaction among all other groups. (6) Economic and health values are negatively correlated with job satisfaction among these Hindi Medium teachers. (7) Aesthetic value is also negatively correlated with job satisfaction in Hindi medium female teachers group. (8) Power value is positively correlated with mental health among English medium teachers. (9) Mental health and job satisfaction have significantly positive correlation in the male English teachers group. (10) Health and religious values are positively correlated with mental health among English medium female teachers, but knowledge value is negatively correlated with mental health in this very group.

Srivastava, S.K. (2004) in his study on “Mental Health and Personality Adjustment Among Optimistic and Pessimistic Students” found that (1) The optimistic students had significantly better mental health than pessimistic students. (2) Optimistic students significantly differ from pessimistic students on personality adjustment.

Roul, Sushanta Kumar. (2004) in his study on “Teacher Effectiveness of Autonomous and Non-autonomous College Teachers in Relation to their Mental Health” found that (1) Autonomous college teachers are more effective than non-autonomous college teachers on teacher effectiveness. (2) The teachers of autonomous college have better mental health than their counterparts in non-autonomous colleges.

Shankar, S.P. and Jebaraj, R. (2006) in their study on “Mental Health of Tsunami Affected Adolescent Orphan Children” found that (1) There is a high significant relationship between the mental health and academic achievement of the tsunami affected adolescent orphan children. (2) The level of mental health of tsunami affected adolescent orphan children is found to be low, which is reflected on their academic achievement when compared, with the pre-annual scores and post-annual scores. (3) There is a greater significant difference in the scores of Emotional Instability when interpreted with the pre-tsunami and post-tsunami achievement scores of tsunami affected adolescent orphan children. (4) There is a considerable significance among the pre-tsunami and post-tsunami achievement scores with respect to the scores of the feelings of insecurity. (5) The influence of mental health in determining the academic achievement is found to be more predominant with the private school children and there was a comparatively less influence with the government school children. (6) Orphan children with guardians differ significantly in their emotional stability, feelings of insecurity and mental health with respect to their counterparts who had lost both the parents and have no guardians. (7) There is no greater significant difference with that of the tsunami affected adolescent orphan children residing in government orphanages and private orphanages. (8) There is a considerably less significant difference in the scores of mental health with respect to the fishermen community tsunami affected adolescent orphan children. (9) There is greater significant difference among the mean scores of the influential factors of mental health caused by ‘self’ when compared with that of that ‘others’ of the tsunami affected adolescent orphan children.

B. Sreenivasulu and B.S. Kumar Reddy in their study on “Teachers Effectiveness in Relation to Mental Health, Stress and Emotional Intelligence” found that (1) There is no significant impact of mental health and stress on teacher effectiveness (2) There is significant impact of emotional intelligence on teacher effectiveness; higher the emotional intelligence better will be teacher effectiveness.

1.2 RATIONALE OF THE PRESENT STUDY

Health is rightly called wealth. There is no health without mental health. Body and mind depends on good health. Owing to the power of mind over matter, good mental health is of supreme importance. It aims for the development of wholesome balanced and integrated personality. The acquisition of such personality is in great asset and privilege for a normal individual. It is possible only when one is cautious about his mental health and knows its value and importance along with the knowledge of means and ways for achieving it.

When we talk about mental health of children our eyes are on their physical, social and mental well-being. There lies their all-round growth and development. We wish them to grow as fine characters which should be seen in their conduct in life. For this we need to guide them to grow with their learning abilities and can be able to satisfy their needs in the ways so that they can have the best of adjustment in life, should live at the best of their effectiveness in life, could be cheerful in their temperament, should be socially considerate in their behaviour and should be able to face the realities of life. The children need to grow with these features in their life style. They are in the making of their persons. They need guidance to grow like that in schools. Children in schools should also grow in their mental health. It is in their holistic growth that they build their mental health.

The foremost concern of education today is to produce mentally healthy persons and thereby well-adjusted personalities, because mentally healthy persons are the real assets of the society for the twenty-first century. When something shocking happens, attention is immediately focused on the need for doing something about mental health in the school. Thus, for the development of the society it is important to teach the students how to maintain a balanced mental health in the classroom. The topic of mental health is the most important topic of the day and is now recognized as an integral part of the school program. Through education while working for the development of sound mental health, quality-content in the person of the working and maturing person must be introduce.

Mental health of the students is very important for efficient learning and proper development of personality. The impressions and experiences which he has, leaves permanent impressions on his mind. Proper and conducive environment should be provided for the harmonious development of personality. The school assumes great responsibility in the process of harmonious development of personality. Children spend six to seven hours in school. Schools are in a position to help in the development of students potentialities by catering their needs. Schooling should help develop children as mentally healthy children. From mentally healthy children, we expect an expression of self-imposed decency in their character. They have a knack of adhering to the established norms of behavior and code of conduct. They are deemed to be desirably self-directed children who are presumed to be responsible for preserving and promoting the cultural inheritance of society.

During the present days mental ailments have increased tremendously and have involved serious problems at the national level, in industrial development, social and economic changes. The problem of mental health has acquired importance in the national development programmes. Since the students are closely related with society since their birth, the social and economic structure of society definitely influences the mental health of students. A student can adjust properly to his environment and make the best efforts for his family and society's progress and betterment. The greater the degree of successful adjustment, the greater will be the mental health of the individual. Lesser the mental health the lesser will be the adjustment and greater conflict. A healthy individual can interpret any new situation and adapt it to suit himself, or adapt himself, to suit it. He maintains a healthy and benevolent attitude towards life. It can be assumed that the greater the degree of these attitudes and behavior patterns, the better the mental health of an individual. Our adjustment in life is the matter of living with what we are and are not. It is to relish our self concept with due self esteem. It is also to honor the self of others. It is to make our life space friendly to us. It is to get along with it most lively and be able to settle down in life with a purpose.

It is commonly believed that an individual's mental health is greatly determined by his socio-economic background. An excellent description of the effect of poverty on the personality of the child has been made by Plant. He points out that 'hardening' of the personality results from constant financial strain. A feeling of insecurity blows a serious sense of adequacy from a long-continued real fear of cold and hunger which are likely to show a picture of anxiety and panic. This feeling becomes so firmly bound up with the personality structure that late acquisition of a sufficient income will not remove it. According to Plant, a feeling of inferiority may be found in children above the lowest economic levels; it occurs whenever there is a marked discrepancy between the economic status, reflected in type of home, clothes, belonging, etc., of the child and that of the other children with whom he is in contact. This feeling is likely to become heightened during adolescence when material and social problems are more in the focus of child's interest. Our mental health is the source of guidance in our life. We need to grow to fulfill our needs to build our mental health.

The gender of an individual is also considered to be one factor which influences the mental health of a person. In the present day system of education, students are given the option of pursuing different streams of study. The common notion is that depending on the stream of study chosen by the students their mental health is assumed to be better or lower.

Considering all the above assumptions and beliefs, and also the fact that only few studies have been done in this field, much less so, in Mizoram, it is needed to have a research study on the mental health and its related issues. As such the present title has been taken up.

1.3. STATEMENT OF THE PROBLEM

The problem of the present study has been stated as follows:

“Mental Health of Higher Secondary Students of Mizoram in Relation to their Socio-economic Status, Gender and Stream of Study.”

1.4 OBJECTIVES OF THE STUDY

1. To study the mental health of higher secondary students of Mizoram.
2. To compare the mental health of higher secondary students belonging to different socio-economic status.
3. To compare the mental health of higher secondary students on the basis of their gender.
4. To compare the mental health of higher secondary students with reference to their stream of study.

1.5 HYPOTHESES

The study was undertaken to test and verify the following hypotheses:-

1. Higher secondary students of Mizoram have high level of mental health.
2. There exists a significant difference in the level of mental health of higher secondary students of Mizoram belonging to different socio-economic status.
3. There exists a significant difference between the mental health of boys and girls of higher secondary students of Mizoram.

4. There exists a significant difference between the mental health of arts and science students of higher secondary schools of Mizoram.
5. There exists a significant difference between the mental health of arts and commerce students of higher secondary schools of Mizoram.
6. There exists a significant difference between the mental health of science and commerce students of higher secondary schools of Mizoram.

1.6 OPERATIONAL DEFINITIONS OF THE TERMS USED

The terms used in the title of the study carry some specific meaning. The operational definition of these terms is given as follows:-

1. **Mental Health:** Mental Health in the study will refer to a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.
2. **Higher Secondary Students:** Higher Secondary Students here means students pursuing class XI and XII in Higher Secondary Schools.
3. **Socio-economic Status:** For the present study, only income of the family of respondents was taken to determine the socio-economic status. To determine the socio-economic status as low, middle and high, respondents were arranged in order of the income of their parents. After arranging them in ascending order the top 27% (81 respondents) of the respondents were grouped as high socio-economic status, the lowest 27% (81 respondents) of the respondents were grouped as low socio-economic status. The middle 46% (138 respondents) were taken as middle socio-economic status.

4. **Stream of Study:** Stream of Study in the proposed study will refer to the discipline of Arts, Science and Commerce at the Higher Secondary School level.

1.7 DELIMITATION OF THE STUDY

The study has been delimited to Aizawl District only and delimited only to non-vocation streams.

1.8 ORGANISATION OF THE REPORT

The report of the present study has been divided into four (4) chapters to facilitate a systematic presentation.

CHAPTER I: INTRODUCTION - The first chapter is an introduction which begins with the concept of mental health. The chapter also deals with rationale of the study, statement of the problem, objectives and hypotheses of the study. Operational definitions of the terms used and delimitation of the study has also been incorporated in this chapter. This chapter also includes review of related studies on Mental Health.

CHAPTER II: METHODOLOGY AND PROCEDURE - The second chapter describes the methodology and procedure adopted for the study. The method of study, population, sample and sampling design, tools for data collection, administration and scoring of data and statistical techniques for analysis of data have been discussed in this chapter.

CHAPTER III: ANALYSIS AND INTERPRETATION OF DATA - This chapter presents an analysis and interpretation of the collected data. The mental health of higher secondary students in relation to their socio-economic status, gender and stream of study are reported separately.

CHAPTER IV: MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH - The fourth chapter is the concluding chapter which is devoted to major findings, discussions, recommendations, and suggestions for further research.

CHAPTER – II

METHODOLOGY AND PROCEDURES

This chapter deals with the methodology adopted in the present investigation. The methodology and procedures followed by the investigator in the present study is discussed in the following manner:

- 2.1 Method of Study,
- 2.2 Population, Sample and Sampling Design,
- 2.3 Tools for Data Collection,
- 2.4 Administration and Scoring of Data, and
- 2.5 Statistical Techniques for Analysis of Data.

2.1 METHOD OF STUDY

The present study mainly belongs to the category of descriptive research as it involves survey and fact finding enquiry relating to the mental health of higher secondary students in relation to their socio-economic status, gender and stream of study.

2.2 POPULATION, SAMPLE AND SAMPLING DESIGN

Since the present investigation is concern with the study of mental health of higher secondary students, the population consists of all students studying in higher secondary schools in Aizawl District.

The sample for the present study was drawn from all the higher secondary schools of Aizawl District. Cluster purposive sampling method was adopted to ensure that proportional representation was maintained for all the three streams of study.

The size of the sample was 300 students consisting of 100 students each from science, arts and commerce stream selected from the sample schools.

Table No. 2.1
Total Number of Higher Secondary Schools and Sample Taken

Sl.No.	Stream of Study	Total Number of Higher Secondary School	Sample	Percentage of the Sample
1	ARTS	53	3	5.66
2	SCIENCE	22	3	33.33
3	COMMERCE	12	3	25

Table No. 2.1 shows the total number of higher secondary schools and sample taken. A look at the table reveals that out of a total of 53 Higher Secondary Schools offering Arts, the investigator has taken three (3) schools as sample for the study. The percentage of the sample for the stream of Arts is 5.66%. Similarly, out of 22 and 12 offering Science and Commerce, the investigator has taken three (3) schools each as sample for the study which is 33.33% and 25% respectively.

2.3 TOOLS FOR DATA COLLECTION

For the purpose of finding out the mental health of higher students, the Mental Health Scale (MHS) developed by Dr.S.P.Anand (1985) was used.

This Likert type Scale (Anand, 1990, 2004, 2005) is based upon six icons of mental health. These are expressed in statements with serial numbers on the Scale as:

1. Self-concept:

10 11 21 23 36 45 48 49 50 53

These statements are read as: I am a child of self confidence. I am an unlucky fellow.

2. Perception of self among others:

1 8 17 24 29 30 31 34 39 42 44 46
47 60

These statements are read as: My neighbors take me as a good child. I find my friends jealous of me for nothing.

3. Perception of others:

6 9 13 15 19 26 28 40 57 59

These statements are read as: Each one of us is a respectful personality. There is no charm in making friends.

4. Concept of life:

3 7 12 16 25 32 38 43 54 58

These statements are read as: The human life is the best form of life. Life is a burden on me.

5. Feelings of adjustment:

2 4 22 33 35 37 41 52

These statements are read as: I always mould myself to the situations. I always find myself in tension.

6. Perception of achievement:

5 14 18 20 27 51 55 56

These statements are read as: I am happy over my achievements. I am usually a failure in what I do.

It is a Scale of 60 (40-ve and 20+ive) statements. These have been identified from the bulk of 120 statements, 20 (10+ve and 10-ive) for each of the six dimensions. The list of these statements was administered on 150 students. The item analysis was done for the 40-top and 40-bottom level scoring lists. The statements with highest t and chi-square values were included in the Scale irrespective of their being in any one of the six dimensions.

Serial numbers of negative statements on the Scale:

1	2	3	4	7	8	9	11	12	15	16
18	19	20	21	22	23	25	26	29	30	31
32	33	35	36	39	41	42	44	45	47	48
49	51	53	55	57	58	59				

Serial numbers of positive statements on the Scale:

5	6	10	13	14	17	24	27	28	34	37
38	40	43	46	50	52	54	56	60		

The test-retest and split-half reliability of the Scale has been tested as .95 and .82 on 235 students. Its face and content validity was duly taken care of. The construct validity was determined by arriving at a matrix of coefficients of correlation as .83, .75, .74, .75, .73 and .70 between the scores of six dimensions and the total of it.

