



COMPARATIVE STUDY OF MENTAL HEALTH AND STUDY HABITS AMONG THE SENIOR SECONDARY SCHOOL STUDENTS OF ARTS STREAM.

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ABSTRACT:

The present study aims at comparing the Mental Health and Study Habits of the male and female respondents of Arts stream of senior secondary schools. The sample consists of 345 Arts stream students amongst them 180 are Male and 165 are Female students. Mental Health Battery prepared by Singh & Gupta (2008) and Study habits Inventory prepared by Palsane & Sharma (2003) are used for this study.

The Findings of the research study indicates that there exists no significant difference between male and female respondents of Arts stream on the variable of Mental Health. The t-value came out to be 1.219 and the mean values are 82.36 and 81.11 for males and females respectively. On the variable of Study Habits also there exists no significant variation between Male and Female respondents of Arts stream. The t-value came out to be 1.195, which is not significant even at .05 level of confidence. The calculated mean values for males and females are 59.89 and 60.84 respectively.

INTRODUCTION

According to Secondary Education Commission (1952-53):

“The underachievers need some form of special help or remedial education and guidance to overcome their difficulties and achieve up to the maximum of their potential. To plan remedial education and guidance programme for underachievers we need to know about the factors related to and their possible contribution towards underachievement.”

It has long been acknowledged by the Secondary Education Commission that learning and performance are influenced by many factors. There are a variety of psychosocial and health problems which affect learning and performance in profound ways. Due to these reasons schools have come under enormous pressure in recent years to demonstrate academic gains and to address deeply rooted disparities among students' of different socio economic backgrounds. Thus a lot of time and efforts of the schools are utilised in helping students to achieve better in their scholastic endeavours. The importance of school achievement has raised several important questions for educational researchers. What factors promote achievement of students? How far do the different factors contribute towards academic excellence? The answer to such questions is not easy because of intricate human personality. Hence, efforts have always been made to find out various factors that continuously influence academic excellence. Therefore, many factors have been hypothesised and researched by the researchers. They come out with different results, at time, complementing each other but at times contradicting each other.

A complete and comprehensive picture of different factors still seems to elude the researchers. The search, therefore, continues and educational researchers all over the world are still seeking a breakthrough in elucidating this phenomenon. In the present investigation it is presumed that Mental health and Study habits differently influence male and female students of Arts Stream. Therefore this study aims at comparing these two variables of male and female students of arts stream.

DEFINITION OF THE TERMS USED

1. MENTAL HEALTH:

“Mental Health is the ability to adjust satisfactorily to the various strains of the environment; we meet in life and mental hygiene as the means we take to assure this adjustment.”

(Cutts and Moslay, 1941)

“Mental Health is the full and harmonious functioning of the whole personality”.

(Hadfield, 1952)

Mental health is described by WHO (2005) as:

“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.”

On the basis of various definitions many sub dimensions have evolved of Mental health. Therefore Mental health can be defined in terms of sub dimensions like: Emotional stability, Overall adjustment, Autonomy, Security insecurity, Self concept and Intelligence.

Mental Health in this study has been taken as the total scores secured by the students on various dimensions of MHB (Mental Health Battery) developed by Singh & Gupta in the year 2008.

2. STUDY HABITS:

Dictionary of education, **Good (1973)** defines ‘Study Habits’ as the basic features involved in the application of the mind to a problem or subject; the characteristic pattern which an individual follows in learning about things and people.

Websters Dictionary (2004) defines ‘Study’ as ‘to apply the mind in acquiring knowledge’ and ‘Habit’ as ‘a tendency toward an action or condition, which by repetition has become spontaneous.’

Study habits mean the habits that an individual might have formed with respect to his learning activities. Study Habits in this study has been taken as the total scores secured by the students

on various dimensions of SHI (Study Habits Inventory) developed by Palsane & Sharma in the year 2003.

On the basis of various definitions many sub dimensions have evolved of Study habits. Therefore Study habits can be defined in terms of sub dimensions like: Reading habits, Learning technique, Memory, Time schedule, Physical conditions for study, Examination, Evaluation etc.

All variables in this study has been taken as the total scores secured by the students on various questionnaires used under this study.

REVIEW OF RELATED LITERATURE:

Most of the studies whether conducted in India or abroad support multiple results leading to phenomena where the need of further research becomes imperative. In the area of Mental Health it has come to light that research studies found contrary and mixed results. Results of study conducted by Bentley et al., 1980, suggests that perceived stress is related to academic achievement. Kaplan et al., 2005 suggest that for students in high stress school environments, an increase in academic expectations may serve to increase their school-related stress and impede their academic performance.

Adjustment problems for girls existed in all the areas but the percentage of extreme cases were meagre. Family problems were more unsatisfactory for rural girls. Personal emotional problems were shown less by urban girls than by rural girls and the difference was significant (Veereshwar, 1979). High achievers had higher mean scores than low achievers for all the 16 mental health variables studied (Prasanna, 1984). There was negative relation between idealistic and altruistic needs and mental health (Bhattacharjee, 1985). Sound mental health was positively related to academic achievement, and both of them were positively related to parental status (Anand, 1989). College students experienced about five life events in one year and had to undergo a mild degree of distress. The males reported relatively greater degree of distress (Albuquerque et al. 1990). Indian adolescents showed more phobic tendency and fear than the British, who showed greater degree of neuroticism (Rayalu, 1990). The high creative-high intelligent groups of male and female students experience less stress and better mental health

than the less creative-less intelligent male and female students (Asha, 2003). The authoritative parental style correlates positively with the mental health of both gifted and non-gifted adolescents, while the authoritarian parenting style impacts negatively on the mental health of the gifted, but not of the nongifted adolescents (Dwairy, 2004). The positive influence of the father-child relationship on risk behaviours is stronger for male than for female adolescents (Tinkew et al., 2006).

As contradictory to this, studies conducted by Malik & Balda, 2006 revealed that Academic achievement was found to be negatively and significantly correlated with all types of stress except existential stress. Reddy & Nagarathanamma, 1993 found that socio-economic status did not contribute to student's mental health status. Authoritative parenting was associated with a higher level of connectedness with the family and better mental health of adolescents (Dwairy et al., 2006).

In the area of **study habits** it has come to light that research studies found contrary and of mixed results. According to Lakshminarayanan et al., (2006) achievers use higher level of study skills than the non-achievers. Study of Jha, 1970 revealed that there was a significant and positive relationship between achievement in science and study habits in case of boys and combined samples but not so in the case of girls. Tuli, 1981 found that study habits were positively related to achievement in mathematics.

Contradictory to the studies mentioned above, study habits were not found to contribute significantly to the prediction of Academic Achievement (Mehdi, 1965). Study habits are found less predictor of the performance of women and men (Blumner & Norman, 1988. George, 1991 found that the same study habits that contributed to success in high school were unrelated to academic achievement during the first semester in college.

The contradictory findings of various studies mentioned above inspired the investigator to conduct a research which can make "A Comparative study of Mental Health and Study Habits among Senior Secondary Students of Arts stream".

There is already a lack of research activity in the area of secondary education and especially at U.P Board level. Although, a lot of research has been conducted abroad on these variables, still all these variables in combination have not been studied extensively.

OBJECTIVES OF THE STUDY

Following objectives have been formulated for the present study-

1. To compare the variable i.e. mental health of male and female students of arts stream.
2. To compare the variable i.e. study habits of male and female students of arts stream.

HYPOTHESES

The following hypotheses are undertaken in this investigation:

1. There will be no statistically significant difference between the mean of male and female respondents of arts stream in relation to their mental health.
2. There will be no statistically significant difference between the mean of male and female respondents of arts stream in relation to their study habits.

METHODOLOGY:

The sample for the present study consisted of 345 (180 male and 165 female) arts stream students of senior secondary schools of U.P. Board. The data was collected from Aligarh & Etawah city of U.P., India from 19 government schools. Students were randomly selected from the pre-selected schools as the sample for the study.

DESCRIPTION OF THE TOOLS USED:

In the present investigation **Mental Health Battery** prepared by Singh & Gupta (2008) and **Study habits Inventory** prepared by Palsane & Sharma (2003) are used for this study.