Against each statement five choice are given as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). To record their responses the students make one choice of them. The responses were scored as 4, 3, 2, 1, 0 for positive statements and this order is reversed while scoring responses to negative ones.

The values of central tendency of mental health scores of 235 students have been found to revolve around 165-68. A score of 160 was fixed (two third of the maximum score of 240) as the minimum score of the student for taking him as

mentally healthy. Of course, the students scoring below that should be seen as in need of guidance and counseling for mental health. The students take 10-20 minutes to work on the Scale. The specimen copy of Scale has been given in Appendix 1.

2.4 ADMINISTRATION AND SCORING OF DATA

To find out the mental health using the Mental Health Scale (MHS), the investigator personally visited all the schools selected as sample for the study and administered the Scale to the selected samples. The respondents were given enough time to ponder over all the statements in the scale so as to ensure a truthful response from them.

The filled in Mental Health Scale were scored following the pattern suggested by the author of the scale. The scale consists of 60 (40-ve and 20+ive) statements. Against each statement five choices are given as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). To record their responses the students make one choice of them. The responses were scored as 4, 3, 2, 1,0 for positive statements and this order is reversed while scoring responses to negative ones. As per the instruction given in the scale, the score were then tabulated separately for the whole scales, for socio-economic, gender and streams of study. A score of 160 (two third of the maximum score of 240) was fixed as the minimum score of the student for taking him as mentally healthy. At the same time, the students scoring below that were taken as not mentally healthy and in need of guidance and counseling for mental health.

2.5 STATISTICAL TECHNIQUES FOR ANALYSIS OF DATA

The tabulated scores of the Mental Health Scale were classified in accordance with socio-economic status, gender and streams of studies for carrying out statistical analysis. For analysing the data, the investigator employed the following statistical techniques:-

- 1) Frequency Distribution to find out the Mean and Standard Deviation of different categories of respondents.
- 2) 't' test to find out the significance of difference between various categories of respondents.
- 3) Percentage to study the nature of distribution of mental health scores of different categories of respondents.

CHAPTER - III

ANALYSIS AND INTERPRETATION OF DATA

The data for the present study were collected by using a Mental Health Scale (MHS) by Dr.S.P.Anand. The responses obtained from the subjects were scored following the standard scoring procedures described in the manual. The students who score more than two third of the maximum score were considered to be mentally healthy and the students below that should be seen as not mentally healthy and in need of guidance and counseling for mental health. The scores were classified, tabulated and analyzed and the details are given in the present chapter. The analysis of the data was carried out with the help of appropriate statistical techniques, keeping in view the objectives of the study and the findings were meaningfully interpreted. The details are given in the following ways:-

3.1 MENTAL HEALTH OF HIGHER SECONDARY STUDENTS OF MIZORAM

The following table shows the mean score of higher secondary students on the Mental Health Scale. The percentages of mentally healthy and mentally unhealthy are also presented in the table.

Table No – 3.1

Mental Health of Higher Secondary Students

Students	Total Number of Students	Mean Score	Percentage of Mentally Healthy	Percentage of Mentally Unhealthy
Science	300	166.5	67	33
Commerce				
Arts				

A perusal of data vide Table No. 3.1 reveals that the mean score of the respondents on the Mental Health Scale was 166.5 which is higher than the criteria for considering one as mentally healthy. This means that higher secondary schools students of Mizoram were mentally healthy. However, the table also shows that 33% of the students were mentally unhealthy and were in need of guidance and counseling for mental health.

3.1.1 Mental Health of Higher Secondary Students in Relation to Socio-economic Status

The following table shows the mean score of higher secondary students in relation to socio-economic status on the Mental Health Scale. The percentages of mentally healthy and mentally unhealthy are also presented in the table.

Table No – 3.2

Mental Health of Higher Secondary Students in Relation to Socio-economic Status

Socio-economic status	Total Number of Students	Mean	Percentage of Mentally Healthy	Percentage of Mentally Unhealthy
Low Family Income	81	162.9	58.02	41.98
Middle Family Income	138	167.6	73.91	26.09
High Family Income	81	168.2	65.43	34.57

A perusal of data vide Table No. 3.2 reveals that the mean score of the respondents from low family income on the Mental Health Scale was 162.9 which is higher than the criteria for considering one as mentally healthy. The mean score of the respondents from middle family income on the Mental Health Scale was 167.6 which is higher than the criteria for considering one as mentally healthy. The mean score of the respondents from high family income on the Mental Health Scale was 168.2 which is higher than the criteria for considering one as mentally healthy. This means that higher secondary schools students from low family income, middle family

income, and high family income of Mizoram were mentally healthy. Detailed analysis on the other hand shows that 41.98% of the students from low family income, 26.09% of the students from middle family income, and 34.57% of the students from high family income were mentally unhealthy and were in need of guidance and counseling for mental health.

3.1.2 Mental Health of Male and Female of Higher Secondary Students

The following table shows the mean score of male and female higher secondary students on the Mental Health Scale. The percentages of mentally healthy and mentally unhealthy are also presented in the table.

Table No – 3.3
Mental Health of Male and Female of Higher Secondary Students

Gender	Total Number of Students	Mean Score	Percentage of Mentally Healthy	Percentage of Not Mentally Unhealthy
Male	150	167.2	67	33
Female	150	165.8	67	33

A perusal of data vide Table 3.3 reveals that the mean score of the male respondents on the Mental Health Scale was 167.2 which is higher than the criteria for considering one as mentally healthy. The mean score of the female respondents on the Mental Health Scale was 165.8 which is higher than the criteria for considering one as mentally healthy. This means that male and female higher secondary schools students of Mizoram were mentally healthy. A detailed analysis of the table however, shows that 33% male and female higher secondary schools students were mentally unhealthy and were in need of guidance and counseling for mental health.

3.1.3. Mental Health of Higher Secondary Students in Relation to Different Streams of Study

The following table shows the mean score of higher secondary students in relation to different streams of study on the Mental Health Scale. The percentages of mentally healthy and mentally unhealthy are also presented in the table.

Table No – 3.4

Mental Health of Higher Secondary Students in Different Streams of Study

Stream of Study	Total Number of Students	Mean Score	Percentage of Mentally Healthy	Percentage of Not Mentally Healthy
Science	100	168.4	71	29
Commerce	100	168.4	68	32
Arts	100	162.4	62	38

A perusal of data vide Table No. 3.4 reveals that the mean score of the respondents from Science and commerce streams on the Mental Health Scale were 168.4 which is higher than the criteria for considering one as mentally healthy. The mean score of the respondents from arts stream on the Mental Health Scale was 162.4 which is higher than the criteria for considering one as mentally healthy. This means that higher secondary schools students from science and commerce streams of Mizoram were equally healthier mentally than the arts students. A detailed study of the table however shows that 29% of the students from science stream, 32% of the students from commerce stream, and 38% of the students from arts stream were mentally unhealthy and were in need of guidance and counseling for mental health.

3.2 SIGNIFICANCE OF DIFFERENCE BETWEEN THE MENTAL HEALTH OF HIGHER SECONDARY STUDENTS BELONGING TO DIFFERENT SOCIO-ECONOMIC STATUS

To compare the mental health of higher secondary students belonging to different socio-economic status, the mean and standard deviation of the scores were

obtained. The mean differences were tested applying ‘t’ test and the detail results is shown in the following way:

3.2.1. Significance of Difference between the Mental Health of Students Belonging to Low family Income and Middle Family Income

The following table shows the comparison of Low family Income and Middle Family Income on mental health.

Table No – 3.5
Comparative Analysis of Respondents Belonging to Low Family Income and Middle Family Income

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	162.9	19.1	1.53	3.07
Middle Family Income	138	167.6	17.3		

**Significant at .01 level

A perusal of data vide Table No. 3.5 reveals that the ‘t’ value of 3.07 is much greater than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and middle family income is significant at .01 level of confidence for 298 df. However, this difference in the mean score is in favour of the middle family income students whose mean score of 167.6 is higher than the mean score of low family income students which is 162.9. The result indicates that the students coming from middle family income are more mentally healthier than the students coming from low family income.

3.2.2. Significance of Difference between the Mental Health of Students Belonging to Low family Income and High Family Income

The following table shows the comparison of low family income and high family income on mental health.

Table No – 3.6

Comparative Analysis of Respondents Belonging to Low Family Income and High Family Income

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	162.9	19.1	3.02	1.75
High Family Income	81	168.2	19.4		

The perusal of the data vide Table No. – 3.6 reveals that the ‘t’ value 1.75 is lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and high family income is not significant at any level. However, a comparison of their mean score shows that the students coming from high family income are more mentally healthier than those students coming from low family income.

3.2.3. Significance of Difference between the Mental Health of Students Belonging to Middle family Income and High Family Income

The following table shows the comparison of middle family income and high family income respondents on mental health.

Table No. 3.7

Comparative Analysis of Respondents Belonging to Middle Family Income and High Family Income

INCOME	N	MEAN	SD	SE _D	t VALUE
Middle Family Income	138	167.6	17.3	2.61	.23
High Family Income	81	168.2	19.4		

The perusal of the data vide Table No. 3.7 shows that the ‘t’ value of .23 is much lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from middle family income and high family income is not significant

at any level. However, a comparison of their mean score shows that the students coming from high family income are more mentally healthier than those students coming from middle family income.

3.2.4. Significance of Difference between the Mental Health of Students Belonging to Low family Income and Middle Family Income on 1st Icon (Self Concept)

The following table shows the comparison of low family income and middle family income on 1st icon (Self Concept).

**Table No – 3.8
Comparative Analysis of Respondents Belonging to Low Family Income and Middle Family Income on 1st Icon (Self Concept)**

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	23.75	5	.66	7.65
Middle Family Income	138	28.8	4.2		

** Significant at .01 level

The perusal of the data vide Table No. 3.8 reveals that the ‘t’ value 7.65 for the significance of difference between students coming from low family income and middle family income is much higher than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and middle family income is significant. However, a comparison of their mean scores shows that the students coming from middle family income are more mentally healthier than those students coming from low family income with regards to their self concept.

3.2.5. Significance of Difference between the Mental Health of Students Belonging to Low family Income and High Family Income on 1st Icon (Self Concept)

The following table shows the comparison of low family income and high family income on 1st icon (Self Concept).

Table No – 3.9

Comparative Analysis of Respondents Belonging to Low Family Income and High Family Income on 1st Icon (Self Concept)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	23.75	5	.81	1.67
High Family Income	81	25.1	5.3		

The perusal of the data vide Table No. 3.9 shows that the ‘t’ value of 1.67 is lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and high family income with regards to their self concept is not significant at any level. However, a comparison of their mean score shows that the students coming from high family income are more mentally healthier than the students coming from low family income with regards to their self concept.

3.2.6. Significance of Difference between the Mental Health of Students Belonging to Middle family Income and High Family Income on 1st Icon (Self Concept)

The following table shows the comparison of middle family income and high family income on 1st icon (Self Concept).

Table No – 3.10

Comparative Analysis of Respondents Belonging to Middle Family Income and High Family Income on 1st Icon (Self Concept)

INCOME	N	MEAN	SD	SE _D	t VALUE
Middle Family Income	138	28.8	4.2	.66	5.61
High Family Income	81	25.1	5.3		

** Significant at .01 level

The perusal of the data vide Table No. 3.10 reveals that the 't' value of 5.61 is much higher than the criterion 't' value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the mental health of the higher secondary students coming from middle family income and high family income with regards to their self concept. However, a comparison of their mean score shows that the students coming from middle family income are more mentally healthier than the students coming from high family income with regards to their self concept.

3.2.7. Significance of Difference between the Mental Health of Students Belonging to Low family Income and Middle Family Income on 2nd Icon (Perception of Self among Others)

The following table shows the comparison of low family income and middle family income on 2nd icon (Perception of Self among Others).

Table No – 3.11

Comparative Analysis of Respondents Belonging to Low Family Income and Middle Family Income on 2nd Icon (Perception of Self among Others)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	39.35	5.25	.71	2.32
Middle Family Income	138	41	4.75		

** Significant at .05 level

The perusal of the data vide Table No. 3.11 reveals that the ‘t’ value of 2.32 is lower than the criterion ‘t’ value at .01 level (2.59) and higher at .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and middle family income is significant. However, a comparison of their mean score shows that the students coming from middle family income are more mentally healthier than those students coming from low family income with regards to their perception of self among others.

3.2.8. Significance of Difference between the Mental Health of Students Belonging to Low family Income and High Family Income on 2nd Icon (Perception of Self among Others)

The following table shows the comparison of low family income and high family income on 2nd icon (Perception of Self among Others).

Table No – 3.12

Comparative Analysis of Respondents Belonging to Low Family Income and High Family Income 2nd Icon (Perception of Self among Others)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	39.35	5.25	.82	1.83
High Family Income	81	40.85	5.15		

The perusal of the data vide Table No – 3.12 reveals that the ‘t’ value of 1.83 is lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and high family income with regards to their perception of self among others is not significant at any level. However, a comparison of their mean score shows that the students coming from high family income students are more mentally healthier than the students coming from low family income with regards to their perception of self among others.

3.2.9. Significance of Difference between the Mental Health of Students Belonging to Middle family Income and High Family Income on 2nd Icon (Perception of Self among Others)

The following table shows the comparison of middle family income and high family income on 2nd icon (Perception of Self among Others).

Table No – 3.13

Comparative Analysis of Respondents Belonging to Middle Family Income and High Family Income on 2nd Icon (Perception of Self among Others)

INCOME	N	MEAN	SD	SE _D	t VALUE
Middle Family Income	138	41	4.75	.7	.21
High Family Income	81	40.85	5.15		

A perusal of data vide table No.3.13 reveals that the ‘t’ value of .21 is lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the mental health of the higher secondary students coming from middle family income and high family income with regards to their perception of self among others. However, a comparison of their mean score shows that the students coming from middle family income are more mentally healthier than the students coming from high family income with regards to their perception of self among others.

3.2.10. Significance of Difference between the Mental Health of Students Belonging to Low family Income and Middle Family Income on 3rd Icon (Perception of Others)

The following table shows the comparison of low family income and middle family income respondents on 3rd icon (Perception of Others).

Table No – 3.14

Comparative Analysis of Respondents Belonging to Low Family Income and Middle Family Income on 3rd Icon (Perception of Others)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	35.4	3.05	.4	15.25
Middle Family Income	138	29.3	2.6		

** Significant at .01 level

A perusal of data vide table No. 3.14 reveals that the ‘t’ value of 15.25 is much higher than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and middle family income is significant. However, a comparison of their mean score shows that the students coming from low family income are more mentally healthier than those students coming from middle family income with regards to their perception of others.

3.2.11. Significance of Difference between the Mental Health of Students Belonging to Low family Income and High Family Income on 3rd Icon (Perception of Others)

The following table shows the comparison of low family income and high family income on 3rd icon (Perception of Others).

Table No – 3.15

Comparative Analysis of Respondents Belonging to Low Family Income and High Family Income on 3rd Icon (Perception of Others)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	35.4	3.05	.44	13.75
High Family Income	138	29.35	2.6		

** Significant at .01 level

A perusal of data vide Table No. 3.15 reveals that the ‘t’ value of 13.75 is much higher than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This shows that there is significant difference between the mental health of the higher secondary students coming from low family income and high family income with regards to their perception of others. However, a comparison of their mean score shows that the students coming from low family income are more mentally healthier than the students coming from high family income with regards to their perception of others.

3.2.12. Significance of Difference between the Mental Health of Students belonging to Middle family Income and High Family Income on 3rd Icon (Perception of Others)

The following table shows the comparison of middle family income and high family income on 3rd icon (Perception of Others).

Table No – 3.16

Comparative Analysis of Respondents Belonging to Middle Family Income and High Family Income on 3rd Icon (Perception of Others)

INCOME	N	MEAN	SD	SE _D	t VALUE
Middle Family Income	138	29.3	2.6	.36	.14
High Family Income	81	29.35	2.6		

A perusal of data vide Table No. 3.16 reveals that the ‘t’ value of .14 is lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the mental health of the higher secondary students coming from middle family income and high family income with regards to their perception of others. However, a comparison of their mean score shows that the students coming from high family income are more mentally healthier

than the students coming from middle family income with regards to their perception of others.

3.2.13. Significance of Difference between the Mental Health of Students Belonging to Low family Income and Middle Family Income on 4th Icon (Concept of Life)

The following table shows the comparison of low family income and middle family income respondents on 4th icon (Concept of Life).

Table No – 3.17
Comparative Analysis of Respondents Belonging to Low Family Income and Middle Family Income on 4th Icon (Concept of Life)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	33.6	4.45	.64	3.59
Middle Family Income	138	31.3	4.8		

** Significant at .01 level

A perusal of data vide Table No. 3.17 shows that the ‘t’ value of 3.59 is much higher than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and middle family income is significant. However, a comparison of their mean score reveals that the students coming from low family income are more mentally healthier than the students coming from middle family income with regards to their concept of life.

3.2.14. Significance of Difference between the Mental Health of Students Belonging to Low family Income and High Family Income on 4th Icon (Concept of Life)

The following table shows the comparison of low family income and high family income on 4th icon (Concept of Life).

Table No – 3.18

Comparative Analysis of Respondents Belonging to Low Family Income and High Family Income on 4th Icon (Concept of Life)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	33.6	4.45	.75	3.47
High Family Income	81	31	5.15		

** Significant at .01 level

A perusal of data vide Table No. 3.18 reveals that the ‘t’ value of 3.47 is significant at the criterion ‘t’ value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the mental health of the higher secondary students coming from low family income and high family income with regards to their concept of life. However, a comparison of their mean score shows that the students coming from low family income students are more mentally healthier than the students coming from high family income with regards to their concept of life.

3.2.15. Significance of Difference between the Mental Health of Students Belonging to Middle family Income and High Family Income on 4th Icon (Concept of Life)

The following table shows the comparison of middle family income and high family income on 4th icon (Concept of Life).

Table No – 3.19

Comparative Analysis of Respondents Belonging to Middle Family Income and High Family Income on 4th Icon (Concept of Life)

INCOME	N	MEAN	SD	SE _D	t VALUE
Middle Family Income	138	31.3	4.8	.71	.42
High Family Income	81	31	5.15		

A perusal of data vide Table No. 3.19 shows that the ‘t’ value of .42 is lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the mental health of the higher secondary students coming from middle family income and high family income with regards to their concept of life. However, a comparison in their mean score shows that the students coming from middle family income students are more mentally healthier than the students coming from high family income students with regards to their concept of life.

3.2.16. Significance of Difference between the Mental Health of Students Belonging to Low family Income and Middle Family Income on 5th Icon (Feelings of Adjustment)

The following table shows the comparison of low family income and middle family income respondents on 5th icon (Feelings of Adjustment).

Table No – 3.20

Comparative Analysis of Respondents Belonging to Low Family Income and Middle Family Income on 5th Icon (Feelings of Adjustment)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	16.3	4.2	.58	.26
Middle Family Income	138	16.15	4.1		

A perusal of data vide Table No. 3.20 reveals that the ‘t’ value of .26 is much lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students belonging to low family income and middle family income is not significant at any level. However, a comparison of their mean score shows that this difference is in favour of students coming from low family income. This indicates that although the finding is not significant the students coming from low family income are more mentally healthier than those students coming from middle family income students with regards to their feelings of adjustment.

3.2.17. Significance of Difference between the Mental Health of Students Belonging to Low Family Income and High Family Income on 5th Icon (Feelings of Adjustment)

The following table shows the comparison of low family income and high family income on 5th icon (Feelings of Adjustment).

Table No – 3.21

Comparative Analysis of Respondents Belonging to Low Family Income and High Family Income on 5th Icon (Feelings of Adjustment)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	16.3	2.2	.68	.22
High Family Income	81	16.45	4.4		

A perusal of data vide Table No. 3.21 reveals that the ‘t’ value of .22 is not significant at the criterion ‘t’ value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the mental health of the higher secondary students belonging to students coming from low family income and high family income with regards to their feelings of adjustment. However, the mean scores shows that the students coming from the high family

income are more mentally healthier than the low family income with regards to their feelings of adjustment.

3.2.18. Significance of Difference between the Mental Health of Students Belonging to Middle Family Income and High Family Income on 5th Icon (Feelings of Adjustment)

The following table shows the comparison of middle family income and high family income respondents on 5th icon (Feelings of Adjustment).

Table No – 3.22
Comparative Analysis of Respondents Belonging to Middle Family Income and High Family Income on 5th Icon (Feelings of Adjustment)

INCOME	N	MEAN	SD	SE _D	t VALUE
Middle Family Income	138	16.15	4.1	.6	.5
High Family Income	81	16.45	4.4		

A perusal of data vide Table No. 3.22 shows that the ‘t’ value of .5 reveals that there is no significant difference at the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the mental health of the higher secondary students coming from middle family income and high family income with regards to their feelings of adjustment. However, a comparison of their mean score shows that the students coming from the high family income are more mentally healthier than the students coming from middle family income with regards to their feelings of adjustment.

3.2.19. Significance of Difference between the Mental Health of Students Belonging to Low Family Income and Middle Family Income on 6th Icon (Perception of Achievement)

The following table shows the comparison of low family income and middle family income on 6th icon (Perception of Achievement).

Table No – 3.23

Comparative Analysis of Respondents Belonging to Low Family Income and Middle Family Income on 6th Icon (Perception of Achievement)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	24.7	1.1	.22	.91
Middle Family Income	138	24.9	2.35		

A perusal of data vide Table No. 3.23 shows that the ‘t’ value of .91 is lower than the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that the mental health of the higher secondary students coming from low family income and middle family income is not significant at any level. However, a comparison of their mean score shows that the students coming from middle family income are more mentally healthier than the students coming from low family income with regards to their perception of achievement.

3.2.20. Significance of Difference between the Mental Health of Students Belonging to Low Family Income and High Family Income on 6th Icon (Perception of Achievement)

The following table shows the comparison of low family income and high family income on 6th icon (Perception of Achievement).

Table No – 3.24

Comparative Analysis of Respondents Belonging to Low Family Income and High Family Income on 6th Icon (Perception of Achievement)

INCOME	N	MEAN	SD	SE _D	t VALUE
Low Family Income	81	24.7	1.1	.35	1.86
High Family Income	81	24.35	3.05		

A perusal of data vide Table No. 3.24 reveals that the ‘t’ value of 1.86 is not significant at the criterion ‘t’ value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the mental health of the higher secondary students coming from low family income and high family income with regards to their perception of achievement. However, a comparison of their mean score shows that the students coming from low family income are more mentally healthier than the students coming from high family income with regards to their perception of achievement.

3.2.21. Significance of Difference between the Mental Health of Students Belonging to Middle Family Income and High Family Income on 6th Icon (Perception of Achievement)

The following table shows the comparison of Middle Family Income and High Family Income on 6th icon (Perception of Achievement).

Table No. – 3.25

Comparative Analysis of Respondents Belonging to Middle Family Income and High Family Income on 6th Icon (Perception of Achievement)

INCOME	N	MEAN	SD	SE _D	t VALUE
Middle Family Income	138	24.9	2.35	.39	1.15
High Family Income	81	25.35	3.05		

A perusal of data vide Table No. 3.25 reveals that the ‘t’ value of 1.15 is not significant at the criterion ‘t’ value at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the mental health of the higher secondary students coming from middle family income and high family income with regards to their perception of achievement. However, a comparison of their mean score shows that the students coming from high family income are more mentally healthier than the students coming from middle family income with regards to their perception of achievement.

3.3. SIGNIFICANCE OF DIFFERENCE BETWEEN THE MENTAL HEALTH OF HIGHER SECONDARY STUDENTS ON THE BASIS OF GENDER

In order to compare the mental health of higher secondary students on the basis of their gender in Aizawl district, the mean and standard deviation of the scores were obtained. The mean differences were tested applying ‘t’ test and the detail results is shown in the following way:

3.3.1. Significance of Difference between the Mental Health of Male and Female Respondents

The following table shows the significance of difference between the mental health of male and female respondents.

Table No. 3.26

Comparative Analysis of Male and Female Respondents on Mental Health

SEX	N	MEAN	SD	SED	t VALUE
Male	150	167.2	19.1	2.15	.65
Female	150	165.2	18.1		

A perusal of data vide Table No. 3.26 shows that the 't' value of .65 is very lower than the criterion 't' value at .01(2.59) and .05 (1.97) level of confidence for 298 df. This means that there is no significant difference between males and females in their mental health. However, a comparison of their mean score shows that the difference is in favour of males whose average mean score is higher than their female counterparts.

3.3.2. Significance of Difference between the Mental Health of Male and Female Respondents on 1st Icon (Self Concept)

The following table shows the significance of difference between the mental health of male and female respondents on 1st icon (Self Concept).

Table No. 3.27

Comparative Analysis of Male and Female Respondents on 1st Icon (Self Concept)

SEX	N	MEAN	SD	SE _D	t VALUE
Male	150	24.95	5	.55	.73
Female	150	24.55	4.35		

A perusal of data vide Table No. 3.27 reveals that the ‘t’ value which is .73 is lower than the criterion ‘t’ value at .01 level (2.59) of confidence for 298 df. This means that there is no significant difference between males and females in their mental health towards self concept. However, a comparison of their mean score shows that the difference is in favour of males whose average mean score is higher than their female counterparts towards self concept.

3.3.3. Significance of Difference between the Mental Health of Male and Female Respondents on 2nd Icon (Perception of Self among Others)

The following table shows the comparison of male and female respondents on 2nd icon (Perception of Self among Others).

Table No. 3.28

Comparative Analysis of Male and Female Respondents on 2nd Icon (Perception of Self among Others)

SEX	N	MEAN	SD	SE _D	t VALUE
Male	150	40.25	5.3	.58	.43
Female	150	40.75	4.7		

A perusal of data vide Table No. 3.28 reveals that ‘t’ value which is .43 is lower than the criterion ‘t’ value at .01 level (2.59) of confidence for 298 df. This means that there is no significant difference between males and females in their

mental health towards perception of self among others. However, a comparison of their mean score shows that the difference is in favour of females whose average mean score is higher than their male counterparts towards perception of self among others.

3.3.4. Significance of Difference between the Mental Health of Male and Female Respondents on 3rd Icon (Perception of Others)

The following table shows the comparison of male and female respondents on 3rd icon (Perception of Others).

Table No. 3.29
Comparative Analysis of Male and Female Respondents on 3rd Icon (Perception of Others)

SEX	N	MEAN	SD	SE _D	t VALUE
Male	150	28.7	2.65	.33	2.58
Female	150	29.55	2.9		

** Significant at .05 level

A perusal of data vide Table No. 3.29 reveals that the ‘t’ value which is 2.58 is lower than the criterion ‘t’ value at .01 level (2.59) and higher at .05 level of confidence for 298 df. This means that there is significant difference between males and females in their mental health towards perception of others. However, a comparison of their mean score shows that the difference is in favour of females whose average mean score is higher than their male counterparts towards perception of others.

3.3.5. Significance of Difference between the Mental Health of Male and Female Respondents on 4th Icon (Concept of Life)

The following table shows the comparison of male and female respondents on 4th icon (Concept of Life).

Table No. 3.30

Comparative Analysis of Male and Female Respondents on 4th Icon (Concept of Life)

SEX	N	MEAN	SD	SE _D	t VALUE
Male	150	31.05	7.9	.76	.33
Female	150	30.8	4.95		

A perusal of data vide Table No. 3.30 reveals that the 't' value which is .33 is lower than the criterion 't' value for at .01 level (2.59) and .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between males and females in their mental health towards concept of life . However, a comparison of their mean score shows that the difference is in favour of males whose average mean score is higher than their female counterparts towards concept of life.