PROCEDURE

The researcher personally visited all the 19 selected schools, where students were consulted for explaining purpose of the study and were instructed how to respond to different tools. Further

clarifications were offered on the questions/doubts raised by them and they were requested to cooperate with the investigator for successful completion of the research.

STATISTICAL TECHNIQUES EMPLOYED

Mean, Standard Deviation and t- test were employed in the present study. T-test was employed to find out the significance of difference between two groups

ANALYSIS OF RESULTS ON THE BASIS OF 't'-RATIO-

Comparison between Male and Female respondents of arts stream of the variable of Mental Health.

Objective-1- To compare the variable i.e. Mental health of male and female students of Arts stream.

Hypothesis-1- There will be no statistically significant difference between the mean of male and female respondents of arts stream in relation to their Mental health.

In order to compare the Mental health of male and female students of arts stream, t-test was applied. The mean scores and S.D. was found out and t-value was calculated. The mean scores, S.D. and t-value of various dimensions of Mental health of male and female respondents of arts stream are given in table-1.

Table-1

Showing significance of difference between the mean scores of Male and Female respondents of Arts stream on the variable of Mental health

Dimensions of Mental Health (MH)	Males (Arts Stream) N=180		Females (Arts Stream) N=165		Df	t-value
	Mean	S.D	Mean	S.D		
Emotional Stability (M1)	10.04	2.14	9.25	2.09	343	3.487**
Adjustment (M2)	27.26	3.99	26.09	4.20		2.652**
Autonomy (M3)	10.56	1.70	11.13	1.72		3.107**
Security Insecurity (M4)	9.22	2.16	10.08	2.27		3.586**
Self Concept (M5)	9.41	1.86	9.23	2.30		.782 ^{NS}
Intelligence (M6)	15.87	4.17	15.33	4.17		1.200 ^{NS}
Mental Health	82.36	9.07	81.11	10.02		1.219 ^{NS}

** = significant at .01 level.

N.S = Not Significant.

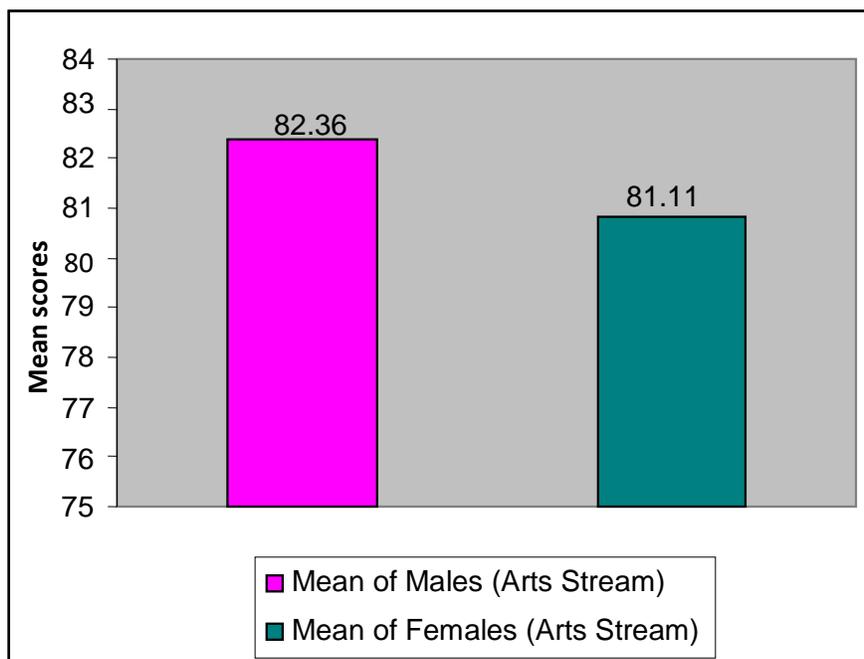


Fig. 1- Mean scores of male and female respondents of arts stream on the variable of Mental health.