3.3.6. Significance of Difference between the Mental Health of Male and Female Respondents on 5th Icon (Feelings of Adjustment)

The following table shows the comparison of male and female respondents on 5th icon (Feelings of Adjustment).

Table No. 3.31

Comparative Analysis of Male and Female Respondents on 5th Icon (Feelings of Adjustment)

SEX	N	MEAN	SD	SE _D	t VALUE
Male	150	17	4.6	.47	3.30
Female	150	15.45	3.55		

** Significant at .01 level

A perusal of data vide Table No. 3.31 reveals that 't' value which is 3.30 is much higher than the criterion 't' value at .01 level (2.59) of confidence for 298 df. This means that there is significant difference between males and females in their mental towards feelings of adjustment. However, a comparison of their mean score

shows that the difference is in favour of males whose average mean score is higher than their female counterparts towards feelings of adjustment.

3.3.7. Significance of Difference between the Mental Health of Male and Female Respondents on 6th Icon (Perception of Achievement)

The following table shows the comparison of male and female respondents on 6th icon (Perception of Achievement).

Table No. 3.32
Comparative Analysis of Male and Female Respondents on 6th Icon (Perception of Achievement)

SEX	N	MEAN	SD	SE _D	t VALUE
Male	150	24.65	2.35	.28	2.14
Female	150	25.25	2.3		

** Significant at .05 level

A perusal of data vide Table No. 3.32 reveals that the 't' value which is 2.14 is lower than the criterion 't' value at .01 level (2.59) and higher at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between males and females in their mental health towards perception of achievement. However, a comparison of their mean score shows that the difference is in favour of females whose average mean score is higher than their male counterparts towards perception of achievement.

3.4. SIGNIFICANCE OF DIFFERENCE BETWEEN THE MENTAL HEALTH OF HIGHER SECONDARY STUDENTS WITH REFERENCE TO THEIR STREAM OF STUDY

The different streams of study (Arts, Science, and Commerce) of the mental health of the higher secondary students were compared in Aizawl district. For this, the mean and standard deviation of the scores were obtained. The mean differences were tested applying ‘t’ test and the details are presented in the following table.

3.4.1. Significance of Difference between the Mental Health of Arts and Science Students of Higher Secondary Schools

The following table shows a comparison of mental health of higher secondary schools of Arts and Science students.

Table No. 3.33

Comparative Analysis of Arts and Science Students of Higher Secondary Schools on Mental Health

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	162.7	16.7	2.51	2.27
Science	100	168.4	18.8		

** Significant at .05 level

A perusal of data vide Table No. 3.33 reveals that the ‘t’ value 2.27 is lower than the criterion ‘t’ value at .01 level (2.59) and higher at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and science streams in their mental health. However, the difference in the mean score is in favour of the students coming from science stream whose average mean score is higher than the students coming from arts stream.

3.4.2 Significance of Difference between the Mental Health of Arts and Commerce Students of Higher Secondary Schools

The following table shows a comparison of mental health of higher secondary schools of Arts and Commerce students.

Table No. 3.34
Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on Mental Health

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	162.7	16.7	2.55	2.24
Commerce	100	168.4	19.2		

** Significant at .05 level

A perusal of data vide Table No. 3.34 reveals that the 't' value 2.24 is lower than the criterion 't' value at .01 level (2.59) and higher at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and commerce streams in their mental health. However, the difference in the mean score is in favour of the students coming from commerce stream whose average mean score is much higher than the students coming from arts stream.

3.4.3. Significance of Difference between the Mental Health of Science and Commerce Students of Higher Secondary Schools

The following table shows a comparison of mental health of higher secondary schools of Science and Commerce students.

Table No. 3.35

Comparative Analysis of Respondents of Science and Commerce Students of Higher Secondary Schools on Mental Health

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Science	100	168.4	18.8	2.69	0
Commerce	100	168.4	19.2		

A perusal of data vide Table No. 3.35 reveals that 't' value 0 have no value for the criterion 't' value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from science and commerce streams in their mental health. At the same time, the mean score are also equal for both the students coming from science and commerce streams.

3.4.4. Significance of Difference between the Mental Health of Arts and Science Students of Higher Secondary Schools on 1st Icon (Self Concept)

The following table shows a comparison of mental health of higher secondary schools of Arts and Science students on 1st icon (Self Concept).

Table No. 3.36

Comparative Analysis of Respondents of Arts and Science Students of Higher Secondary Schools 1st Icon (Self Concept)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	26.5	5.45	.73	2.33
Science	100	24.8	4.9		

** Significant at .05 level

A perusal of data vide Table No. 3.36 reveals that the 't' value 2.33 is lower than the criterion 't' value at .01 level (2.59) and higher at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and science streams in their mental health toward self concept. However, the difference in the mean score is in favour of the students coming from arts stream whose average mean score is higher than the students coming from science stream.

3.4.5 Significance of Difference between the Mental Health of Arts and Commerce Students of Higher Secondary Schools on 1st Icon (Self Concept)

The following table shows a comparison of mental health of higher secondary schools of Arts and Commerce students on 1st icon (Self Concept).

Table No. 3.37
Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on 1st Icon (Self Concept)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	26.5	5.45	.72	1.39
Commerce	100	25.5	4.7		

A perusal of data vide Table No. 3.37 reveals that the 't' value 1.39 is lower than the criterion 't' value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from arts and commerce streams in their mental health toward self concept. However, the difference in the mean score is in favour of the students coming from arts stream whose average mean score is higher than the students coming from commerce stream.

3.4.6. Significance of Difference between the Mental Health of Science and Commerce Students of Higher Secondary Schools on 1st Icon (Self Concept)

The following table shows a comparison of mental health of higher secondary schools of Science and Commerce students on 1st icon (Self Concept).

Table No. 3.38
Comparative Analysis of Respondents of Science and Commerce Students of Higher Secondary Schools on 1st Icon (Self Concept)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Science	100	24.8	4.9	.68	1.03
Commerce	100	25.5	4.7		

A perusal of data vide Table No. 3.38 reveals that ‘t’ value 1.03 is lower than the criterion ‘t’ value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from science and commerce stream in their mental health toward self concept. However, their average mean score here reveals that the mean score of the students coming from commerce stream is higher than the students coming from science stream in their mental health toward self concept.

3.4.7. Significance of Difference between the Mental Health of Arts and Science Students of Higher Secondary Schools on 2nd Icon (Perception of Self among Others)

The following table shows a comparison of mental health of higher secondary schools of Arts and Science students on 2nd icon (Perception of Self among Others).

Table No. 3.39

Comparative Analysis of Respondents of Arts and Science Students of Higher Secondary Schools on 2nd Icon (Perception of Self among Others)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	39.6	5.1	.71	2.32
Science	100	41.25	4.95		

** Significant at .05 level

A perusal of data vide Table No. 3.39 reveals that the 't' value 2.32 is lower than the criterion 't' value at .01 level (2.59) and higher at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and science streams in their mental health toward perception of self among others. However, their average mean score here reveals that the mean score of the students coming from science stream is higher than the students coming from arts stream in their mental health toward self concept.

3.4.8. Significance of Difference between the Mental Health of Arts and Commerce Students of Higher Secondary Schools on 2nd Icon (Perception of Self among Others)

The following table shows a comparison of mental health of higher secondary schools of Arts and Commerce students on 2nd icon (Perception of Self among Others).

Table No. 3.40

Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on 2nd Icon (Perception of Self among Others)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	39.6	5.1	.71	1.48
Commerce	100	40.65	5		

A perusal of data vide Table No. 3.40 reveals that the 't' value 1.48 is lower than the criterion 't' value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from arts and commerce streams in their mental health toward perception of self among others. However, their average mean score here reveals that the mean score of the students coming from commerce stream is higher than the students coming from arts stream in their mental health toward perception of self among others.

3.4.9. Significance of Difference between the Mental Health of Science and Commerce Students of Higher Secondary Schools on 2nd Icon (Perception of Self among Others)

The following table shows a comparison of mental health of higher secondary schools of Science and Commerce students on 2nd icon (Perception of Self among Others).

Table No. 3.41

Comparative Analysis of Respondents of Science and Commerce Students of Higher Secondary Schools on 2nd Icon (Perception of Self among Others)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Science	100	41.25	4.95	.71	.85
Commerce	100	40.65	5		

A perusal of data vide Table No. 3.25 reveals that 't' value .85 is lower than the criterion 't' value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from science and commerce streams in their mental health toward perception of self among others. However, their average mean score here reveals that the mean score of the students coming from science stream is higher than the students coming from commerce stream in their mental health toward perception of self among others.

3.4.10. Significance of Difference between the Mental Health of Arts and Science Students of Higher Secondary Schools on 3rd Icon (Perception of Others)

The following table shows a comparison of mental health of higher secondary schools of Arts and Science students on 3rd icon (Perception of Others).

Table No. 3.42

Comparative Analysis of Respondents of Arts and Science Students of Higher Secondary Schools on 3rd Icon (Perception of Others)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	28.3	2.45	.4	3.13
Science	100	29.55	3.15		

** Significant at .01 level

A perusal of data vide Table No. 3.42 reveals that the ‘t’ value 3.13 is much higher than the criterion ‘t’ value .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and science streams in their mental health toward perception of others. However, their average mean score here reveals that the mean score of the students coming from science stream is higher than the students coming from arts stream in their mental health toward perception of others.

3.4.11. Significance of Difference between the Mental Health of Arts and Commerce Students of Higher Secondary Schools on 3rd Icon (Perception of Others)

The following table shows a comparison of mental health of higher secondary schools of Arts and Commerce students on 3rd icon (Perception of Others).

Table No. 3.43

Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on 3rd Icon (Perception of Others)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	28.3	2.45	.37	3.38
Commerce	100	29.55	2.75		

** Significant at .01 level

A perusal of data vide Table No. 3.43 reveals that the ‘t’ value 3.38 is much higher than the criterion ‘t’ value .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and commerce streams in their mental health toward perception of others. However, their average mean score reveals that the mean score of the students coming from commerce stream is higher than the students coming from arts stream in their mental health toward perception of others.

3.4.12. Significance of Difference between the Mental Health of Science and Commerce Students of Higher Secondary Schools on 3rd Icon (Perception of Others)

The following table shows a comparison of mental health of higher secondary schools of Science and Commerce students on 3rd icon (Perception of Others).

Table No. 3.44

Comparative Analysis of Respondents of Science and Commerce Students of Higher Secondary Schools on 3rd Icon (Perception of Others)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Science	100	29.55	3.13	.42	0
Commerce	100	29.55	2.75		

A perusal of data vide Table No. 3.44 reveals that 't' value 0 have no value for the criterion 't' value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from science and commerce streams in their mental health. At the same time, the mean score are also equal for both the students coming from science and commerce streams.

3.4.13. Significance of Difference between the Mental Health of Arts and Science Students of Higher Secondary Schools on 4th Icon (Concept of Life)

The following table shows a comparison of mental health of higher secondary schools of Arts and Science students on 4th icon (Concept of Life).

Table No. 3.45

Comparative Analysis of Respondents of Arts and Science Students of Higher Secondary Schools on 4th Icon (Concept of Life)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	30.5	4.6	.69	1.09
Science	100	31.25	5.05		

A perusal of data vide Table No. 3.45 reveals that the 't' value 1.09 is much lower than the criterion 't' value at .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from arts and science streams in their mental health toward concept of life. However, their average mean score reveals that the mean score of the students coming from science stream is higher than the students coming from arts stream in their mental health toward concept of life.

3.4.14. Significance of Difference between the Mental Health of Arts and Commerce Students of Higher Secondary Schools on 4th Icon (Concept of Life)

The following table shows a comparison of mental health of higher secondary schools of Arts and Commerce students on 4th icon (Concept of Life).

Table No. 3.46

Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on 4th Icon (Concept of Life)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	30.5	4.6	.92	.54
Commerce	100	31	7.95		

A perusal of data vide Table No. 3.46 reveals that 't' value which .54 is lower than the criterion 't' .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from arts and commerce streams in their mental health toward concept of life. However, their average mean score here reveals that the mean score of the students coming from commerce stream is higher than the students coming from arts stream in their mental health toward concept of life.

3.4.15. Significance of Difference between the Mental Health of Science and Commerce Students of Higher Secondary Schools on 4th Icon (Concept of Life)

The following table shows a comparison of mental health of higher secondary schools of Science and Commerce students on 4th icon (Concept of Life).

Table No. 3.47
Comparative Analysis of Respondents of Science and Commerce Students of Higher Secondary Schools on 4th Icon (Concept of Life)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Science	100	31.25	5.05	.94	.27
Commerce	100	31	7.95		

A perusal of data vide Table No. 3.47 reveals that the 't' value .27 is lower than the criterion 't' .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from science and commerce streams in their mental health toward concept of life. However, their average mean score here reveals that the mean score of the students coming from science stream is higher than the students coming from commerce stream in their mental health toward concept of life.

3.4.16. Significance of Difference between the Mental Health of Arts and Science Students of Higher Secondary Schools on 5th Icon (Feelings of Adjustment)

The following table shows a comparison of mental health of higher secondary schools of Arts and Science students on 5th icon (Feelings of Adjustment).

Table No. 3.48
Comparative Analysis of Respondents of Arts and Science Students of Higher Secondary Schools on 5th Icon (Feelings of Adjustment)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	15.75	3.25	.53	.38
Science	100	15.95	4.1		

A perusal of data vide Table No. 3.48 reveals that the ‘t’ value .38 is much lower than the criterion ‘t’ .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from arts and science streams in their mental health toward feelings of adjustment. However, their average mean score here shows that the mean score of the students coming from science stream is higher than the students coming from arts stream in their mental health toward feelings of adjustment.

3.4.17. Significance of Difference between the Mental Health of Arts and Commerce Students of Higher Secondary Schools on 5th Icon (Feelings of Adjustment)

The following table shows a comparison of mental health of higher secondary schools of Arts and Commerce students on 5th icon (Feelings of Adjustment).

Table No. 3.49

Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on 5th Icon (Feelings of Adjustment)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	15.75	3.25	.58	2.07
Commerce	100	16.95	4.8		

** Significant at .05 level

A perusal of data vide Table No. 3.49 reveals that the 't' value 2.07 is lower than the criterion 't' .01 level (2.59) and higher at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and commerce streams in their mental health toward feelings of adjustment. However, their average mean score here shows that the mean score of the students coming from commerce stream is higher than the students coming from arts stream in their mental health toward feelings of adjustment.

3.4.18. Significance of Difference between the Mental Health of Science and Commerce Students of Higher Secondary Schools on 5th Icon (Feelings of Adjustment)

The following table shows a comparison of mental health of higher secondary schools of Science and Commerce students on 5th icon (Feelings of Adjustment).

Table No. 3.50

Comparative Analysis of Respondents of Science and Commerce Students of Higher Secondary Schools on 5th Icon (Feelings of Adjustment)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Science	100	15.95	4.1	.63	1.59
Commerce	100	16.95	4.8		

A perusal of data vide Table No. 3.50 reveals that the 't' value 1.59 is lower than the criterion 't' .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from science and commerce streams in their mental health toward feelings of adjustment. However, their average mean score here shows that the mean score of the students coming from commerce stream is higher than the students coming from science stream in their mental health toward feelings of adjustment.

3.4.19. Significance of Difference between the Mental Health of Arts and Science Students of Higher Secondary Schools on 6th Icon (Perception of Achievement)

The following table shows a comparison of mental health of higher secondary schools of Arts and Science students on 6th icon (Perception of Achievement)

Table No. 3.51
Comparative Analysis of Respondents of Arts and Science Students of Higher Secondary Schools on 6th Icon (Perception of Achievement)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	24.65	2.1	.35	3.43
Science	100	25.85	2.75		

** Significant at .01 level

A perusal of data vide Table No. 3.51 reveals that the 't' value 3.43 is much higher than the criterion 't' .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from arts and science streams in their mental health toward perception of achievement. However, their average mean score here shows that the mean score of the students coming from science stream is higher than the students coming from arts stream in their mental health toward perception of achievement.

3.4.20. Significance of Difference between the Mental Health of Arts and Commerce Students of Higher Secondary Schools on 6th Icon (Perception of Achievement)

The following table shows a comparison of mental health of higher secondary schools of Arts and Commerce students on 6th icon (Perception of Achievement).

Table No. 3.52
Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on 6th Icon (Perception of Achievement)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Arts	100	24.65	2.1	.28	.89
Commerce	100	24.4	2		

A perusal of data vide Table No. 3.52 reveals that the ‘t’ value .89 is lower than the criterion ‘t’ .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is no significant difference between the students coming from arts and commerce streams in their mental health toward perception of achievement. However, their average mean score here shows that the mean score of the students coming from arts stream is higher than the students coming from commerce stream in their mental health toward perception of achievement.

3.4.21. Significance of Difference between the Mental Health of Science and Commerce Students of Higher Secondary Schools on 6th Icon (Perception of Achievement)

The following table shows a comparison of mental health of higher secondary schools of Science and Commerce students on 6th icon (Perception of Achievement).

Table No. 3.53

Comparative Analysis of Respondents of Arts and Commerce Students of Higher Secondary Schools on 6th Icon (Perception of Achievement)

STREAM OF STUDY	N	MEAN	SD	SE _D	t VALUE
Science	100	25.85	2.75	.35	4.14
Commerce	100	24.4	2		

** Significant at .01 level

A perusal of data vide Table No. 3.53 reveals that the 't' value 4.14 is much higher than the criterion 't' .01 level (2.59) and at .05 level (1.97) of confidence for 298 df. This means that there is significant difference between the students coming from science and commerce streams in their mental health toward perception of achievement. However, their average mean score here shows that the mean score of the students coming from science stream is higher than the students coming from commerce stream in their mental health toward perception of achievement.

CHAPTER - IV

MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter is divided into four sections. The major findings of the study have been presented in section 4.1, Discussions of the present study is presented in section 4.2, Recommendations of the present study is presented in section 4.3, and lastly Suggestions for further research is presented in section 4.4.

4.1 MAJOR FINDINGS OF THE STUDY

4.1.1. The Mental Health of Higher Secondary Students

The mental health of higher secondary students was studied through the application of Mental Health Scale developed by Dr.S.P. Anand.

1. The mean score of the higher secondary schools students showed that they were mentally healthy. At the same time, 67% were found to be mentally healthy while 33% were found to be not mentally healthy and in need of guidance and counseling for mental health.
2. In respect to socio-economic status, there were 81 students coming from low family income, out of which 58.02% were found to be mentally healthy while 41.98% were found to be not mentally healthy and in need of guidance and counseling for mental health. There were 138 students coming from middle family income, out of which 73.91% were found to be mentally healthy while 26.09% were found to be not mentally healthy and in need of guidance and counseling for mental health. Out of the 81 students coming from high family income, 65.43%

were found to be mentally healthy while 34.57% were found to be not mentally healthy and in need of guidance and counseling for mental health.

3. Genderwise, 67% male and 67% female of higher secondary students were found to be mentally healthy while 33% male and 33% female were found to be mentally unhealthy and in need of guidance and counseling for mental health. This implies that the male and female students of higher secondary students were found to have the same mental health.
4. On the basis of stream of study - from the science stream, 71% were found to be mentally healthy while 29% were found to be mentally unhealthy and in need of guidance and counseling for mental health. From the commerce stream, 68% were found to be mentally healthy while 32% were found to be mentally unhealthy and in need of guidance and counseling for mental health. From the Arts stream, 62% were found to be mentally healthy while 38% were found to be mentally unhealthy and in need of guidance and counseling for mental health.

4.1.2. Significance of Difference between the Mental Health of Higher Secondary Students Belonging to Different Socio-economic Status

In order to compare the mental health of higher secondary students belonging to different socio-economic status, economic status (i.e. income of the family) only was studied. The mean and standard deviation of the scores, and the mean differences were tested by applying 't' test and the following are the major finding :-

1. There was significant difference between the mental health of students coming from low family income and middle family income. The comparison of their mean score showed that students coming from middle family income were mentally healthier than those students coming from low family income. The difference of mental health of students coming from low family income and high family income was not significant at any level. Although the finding was

not significant students coming from high family income were more mentally healthier than those students coming from low family income. The difference of mental health of students coming from middle family income and high family income was not significant at any level. Although the finding was not significant the students coming from high family income were more mentally healthier than the students coming from low family income.

2. There was significant difference between the mental health of students coming from low family income and middle family income in the 1st icons (self concept). The comparison of their mean score showed that the students coming from middle family income were more mentally healthier than those students coming from low family income with regards to their self concept. Secondly, there was no significant difference between the mental health of students coming from low family income and high family income in the 1st icons (self concept). The comparison of their mean score showed that the students coming from high family income were more mentally healthier than those students coming from low family income with regards to their self concept. Thirdly, there was significant difference between the mental health of students coming from middle family income and high family income in the 1st icons (self concept). The comparison of their mean score showed that the students coming from middle family income were more mentally healthier than those students coming from high family income with regards to their self concept.
3. There was significant difference between the mental health of students coming from low family income and middle family income in the 2nd icons (perception of self among others). The comparison of their mean score showed that the students coming from middle family income were more mentally healthier than those students coming from low family income with regards to their perception of self among others. Secondly, there was no significant difference between the mental health of students coming from low family income and high family income in the 2nd icons (perception of self among others). The comparison of

their mean score showed that the students coming from high family income students were more mentally healthier than those students coming from low family income with regards to their perception of self among others. Thirdly, there was no significant difference between the mental health of students coming from middle family income and high family income in the 2nd icons (perception of self among others). The comparison of their mean score showed that the students coming from middle family income were more mentally healthier than those students coming from high family income with regards to their perception of self among others.

4. There was significant difference between the mental health of students coming from low family income and middle family income in the 3rd icons (perception of others). The comparison of their mean score showed that the students coming from middle family income were more mentally healthier than those students coming from low family income with regards to their perception of others. Secondly, there was significant difference between the mental health of students coming from low family income and high family income in the 3rd icons (perception of others). The comparison of their mean score showed that the students coming from low family income were more mentally healthier than those students coming from high family income with regards to their perception of others. Thirdly, there was no significant difference between the mental health of students coming from middle family income and high family income in the 3rd icons (perception of others). The comparison of their mean score showed that the students coming from high family income were more mentally healthier than those students coming from middle family income with regards to their perception of others.
5. There was significant difference between the mental health of students coming from low family income and middle family income in the 4th icons (concept of life). The comparison of their mean score showed that the students coming from low family income were more mentally healthier than those coming from

middle family income with regards to their concept of life. Secondly, there was significant difference between the mental health of students coming from low family income and high family income in the 4th icons (concept of life). The comparison of their mean score showed that the students coming from low family income were more mentally healthier than those students coming from high family income with regards to their concept of life. Thirdly, there was no significant difference between the students coming from middle family income and high family income in the 4th icons (concept of life). The comparison of their mean score showed that the students coming from middle family income were more mentally healthier than those students coming from high family income students with regards to their concept of life.

6. There was no significant difference between the mental health of students coming from low family income and middle family income in the 5th icons (feelings of adjustment). A comparison of their mean score showed that the students coming from low family income were more mentally healthier than those students coming from middle family income with regards to their feelings of adjustment. Secondly, there was no significant difference between the mental health of students coming from low family income and high family income in the 5th icons (feelings of adjustment). A comparison of their mean score showed that the students coming from high family income were more mentally healthier than those students coming from low family income with regards to their feelings of adjustment. Thirdly, there was no significant difference between the mental health of students coming from middle family income and high family income in the 5th icons (feelings of adjustment). A comparison of their mean score showed that the students coming from high family income students were more mentally healthier than those students coming from middle family income with regards to their feelings of adjustment.

7. There was no significant difference between the mental health of students coming from low family income and middle family income in the 6th icons (perception of achievement). A comparison of their mean score showed that the students coming from middle family income were more mentally healthier than those students coming from low family income with regards to their perception of achievement. Secondly, there was no significant difference between the mental health of students coming from low family income and high family income in the 6th icons (perception of achievement). A comparison of their mean score showed that the students coming from low family income were more mentally healthier than those students coming from high family income with regards to their perception of achievement. Thirdly, there was no significant difference between the mental health of students coming from middle family income and high family income in the 6th icons (perception of achievement). A comparison of their mean score showed that the students coming from high family income students were more mentally healthier than those students coming from middle family income with regards to their perception of achievement.

4.1.3. Significance of Difference between the Mental Health of Higher Secondary Students on the Basis of their Gender

The male and female of higher secondary students have been compared as per the Mental Health Scale (MHS) by Dr.S.P.Anand. Their mental health was compared from the total score and the six icon of mental health. The mean and standard deviation of the scores, and the mean differences were tested by applying 't' test. The findings are as follows –

1. With regards to the total score of the mental health, there was no significant difference between males and females in their mental health. Males average mean score were higher than the females.

2. There was no significant difference between the mental health of males and females in 1st icon (Self Concept). The average mean score however reveals that the mean scores of males were higher than their female counterparts with regards to their self concept.
3. There was no significant difference between the mental health of males and females in the 2nd icon (Perception of Self among Others). The average mean score however reveals that the mean scores of females were higher than their male counterparts with regards to perception of self among others.
4. There was significant difference between the mental health of males and females in 3rd icon (Perception of Others). The average mean score however reveals that the mean scores of females were higher than their male counterparts with regards to perception of others.
5. There was no significant difference between the mental health of males and females in the 4th icons (concept of life). The average mean score however reveals that the mean scores of males were higher than their females counterparts with regards to concept of life.
6. There was significant difference between the mental health of males and females in the 5th icon (Feelings of Adjustment). The average mean score however reveals that the mean scores of females were much higher than their males counterparts with regards to feelings of adjustment.
7. There was significant difference between the mental health of males and females in the 6th icon (Perception of Achievement). The average mean score however reveals that the females means were higher than their males counterparts with regards to perception of achievement.

4.1.4. Significance of Difference between the Mental Health of Higher Secondary Students with Reference to their Streams of Study

The different streams of study (Arts, Science, and Commerce) of the mental health of the higher secondary students were compared. For this, the mean and standard deviation of the scores were obtained. The mean differences were tested applying 't' test and the findings are presented in the following ways:-

1. There was significant difference between the mental health of students coming from arts and science streams. The average mean score however showed that the mean score of students coming from science stream was higher than the students coming from arts stream. Secondly, there was significant difference between the mental health of students coming from arts and commerce streams. The average mean score however showed that the mean score of students coming from commerce stream was much higher than the students coming from arts stream. Thirdly, there was no significant difference between the mental health of students coming from science and commerce streams. The average mean score here revealed that the mean score of both the students coming from science and commerce streams was same.
2. There was significant difference between the mental health of students coming from arts and science streams in the 1st icon (Self Concept). The average mean score however showed that the mean score of students coming from arts stream was higher than the students coming from science stream toward self concept. Secondly, there was no significant difference between the mental health of students coming from arts and commerce streams in the 1st icon (Self Concept). The average mean score however showed that the mean score of students coming from arts stream was higher than the students coming from commerce streams toward self concept. Thirdly, there was no significant difference between the mental health of students coming from science and commerce streams in the 1st icon (Self Concept). The average mean score here revealed

that the mean score of students coming from commerce stream was higher than the students coming from science stream toward self concept.

3. There was significant difference between the mental health of students coming from arts and science streams in the 2nd icon (Perception of Self among Others). The average mean score however showed that the mean score of students coming from science stream was higher than the students coming from arts stream towards perception of self among others. Secondly, there was no significant difference between the mental health of students coming from arts and commerce streams in the 2nd icon (Perception of Self among Others). The average mean score however showed that the mean score of students coming from commerce stream was higher than the students coming from arts stream towards perception of self among others. Likewise, there was no significant difference between the mental health of students coming from science and commerce streams in the 2nd icon (Perception of Self among Others). However, their average mean score here revealed that the mean score of students coming from science stream was higher than the students coming from commerce stream toward perception of self among others.

4. There was significant difference between the mental health of students coming from arts and science streams in the 3rd icon (Perception of Others). The average mean score however showed that the mean score of students coming from science stream was higher than the students coming from arts stream toward perception of others. Likewise, there was significant difference between the mental health of students coming from arts and commerce streams in the 3rd icon (Perception of Others). The average mean score however showed that the mean score of students coming from commerce stream was higher than the students coming from arts stream toward perception of others. Thirdly, there was no significant difference between the mental health of students coming from science and commerce streams in the 3rd icon (Perception of Others). The average mean score however showed that the mean score of students coming

from science stream was same as the students coming from commerce stream toward perception of others.

5. There was no significant difference between the mental health of students coming from arts and science streams in the 4th icons (concept of life). The average mean score however showed that the mean score of students coming from science stream was higher than the students coming from arts stream towards concept of life. Secondly, there was no significant difference between the mental health of students coming from arts and commerce streams in the 4th icons (concept of life). The average mean score however showed that the mean score of students coming from commerce students was higher than the students coming from commerce stream towards concept of life. Thirdly, there was no significant difference between the mental health of students coming from science and commerce streams in the 4th icons (concept of life). The average mean score however showed that the mean score of students coming from science stream was higher than the students coming from commerce stream towards concept of life.
6. There was no significant difference between the mental health of students coming from arts and science streams in the 5th icon (Feelings of Adjustment). The average mean score however showed that the mean score of students coming from science stream was higher than the students coming from arts stream towards feelings of adjustment. Secondly, there was no significant difference between the mental health of students coming from arts and commerce. The average mean score here showed that the mean score of students coming from commerce stream was higher than the students coming from arts stream towards feelings of adjustment. Thirdly, there was no significant difference between the mental health of students coming from science and commerce streams in the 5th icon (Feelings of Adjustment). Their average mean score revealed that the mean score of students coming from

commerce stream was higher than the students coming from science stream towards feelings of adjustment.

7. There was significant difference between the mental health of students coming from arts and science streams in the 6th icon (Perception of Achievement). The average mean score here showed that the mean score of students coming from science stream was higher than the students coming from arts streams towards perception of achievement. Secondly, there was no significant difference between the mental health of students coming from arts and commerce streams in the 6th icon (Perception of Achievement). The average mean score here showed that the mean score of students coming from arts stream was higher than the students coming from commerce streams towards perception of achievement. Thirdly, there was significant difference between the mental health of students coming from science and commerce streams in the 6th icon (Perception of Achievement). The average mean score here showed that the mean score of students coming from science stream was higher than the students coming from commerce streams towards perception of achievement.

4.2 DISCUSSION

After careful analysis and detailed study of the collected data, the following points of discussion is brought forth for better understanding of the collected data.

4.2.1. Discussion of Findings in Relation to Socio-economic Status

- i. The finding that the mean score of high family income was higher than the low and middle family income may mean that the high family income have better adjustment in life as per their income. For facing the realities of life they were more capable of reaching their goals and learn the skill of problem solving with a difference. They know that it is always possible to attain what they wish and works for the best results. Parents with high income are better in life and meet

the well being of their children. It may be due to this that their children were inspired to grow with a will for better adjustment in life making them to be a mentally healthy individual/students.

- ii. In the 1st icon that is self concept, the mean score of the middle family income was higher as compared to other income groups. This may mean that the students coming from the middle family income were inspired and grow with self-confidence and to construct knowledge with a will to use it positively. This way of learning on the part of the children/students could build their mental health.
- iii. In the 2nd icon that is perception of self among others which showed the mean score of the middle family income as higher than other income groups. This may mean that the children/students have a cheerful way getting along in life without the burden of having to fend for themselves.
- iv. The mean score of the low family income on the 3rd icon that is perception of others, was higher as compared to other income groups. This may mean that they were having a simple life style which make it possible for them to perceive others with a respectable personality. They were more satisfied by themselves and were also able to honor the self of others.
- v. The finding that low family income was better in their concept of life is very encouraging as it may mean that among the higher secondary schools students, parents income did not have significant impact on their perception of life.
- vi. In the 5th icon that is feelings of adjustment, the mean score of high family income was higher than the low and middle the family income. This may mean that high family income was having better adjustment in life. This could be for their better mental ability i.e., IQ which serve them as power to transfer their ability to perceive the things, analyze them and have the synthesis of it.

- vii. In the 6th icon that is perception of achievement, the mean score of high family income was higher than the low and middle the family income. This may mean that students coming from high family income were having better perception of achievement, knowledge of their rights and duties, high emotional and spiritual intelligence.

4.2.2. Discussion of Findings in Relation Gender

- i. The finding that the mean score of male was higher than the female may mean that cultural influence has an impact on the mental health of higher secondary students. It may be mentioned that in the Mizo culture, male were given more freedom than the female.
- ii. The mean score of male which is slightly higher than females shows that the male and female in the 1st icon that is self concept, may mean that the gender stereotyping in the society have an impact on the higher secondary school students.
- iii. The mean score of female was higher than the male in the 2nd icon that is perception of self among others. This may mean that girls studying in higher secondary schools did not have any feeling of inferiority which have positive impact on their perception of self among others.
- iv. The mean score of the female was higher as compared to male in the 3rd icon that is perception of others. This may mean that in Mizo culture the female were given more responsibility in the household work. To keep themselves adjusted in the society, they need to have a better perception of others for effective and adjustment in life.

- v. The mean score of male was higher than the female in the 4th icon that is concept of life. This may be the result of gender stereotyping in the Mizo society.
- vi. The mean score of male was higher than the female in the 5th icon i.e., feelings of adjustment. This may mean that in Mizo culture the male were given more freedom and responsibility for the betterment of the society at large. This may result in better mental health towards their feelings of adjustment.
- vii. The mean score of female was higher than the male students in the 6th icon i.e., perception of achievement. This may mean that the male were not as ambitious as to female. This may be due to the lower status assigned to the females which made them want to achieve higher status through achievement.

4.2.3. Discussion of Findings in Relation Streams of Study

- i. The finding that the mean score of science and commerce students were equally healthier mentally than the arts students may mean that the science and commerce students were more intelligence than the arts students. Science and commerce subjects were taken only by those students who were having a higher percentage in their result in the examination. The science and commerce students were usually enrolled in good institutions which may result in proper development of good mental health.
- ii. The mean score of arts students was higher as compared to science and commerce students in the 1st icon that is self concept. This may mean that more students were taking arts subject and the students enrolment were also the highest in every institutions. The individual differences were also the highest in this subject. This may have a positive impact their self concept.

- iii. The mean score of science students was higher than the arts and commerce students in the 2nd icon that is perception of self among others. This may mean that science subjects could be taken only for those students who score high marks in the examination, it has positive impact on their perception of self among others.
- iv. The mean score of science and commerce was equal and was higher than the arts students in the 3rd icon that is perception of others. This may mean that science and commerce students were enrolled in better institutions and have a better chance to mould their perception of others which in turn result in good mental health.
- v. The mean score of science was higher than the arts and commerce students in the 4th icon that is concept of life. This may mean that the science students were studying what, why, when, where, and how in life. This may have a better impact on their concept of life.
- vi. The mean score of commerce students was higher than arts and science students in the 5th icon i.e., feelings of adjustment. This may mean that commerce students do not face too much pressure like students from science. At the same time, they may feel that they have better scope in their studies, thus making them better adjusted in life.
- vii. The mean score of science students was higher than arts and commerce students in the 6th icon i.e., perception of achievement. This may mean that the science students were more ambitious in life and struggle hard to survive in their studies for achieving the best result. This may have an influenced their perception of achievement positively.

4.3 RECOMMENDATIONS

In order that the students have improvement in their mental health, it is important to make them realize the importance of their mental health for the adjustment of their abilities to the various strains of the environment and situations in one's life. The progress and prosperity of the students depends upon the parents, teacher's effectiveness in the schools, and the society at large. In the task of developing sound mental health of our budding citizens, home and society have to play a significant role. We have to set right all the three, i.e. home, school and society to facilitate children develop the desired sound mental health. The following points are therefore recommended :-

1. Awareness of the importance of mental health should be inculcated among the students for maintaining and achieving good mental health.
2. Parents should be taken into confidence for achieving good mental health of their children from the uncongenial atmosphere at home and in social situations which bring harmful impact on the minds of the children.
3. The cooperation of the parents, responsible members of the society, and the State authority is an urgent necessity to achieve success for maintenance of proper and good mental health.
4. The State can also provide financial assistance to the parents or the schools for improving the socio-economic conditions of the parents and provide all available facilities to the schools for nurturing the mental health of their children /students.
5. Establishment of Child Guidance Clinics by the State or some welfare associations may also serve the best purpose for the direction of maintaining good mental health.

6. Occasional visits of the psychatrait and mental experts to schools may also bring desirable result.
7. The schools should provide guidance and counseling service to the students by providing recreational facilities like organizing co-curricular activities and educational trips as a part of guidance and counseling programmes.
8. Democratic environment and freedom of expression should be provided by the schools. The environment should be free from fear and tensions so that the students can develop the positive mental health towards school, teachers and the society at large.
9. A trained counselor in each schools should be provided for improving and maintaining of good mental health of the student.

4.4 SUGGESTIONS FOR FURTHER RESEARCH

The present study was confined to the mental health of higher secondary students in Aizawl district in relation to socio-economic status, gender and stream of study. In the light of the present study, the following suggestions are offered for further research.

1. This study may be replicated on larger sample taking the students in different stages of education and in various types of schools so as to examine the phenomenon in further details.
2. Similar studies on socio-economic status, gender and stream of study can be taken up in other parts of the country.
3. Studies may be conducted on mental health and their impact on students' academic achievement in Mizoram.

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APPENDIX – I

MENTAL HEALTH SCALE

This Likert type Scale (Anand, 1990, 2004, 2005) is based upon six icons of mental health. These are expressed in statements with serial numbers on the Scale as:

1. Self-concept:

10 11 21 23 36 45 48 49 50 53

These statements are read as: I am a child of self confidence. I am an unlucky fellow.

2. Perception of self among others:

1 8 17 24 29 30 31 34 39 42 44 46
47 60

These statements are read as: My neighbors take me as a good child. I find my friends jealous of me for nothing.

3. Perception of others:

6 9 13 15 19 26 28 40 57 59

These statements are read as: Each one of us is a respectful personality. There is no charm in making friends.

4. Concept of life:

3 7 12 16 25 32 38 43 54 58

These statements are read as: The human life is the best form of life. Life is a burden on me.

5. Feelings of adjustment:

2 4 22 33 35 37 41 52

These statements are read as: I always mould myself to the situations. I always find myself in tension.

6. Perception of achievement:

5 14 18 20 27 51 55 56

These statements are read as: I am happy over my achievements. I am usually a failure in what I do.

It is a Scale of 60 (40-ve and 20+ive) statements. These have been identified from the bulk of 120 statements, 20 (10+ve and 10-ive) for each of the six dimensions. The list of these statements was administered on 150 students. The item analysis was done for the 40-top and 40-bottom level scoring lists. The statements with highest t and chi-square values were included in the Scale irrespective of their being in any one of the six dimensions and positive and negative statements as follows.

Serial numbers of negative statements on the Scale:

1	2	3	4	7	8	9	11	12	15	16
18	19	20	21	22	23	25	26	29	30	31
32	33	35	36	39	41	42	44	45	47	48
49	51	53	55	57	58	59				

Serial numbers of positive statements on the Scale:

5	6	10	13	14	17	24	27	28	34	37
38	40	43	46	50	52	54	56	60		

The test-retest and split-half reliability of the Scale has been tested as .95 and .82 on 235 students. Its face and content validity was duly taken care of. The construct validity was determined by arriving at a matrix of coefficients of correlation as .83, .75, .74, .75, .73 and .70 between the scores of six dimensions and the total of it.

Against each statement five choice are given as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). To record their responses the students make one choice of them. The responses were scored as 4, 3, 2, 1, 0 for positive statements and this order is reversed while scoring responses to negative ones.

The values of central tendency of mental health scores of 235 students have been found to revolve around 165-68. We fix a score of 160 (two third of the maximum score of 240) as the minimum score of the student for taking him as mentally healthy. Of course, the students scoring below that should be seen as in need of guidance and counseling for mental health. The students take 10-20 minutes to work on the Scale.

APPENDIX – II

MENTAL HEALTH SCALE

Dr. S.P.Anand

Former, Professor in Education, NCERT

Name..... Boy/Girl

School Class Age

Family Income :

1.	Below 10,000.00	<input type="checkbox"/>
2.	10,000.00 – 30,000.00	<input type="checkbox"/>
3.	Above 30,000.00	<input type="checkbox"/>

A list of 60 statements is presented before you.

Please read each statement carefully and record your reactions to it on any one of the five (SA,A,UD,D,SD) alternatives given against it.

One by one, please react on all the statements like this:

You are free to pick up but only (any) one of the five choices given for each statement.

Encircle SA or A when you strongly agree or simply agree to the statement.

However, if you remain uncertain or undecided, please Encircle, UD given against the statement.

Of course, you have the choice to encircle D or SD if You disagree or simply disagree to a statement.

This scale enlists your true thinking. There is no question of your response being wrong. It is your opinion.

Please feel free to respond without hesitation or reservation. Rest assured your responses will be kept strictly confidential and shall be used for research purpose only.

What is wanted is the first spontaneous reaction of yours to each one of the 60 statements. So, please record your responses as rapidly as you can.

There is no time limit. You can take 15-20 minutes to work over this Mental Health Scale.

SA - Strongly Agree
A - Agree

UD - Undecided/Uncertain
SD - Strongly Disagree

D -Disagree

1.	I find my friends jealous of me for nothing.	SA	A	UD	D	SD
2.	I make a mess of my matters and concerns.	SA	A	UD	D	SD
3.	Life is a burden on me.	SA	A	UD	D	SD
4.	To make adjustment is always a problem for me.	SA	A	UD	D	SD
5.	Our half-hearted efforts are bound to fail.	SA	A	UD	D	SD
6.	Each one of us is a respectful personality.	SA	A	UD	D	SD
7.	The human life is full of miseries.	SA	A	UD	D	SD
8.	Teachers are not happy to give me any duty.	SA	A	UD	D	SD
9.	There is no charm in making friends.	SA	A	UD	D	SD
10.	I take my character as my life.	SA	A	UD	D	SD
11.	I am an unlucky fellow.	SA	A	UD	D	SD
12.	The life is a curse.	SA	A	UD	D	SD
13.	I know others treat me as I treat them.	SA	A	UD	D	SD
14.	He succeeds who defies failures.	SA	A	UD	D	SD
15.	I find no friend at the time when I need most.	SA	A	UD	D	SD
16.	The life is a sort of punishment.	SA	A	UD	D	SD
17.	My neighbors take me as a good child.	SA	A	UD	D	SD
18.	We work or not what is due to us we will get.	SA	A	UD	D	SD
19.	The time spent with friends is a waste of time.	SA	A	UD	D	SD
20.	I am a failure in my life.	SA	A	UD	D	SD
21.	I suffer from inferiority complex.	SA	A	UD	D	SD
22.	I find it difficult to adjust with my teachers.	SA	A	UD	D	SD
23.	I am an ignored child in my house.	SA	A	UD	D	SD
24.	My parents have high hopes on me.	SA	A	UD	D	SD
25.	Life always hangs heavy on me.	SA	A	UD	D	SD
26.	There is no reward of helping others.	SA	A	UD	D	SD
27.	It is to work to claim what is in store for us.	SA	A	UD	D	SD
28.	I have the pleasure of having good teachers.	SA	A	UD	D	SD
29.	Neighbors dislike their children to play with me.	SA	A	UD	D	SD
30.	My age-group children do not bother for me.	SA	A	UD	D	SD

31.	My parents hesitate to rely upon me.	SA	A	UD	D	SD
32.	My life is a great misfortune for me.	SA	A	UD	D	SD
33.	I easily get myself confused.	SA	A	UD	D	SD
34.	The teachers like a child like me.	SA	A	UD	D	SD
35.	I always put myself in troubles.	SA	A	UD	D	SD
36.	I am a work shirker.	SA	A	UD	D	SD
37.	I always mould myself to the situations.	SA	A	UD	D	SD
38.	Human life is the best form of life.	SA	A	UD	D	SD
39.	My parents remain unhappy with me.	SA	A	UD	D	SD
40.	I am blessed with my loving parents.	SA	A	UD	D	SD
41.	I always find myself in tension.	SA	A	UD	D	SD
42.	I am taken as a 'touch me not' child.	SA	A	UD	D	SD
43.	The life is to be enjoyed fully well.	SA	A	UD	D	SD
44.	I do not have the desired love from my parents.	SA	A	UD	D	SD
45.	More or less I am good for nothing.	SA	A	UD	D	SD
46.	My friends confide in me.	SA	A	UD	D	SD
47.	Anyway, my friends are not fond of me.	SA	A	UD	D	SD
48.	Mine is a life without any purpose.	SA	A	UD	D	SD
49.	I find myself uneasy at studies.	SA	A	UD	D	SD
50.	I am a child of self-confidence.	SA	A	UD	D	SD
51.	Luck is to be blamed for our failures.	SA	A	UD	D	SD
52.	Our success is in the best use of our times.	SA	A	UD	D	SD
53.	'Simple living and high thinking' is a myth.	SA	A	UD	D	SD
54.	There is a pleasure to live life as I live.	SA	A	UD	D	SD
55.	I am usually a failure in what I do.	SA	A	UD	D	SD
56.	I can be happy over my achievements.	SA	A	UD	D	SD
57.	These days it is difficult to rely upon anyone.	SA	A	UD	D	SD
58.	There is no charm in life.	SA	A	UD	D	SD
59.	Parents are in no way ideals for me.	SA	A	UD	D	SD
60.	I am appreciated for my good manners.	SA	A	UD	D	SD

THANK YOU VERY MUCH

**MENTAL HEALTH OF HIGHER SECONDARY
STUDENTS OF MIZORAM IN RELATION TO THEIR
SOCIO-ECONOMIC STATUS, GENDER AND
STREAM OF STUDY**

LOUISE V.L.RINSANGI

**Abstract of the Dissertation
Submitted in Fulfillment for the Degree
of Master of Philosophy
in Education**

**DEPARTMENT OF EDUCATION
MIZORAM UNIVERSITY
AIZAWL : MIZORAM
2013**

INTRODUCTION

Life is full of irony, particularly in the realm of health. It is often difficult to predict which person will become sick and which one will remain healthy. An understanding of health is the basis of all health care. Health is not perceived the same way by all members of a community but it has been described as a unified or multi-dimensional process involving the well-being of the whole person in the context of his environment. It is said that ‘healthy mind in healthy body’.

The expression ‘mental health’ consists of two words: ‘mental’ and ‘health’. Health generally means sound condition, or well-being, or freedom from disease. Mental health, therefore, may refer to a sound mental condition or a state of psychological well-being or freedom from mental diseases. According to the White House Conference (1930) mental health may be defined as “the adjustment of individuals to themselves and the world at large with a maximum of effectiveness, satisfactions, cheerfulness, and the ability of facing and accepting the realities of life.” According to Norma and Nicholas (1941), mental health is the ability to adjust satisfactorily to the various strains we meet in life and mental hygiene as the means we take to assure this adjustment.” Maslow (1954) states “in one sense, then, mental health means freedom from disabling and disturbing symptoms that interfere with mental efficiency, emotional stability or peace of mind.”

A person possessing sound mental health can adjust well to the environmental situations and interpersonal relations. Such a person has a clear self-concept, accepts his limitations and does not blame others for his deficiencies. When he meets with a conflict, he tries to solve it on sound basis. He develops tension-tolerance and does not get disturbed in moments of distress. In the word of Rogers (1957,p.5) mental health implies a satisfactory relationship to one self and to one’s environment, as well as the possession of problem solving techniques for establishing a satisfactory relationship between the two.”

The positive mental health signs of a students or persons are- possesses socially adaptable behaviour, emotionally satisfied, possesses adaptability and resilient mind, his desire are in harmony with socially approved norms, enthusiastic and reasonable, possess good habits and constructive attitude, has insight into his own conduct, and has own philosophy and values of life.

RATIONALE OF THE PRESENT STUDY

Health is rightly called wealth. There is no health without mental health. Body and mind depends on good health. Owing to the power of mind over matter, good mental health is of supreme importance. It aims for the development of wholesome balanced and integrated personality. The acquisition of such personality is in great asset and privilege for a normal individual. It is possible only when one is cautious about his mental health and knows its value and importance along with the knowledge of means and ways for achieving it.

The foremost concern of education today is to produce mentally healthy persons and thereby well-adjusted personalities, because mentally healthy persons are the real assets of the society for the twenty-first century. When something shocking happens, attention is immediately focused on the need for doing something about mental health in the school. Thus, for the development of the society it is important to teach the students how to maintain a balanced mental health in the classroom. The topic of mental health is the most important topic of the day and is now recognized as an integral part of the school program. Through education while working for the development of sound mental health, quality-content in the person of the working and maturing person must be introduce.

It is commonly believed that an individual's mental health is greatly determined by his socio-economic background. An excellent description of the effect

of poverty on the personality of the child has been made by Plant. According to Plant, a feeling of inferiority may be found in children above the lowest economic levels; it occurs whenever there is a marked discrepancy between the economic status, reflected in type of home, clothes, belonging, etc., of the child and that of the other children with whom he is in contact. This feeling is likely to become heightened during adolescence when material and social problems are more in the focus of child's interest. Our mental health is the source of guidance in our life. We need to grow to fulfill our needs to build our mental health.

The gender of an individual is also considered to be one factor which influences the mental health of a person. In the present day system of education, students are given the option of pursuing different streams of study. The common notion is that depending on the stream of study chosen by the students their mental health is assumed to be better or lower.

Considering all the above assumptions and beliefs, and also the fact that only few studies have been done in this field, much less so, in Mizoram, it is needed to have a research study on the mental health and its related issues. As such the present title is has been taken up.

STATEMENT OF THE PROBLEM

The problem of the proposed study has been stated as follows:

“Mental Health of Higher Secondary Students of Mizoram in Relation to their Socio-economic Status, Gender and Stream of Study.”

OBJECTIVES OF THE STUDY

1. To study the mental health of higher secondary students of Mizoram.
2. To compare the mental health of higher secondary students belonging to different socio-economic status.
3. To compare the mental health of higher secondary students on the basis of their gender.
4. To compare the mental health of higher secondary students with reference to their stream of study.

HYPOTHESES

The study shall be undertaken to test and verify the following hypotheses:-

1. Higher secondary students of Mizoram have high level of mental health.
2. There exists a significant difference in the level of mental health of higher secondary students of Mizoram belonging to different socio-economic status.
3. There exists a significant difference between the mental health of boys and girls of higher secondary students of Mizoram.
4. There exists a significant difference between the mental health of arts and science students of higher secondary schools of Mizoram.
5. There exists a significant difference between the mental health of arts and commerce students of higher secondary schools of Mizoram.
6. There exists a significant difference between the mental health of science and commerce students of higher secondary schools of Mizoram.

OPERATIONAL DEFINITIONS OF THE TERMS USED

The terms used in the title of the study carry some specific meaning. The operational definition of these terms is discussed as follows:-

1. ***Mental Health***: Mental Health in the study will refer to a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.
2. ***Higher Secondary Students***: Higher Secondary Students here means students pursuing class XI and XII in Higher Secondary Schools.
3. ***Socio-economic Status***: For the present study, only income of the family of respondents was taken to determine the socio-economic status. To determine the socio-economic status as low, middle and high, respondents were arranged in order of the income of their parents. After arranging them in ascending order the top 27% (81 respondents) of the respondents were group as high socio-economic status, the lowest 27% (81 respondents) of the respondents were group as low socio-economic status. The middle 46% (138 respondents) were taken as middle socio-economic group.
4. ***Stream of Study***: Stream of Study in the proposed study will refer to the discipline of Arts, Science and Commerce at the Higher Secondary School level.

DELIMITATION OF THE STUDY

The study has been delimited to Aizawl District only and delimited only to non-vocation streams.

ORGANISATION OF THE REPORT

The report of the present study has been divided into four (4) chapters to facilitate a systematic presentation.

CHAPTER I: INTRODUCTION - The first chapter is an introduction which begins with the concept of mental health. The chapter also deals with rationale of the study, statement of the problem, objectives and hypotheses of the study. Operational definitions of the terms used and delimitation of the study has also been incorporated in this chapter. This chapter also deals with the review of related studies on mental health.

CHAPTER II: METHODOLOGY AND PROCEDURE – The second chapter describes the methodology and procedure adopted for the study. The method of study, population, sample and sampling design, tools for data collection, administration and scoring of data and statistical techniques for analysis of data have been discussed in this chapter.

CHAPTER III: ANALYSIS AND INTERPRETATION OF DATA - This chapter presents an analysis and interpretation of the collected data. The mental health of higher secondary students in relation to their socio-economic status, gender and stream of study are reported separately.

CHAPTER IV : MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH - The fourth chapter is the concluding chapter which devoted to major findings, discussions, recommendations and suggestions for further research.

METHODOLOGY:

This chapter deals with the methodology adopted in the present investigation. The methodology and procedure followed by the investigator in the present study is discussed in the following manner:

1. Method of Study,
2. Population, Sample and Sampling Design,
3. Tools for Data Collection,
4. Administration and Scoring of Data, and
5. Statistical Techniques for Analysis of Data.

Method of Study: The present study mainly belongs to the category of descriptive research as it survey and fact finding enquiry relating to the mental health of higher secondary students in relation to their socio-economic status, gender and stream of study.

Population, Sample and Sampling Design: Since the present investigation is concern with the study of mental health of higher secondary students, the population consists of all students studying in higher secondary schools in Aizawl District.

The sample for the present study was drawn from the total population of of Aizawl District. Cluster purposive sampling method was adopted to ensure that proportional representation was maintained for all the three streams of study.

The size of the sample was 300 students consisting of 100 students each from science, arts and commerce stream selected from the sample schools.

Out of a total of 53 Higher Secondary Schools offering Arts, the investigator has taken three (3) schools as sample for the study. The percentage of the sample for the stream of Arts is 5.66%. Similarly, out of 22 and 12 offering Science and Commerce, the investigator has taken three (3) schools each as sample for the study which is 3.33% and 25% respectively.

Tools for Data Collecion: For the purpose of finding out the mental health of higher students, the Mental Health Scale (MHS) developed by Dr.S.P.Anand (1985) was used.

This Likert type Scale (Anand, 1990, 2004, 2005) is based upon six icons of mental health. These are expressed in statements with serial numbers on the Scale as:

1. Self-concept:

10 11 21 23 36 45 48 49 50 53

These statements are read as: I am a child of self confidence. I am an unlucky fellow.

2. Perception of self among others:

1 8 17 24 29 30 31 34 39 42 44 46
47 60

These statements are read as: My neighbors take me as a good child. I find my friends jealous of me for nothing.

3. Perception of others:

6 9 13 15 19 26 28 40 57 59

These statements are read as: Each one of us is a respectful personality. There is no charm in making friends.

4. Concept of life:

3 7 12 16 25 32 38 43 54 58

These statements are read as: The human life is the best form of life. Life is a burden on me.

5. Feelings of adjustment:

2 4 22 33 35 37 41 52

These statements are read as: I always mould myself to the situations. I always find myself in tension.

6. Perception of achievement:

5 14 18 20 27 51 55 56

These statements are read as: I am happy over my achievements. I am usually a failure in what I do.

It is a Scale of 60 (40-ve and 20+ive) statements. These have been identified from the bulk of 120 statements, 20 (10+ve and 10-ive) for each of the six dimensions. The list of these statements was administered on 150 students. The item analysis was done for the 40-top and 40-bottom level scoring lists. The statements with highest t and chi-square values were included in the Scale irrespective of their being in any one of the six dimensions.

Serial numbers of negative statements on the Scale:

1	2	3	4	7	8	9	11	12	15	16
18	19	20	21	22	23	25	26	29	30	31
32	33	35	36	39	41	42	44	45	47	48
49	51	53	55	57	58	59				

Serial numbers of positive statements on the Scale:

5	6	10	13	14	17	24	27	28	34	37
38	40	43	46	50	52	54	56	60		

The test-retest and split-half reliability of the Scale has been tested as .95 and .82 on 235 students. Its face and content validity was duly taken care of. The construct validity was determined by arriving at a matrix of coefficients of correlation as .83, .75, .74, .75, .73 and .70 between the scores of six dimensions and the total of it.

Against each statement five choice are given as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). To record their responses the students make one choice of them. The responses were scored as 4, 3, 2, 1, 0 for positive statements and this order is reversed while scoring responses to negative ones.

The values of central tendency of mental health scores of 235 students have been found to revolve around 165-68. A score of 160 was fixed (two third of the maximum score of 240) as the minimum score of the student for taking him as mentally healthy. Of course, the students scoring below that should be seen as in need of guidance and counseling for mental health. The students take 10-20 minutes to work on the Scale. The specimen copy of Scale has been given in Appendix 1.

Administration and Scoring of Data: To find out the mental health using the Mental Health Scale (MHS), the investigator personally visited all the schools selected as sample for the study and administered the Scale to the selected samples. The respondents were given enough time to ponder over all the statements in the scale so as to ensure a truthful response from them.

The filled in Mental Health Scale were scored following the pattern suggested by the author of the scale. The scale consists of 60 (40-ve and 20+ive) statements. Against each statement five choices are given as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). To record their responses the

students make one choice of them. The responses were scored as 4, 3, 2, 1,0 for positive statements and this order is reversed while scoring responses to negative ones. As per the instruction given in the scale, the score were then tabulated separately for the whole scales, for socio-economic, gender and streams of study. A score of 160 (two third of the maximum score of 240) was fixed as the minimum score of the student for taking him as mentally healthy. At the same time, the students scoring below that were taken as not mentally healthy and in need of guidance and counseling for mental health.

Statistical Techniques for Analysis of Data: The tabulated scores of the Mental Health Scale were classified in accordance with socio-economic status, gender and streams of studies for carrying out statistical analysis. For analysing the data, the investigator employed the following statistical techniques:-

- 1) Frequency Distribution to find out the Mean and Standard Deviation of different categories of respondents.
- 2) 't' test to find out the significance of difference between various categories of respondents.
- 3) Percentage to study the nature of distribution of mental health scores of different categories of respondents.

MAJOR FINDINGS

FINDINGS ON MENTAL HEALTH OF HIGHER SECONDARY STUDENTS

The score of higher secondary students was analysed and it was found that the mean score was 166.5 which signifies mentally healthy respondents. At the same time a detailed analysis shows that 33% were not mentally healthy as depicted by their score.

FINDINGS ON MENTAL HEALTH OF HIGHER SECONDARY STUDENTS IN RELATION TO SOCIO-ECONOMIC STATUS

The score of higher secondary students in relation to socio-economic status was analysed and it was found that the mean score of low family income was 162.9 which signifies mentally healthy respondents. At the same time a detailed analysis showed that 41.98% were not mentally healthy as depicted by their score. Similarly, an analysis of respondents from middle family income and high family income showed mentally healthy individuals. However, 26.09% and 34.57% of the respondents respectively were found to be mentally unhealthy.

FINDINGS ON MENTAL HEALTH OF HIGHER SECONDARY STUDENTS IN RELATION TO GENDER

The score of higher secondary students in relation to gender was analysed and it was found that the mean score of male was 167.2 which signifies mentally healthy respondents. At the same time a detailed analysis showed that 33% were not mentally healthy as depicted by their score. Similarly, an analysis of female respondents was 165.8 which showed mentally healthy individuals. However, 33% of both the respondents respectively were found to be mentally unhealthy.

FINDINGS ON MENTAL HEALTH OF HIGHER SECONDARY STUDENTS IN RELATION TO STREAM OF STUDY

The score of higher secondary students in relation to stream of study was analysed and it was found that the mean score of arts was 162.4 which signifies mentally healthy respondents. At the same time a detailed analysis showed that 38% were not mentally healthy as depicted by their score. Similarly, an analysis of respondents from science and commerce showed mentally healthy individuals. However, 29% and 32% of the respondents respectively were found to be mentally unhealthy.

SIGNIFICANCE OF DIFFERENCE BETWEEN THE MENTAL HEALTH OF LOW AND MIDDLE FAMILY INCOME OF HIGHER SECONDARY STUDENTS

The calculated t-value of 3.07 for low and middle family income group on the overall score showed significant difference between the two groups. At the same time, there exist a significant difference in the 1st (self-concept), 2nd (perception of self among others), 3rd (perception of others), 4th (concept of life), icons of mental health between the two groups.

SIGNIFICANCE OF DIFFERENCE BETWEEN THE MENTAL HEALTH OF LOW AND HIGH FAMILY INCOME OF HIGHER SECONDARY STUDENTS

The calculated t-value of 1.75 for low and high family income group on the overall score showed insignificant difference between the two groups. At the same time, there exist a significant difference in the 3rd (perception of others), 4th (concept of life) icons of mental health between the two groups.

SIGNIFICANCE OF DIFFERENCE BETWEEN THE MENTAL HEALTH OF MIDDLE AND HIGH FAMILY INCOME OF HIGHER SECONDARY STUDENTS

The calculated t-value of .23 for middle and high family income group on the overall score showed insignificant difference between the two groups. At the same time, there exist a significant difference in the 1st (self-concept) icon of mental health between the two groups.

SIGNIFICANCE OF DIFFERENCE BETWEEN THE MENTAL HEALTH OF MALE AND FEMALE HIGHER SECONDARY STUDENTS

The calculated t-value of .65 on the overall score showed insignificant difference between male and female. At the same time, there exist a significant difference in the 3rd (perception of others), 5th (feelings of adjustment) and 6th (perception of achievement) icons of mental health between male and female.

SIGNIFICANCE OF DIFFERENCE OF ARTS AND SCIENCE HIGHER SECONDARY STUDENTS ON MENTAL HEALTH

The calculated t-value of 2.27 on the overall score showed significant difference between arts and science higher secondary students. At the same time, there exist a significant difference in the 1st (self-concept), 2nd (perception of self among others), 3rd (perception of others) and 6th (perception of achievement) icons of mental health between arts and science higher secondary students.

SIGNIFICANCE OF DIFFERENCE OF ARTS AND COMMERCE HIGHER SECONDARY STUDENTS ON MENTAL HEALTH

The calculated t-value of 2.24 on the overall score showed significant difference between arts and commerce higher secondary students. At the same time, there exist a significant difference in the 3rd (perception of others) and 5th (feelings of adjustment) icons of mental health between arts and commerce higher secondary students.

SIGNIFICANCE OF DIFFERENCE OF SCIENCE AND COMMERCE HIGHER SECONDARY STUDENTS ON MENTAL HEALTH

The calculated t-value of 0 on the overall score showed insignificant difference between science and commerce higher secondary students. At the same time, there exist a significant difference in the 6th (perception of achievement) icons of mental health between science and commerce higher secondary students.

DISCUSSIONS

After careful analysis and detailed study of the collected data, the following points of discussion is brought forth for better understanding of the collected data.

Discussion of Findings in Relation to Socio-economic Status

- i. The finding that the mean score of high family income was higher than the low and middle family income may mean that the high family income have better

adjustment in life as per their income. For facing the realities of life they were more capable of reaching their goals and learn the skill of problem solving with a difference. They know that it is always possible to attain what they wish and works for the best results. Parents with high income are better in life and meet the well being of their children. It may be due to this that their children were inspired to grow with a will for better adjustment in life making them to be a mentally healthy individual/students.

- ii. In the 1st icon that is self concept, the mean score of the middle family income was higher as compared to other income groups. This may mean that the students coming from the middle family income were inspired and grow with self-confidence and to construct knowledge with a will to use it positively. This way of learning on the part of the children/students could build their mental health.
- iii. In the 2nd icon that is perception of self among others which showed the mean score of the middle family income as higher than other income groups. This may mean that the children/students have a cheerful way getting along in life without the burden of having to fend for themselves.
- iv. The mean score of the low family income on the 3rd icon that is perception of others, was higher as compared to other income groups. This may mean that they were having a simple life style which make it possible for them to perceive others with a respectable personality. They were more satisfied by themselves and were also able to honor the self of others.
- v. The finding that low family income was better in their concept of life is very encouraging as it may mean that among the higher secondary schools students, parents income did not have significant impact on their perception of life.
- vi. In the 5th icon that is feelings of adjustment, the mean score of high family income was higher than the low and middle the family income. This may mean that high family income was having better adjustment in life. This could be for their better mental ability i.e., IQ which serve them as power to transfer their ability to perceive the things, analyze them and have the synthesis of it.

- vii. In the 6th icon that is perception of achievement, the mean score of high family income was higher than the low and middle the family income. This may mean that students coming from high family income were having better perception of achievement, knowledge of their rights and duties, high emotional and spiritual intelligence.

Discussion of Findings in Relation Gender

- i. The finding that the mean score of male was higher than the female may mean that cultural influence has an impact on the mental health of higher secondary students. It may be mentioned that in the Mizo culture, male were given more freedom than the female.
- ii. The mean score of male which is slightly higher than females shows that the male and female in the 1st icon that is self concept, may mean that the gender stereotyping in the society have an impact on the higher secondary school students.
- iii. The mean score of female was higher than the male in the 2nd icon that is perception of self among others. This may mean that girls studying in higher secondary schools did not have any feeling of inferiority which have positive impact on their perception of self among others.
- iv. The mean score of the female was higher as compared to male in the 3rd icon that is perception of others. This may mean that in Mizo culture the female were given more responsibility in the household work. To keep themselves adjusted in the society, they need to have a better perception of others for effective and adjustment in life.
- v. The mean score of male was higher than the female in the 4th icon that is concept of life. This may be the result of gender stereotyping in the Mizo society.

- The mean score of male was higher than the female in the 5th icon i.e., feelings of adjustment. This may mean that in Mizo culture the male were given more
- vi. freedom and responsibility for the betterment of the society at large. This may result in better mental health towards their feelings of adjustment.
 - vii. The mean score of female was higher than the male students in the 6th icon i.e., perception of achievement. This may mean that the male were not as ambitious as to female. This may be due to the lower status assigned to the females which made them want to achieve higher status through achievement.

Discussion of Findings in Relation Streams of Study

- i. The finding that the mean score of science and commerce students were equally healthier mentally than the arts students may mean that the science and commerce students were more intelligence than the arts students. Science and commerce subjects were taken only by those students who were having a higher percentage in their result in the examination. The science and commerce students were usually enrolled in good institutions which may result in proper development of good mental health.
- ii. The mean score of arts students was higher as compared to science and commerce students in the 1st icon that is self concept. This may mean that more students were taking arts subject and the students enrolment were also the highest in every institutions. The individual differences were also the highest in this subject. This may have a positive impact their self concept.
- iii. The mean score of science students was higher than the arts and commerce students in the 2nd icon that is perception of self among others. This may mean that science subjects could be taken only for those students who score high marks in the examination, it has positive impact on their perception of self among others.

- iv. The mean score of science and commerce was equal and was higher than the arts students in the 3rd icon that is perception of others. This may mean that science and commerce students were enrolled in better institutions and have a better chance to mould their perception of others which in turn result in good mental health.
- v. The mean score of science was higher than the arts and commerce students in the 4th icon that is concept of life. This may mean that the science students were studying what, why, when, where, and how in life. This may have a better impact on their concept of life.
- vi. The mean score of commerce students was higher than arts and science students in the 5th icon i.e., feelings of adjustment. This may mean that commerce students do not face too much pressure like students from science. At the same time, they may feel that they have better scope in their studies, thus making them better adjusted in life.
- vii. The mean score of science students was higher than arts and commerce students in the 6th icon i.e., perception of achievement. This may mean that the science students were more ambitious in life and struggle hard to survive in their studies for achieving the best result. This may have an influenced their perception of achievement positively.

RECOMMENDATIONS

In order that the students have improvement in their mental health, it is important to make them realize the importance of their mental health for the adjustment of their abilities to the various strains of the environment and situations in one's life. The progress and prosperity of the students depends upon the parents, teacher's effectiveness in the schools, and the society at large. In the task of developing sound mental health of our budding citizens, home and society have to

play a significant role. We have to set right all the three, i.e. home, school and society to facilitate children develop the desired sound mental health. The following points are therefore recommended :-

1. Awareness of the importance of mental health should be inculcated among the students for maintaining and achieving good mental health.
2. Parents should be taken into confidence for achieving good mental health of their children from the uncongenial atmosphere at home and in social situations which bring harmful impact on the minds of the children.
3. The cooperation of the parents, responsible members of the society, and the State authority is an urgent necessity to achieve success for maintenance of proper and good mental health.
4. The State can also provide financial assistance to the parents or the schools for improving the socio-economic conditions of the parents and provide all available facilities to the schools for nurturing the mental health of their children /students.
5. Establishment of Child Guidance Clinics by the State or some welfare associations may also serve the best purpose for the direction of maintaining good mental health.
6. Occasional visits of the psychatrait and mental experts to schools may also bring desirable result.
7. The schools should provide guidance and counseling service to the students by providing recreational facilities like organizing co-curricular activities and educational trips as a part of guidance and counseling programmes.
8. Democratic environment and freedom of expression should be provided by the schools. The environment should be free from fear and tensions so that the students can develop the positive mental health towards school, teachers and the society at large.

9. A trained counselor in each schools should be provided for improving and maintaining of good mental health of the student.

SUGGESTIONS FOR FURTHER RESEARCH

The present study was confined to the mental health of higher secondary students in Aizawl district in relation to socio-economic status, gender and stream of study. In the light of the present study, the following suggestions are offered for further research.

1. This study may be replicated on larger sample taking the students in different stages of education and in various types of schools so as to examine the phenomenon in further details.
2. Similar studies on socio-economic status, gender and stream of study can be taken up in other parts of the country.
3. Studies may be conducted on mental health and their impact on students' academic achievement in Mizoram.