- The table-1 reveals that there exists a significant difference between Male and Female respondents of Arts stream on the measure of variable Emotional stability. The calculated t-value is 3.487. The mean values for males and females also differ as 10.04 and 9.25 respectively. It clearly shows that males are better than females on the factor Emotional stability. Thus, it can be said with assurance that there exists a marked difference between male and female respondents of Arts stream on the variable emotional stability because the calculated 't' value is significant even at 0.05 level of confidence.
- The table-1 indicates that there exists a significant difference between Male and Female respondents of Arts stream on the measure of factor Adjustment. The calculated t-value is 2.652. The mean values for males and females also differ as 27.26 and 26.09 respectively. This clearly shows that males are better than females on the factor Adjustment. Thus, it can be said with assurance that there exists a marked difference between male and female respondents of Arts stream on the variable adjustment because the calculated value is significant at 0.01 level of confidence.
- The table-1 indicates that there exists a significant difference between Male and Female respondents of Arts stream on the measure of factor Autonomy. The calculated t-value is 3.107. The mean values for males and females also differ as 10.56 and 11.13 respectively. This clearly shows that females are better than males on the autonomy factor. Thus, it can be said with

assurance that there exists a marked difference between male and female respondents of Arts stream on the variable autonomy because the calculated value is significant at 0.01 level of confidence.

- The table-1 indicates that there exists a significant difference between Male and Female respondents of Arts stream on the measure of factor security-insecurity. The calculated t-value is 3.586. The mean values for males and females also differ as 9.22 and 10.08 respectively. This clearly shows that females are better than males on the factor security-insecurity. Thus, it can be said with assurance that there exists a marked difference between Male and Female respondents of Arts stream on the variable security-insecurity because the calculated value is significant even at 0.05 level of confidence.
- The table-1 indicates that there exists no significant difference between male and female respondents of Arts stream on the measure of factor self-concept. The t-value came out to be .782 and the mean values are 9.41 and 9.23 for males and females respectively. So, it can be said very safely that both male and female respondents of Arts stream are having same or equal type of self-concept.
- The table-1 indicates that there exists no significant difference between Male and Female respondents of Arts stream on the measure of factor Intelligence. The t-value came out to be 1.200 and the mean values as 15.87 and 15.33 for males and females respectively. So, it can be said very safely that both male and female respondents of Arts stream are having same or equal level of Intelligence.

Thus, table-1 reveals that there exists no significant difference between male and female respondents of Arts stream on the measure of Mental health variable. The t-value came out to be 1.219 and the mean values are 82.36 and 81.11 for males and females respectively. So, it can be said very safely that both male and female respondents of Arts stream are having same or equal level of Mental health. Thus, first hypothesis i.e. ***“there will be no significant difference between the male and female respondents of arts stream in relation to their variable (i.e. mental health)”*** is accepted.

Comparison between Male and Female respondents of arts stream on the variable of Study habits.

Objective-2- To compare the variable i.e. Study habits of male and female students of Arts stream.

Hypothesis-2- There will be no statistically significant difference between the mean of male and female respondents of arts stream in relation to their Study Habits.

In order to compare the Study habits of male and female students of arts stream, t-test was applied. The mean scores and S.D. was found out and t-value was calculated. The mean scores, S.D. and t-value of various dimensions of Study habits of male and female respondents of arts stream are given in table-2

Table-2

Showing significance of difference between the mean scores of Male and Female respondents of Arts stream on the variable of Study habits

Dimensions of Study Habits (SH)	Males (Arts Stream) N=180		Females (Arts Stream) N=165		Df	t-value
	Mean	S.D	Mean	S.D		
Budgeting Time (P1)	7.58	1.66	8.12	1.45	343	3.198**
Physical conditions for study (P2)	7.91	1.58	7.90	1.55		.084 ^{NS}
Reading Ability (P3)	10.26	2.22	10.53	2.09		1.170 ^{NS}
Note Taking (P4)	3.56	1.59	3.70	1.88		.728 ^{NS}
Factors in Learning Motivation (P5)	9.17	1.54	9.35	1.58		1.097 ^{NS}
Memory (P6)	4.60	1.27	4.67	1.16		.507 ^{NS}
Taking Examinations (P7)	13.04	2.24	12.77	2.03		1.167 ^{NS}
Health (P8)	3.77	1.17	3.81	1.01		.334 ^{NS}
Study Habits	59.89	7.440	60.84	7.369		1.195 ^{NS}

** = significant at .01 level.

N.S = Not Significant.

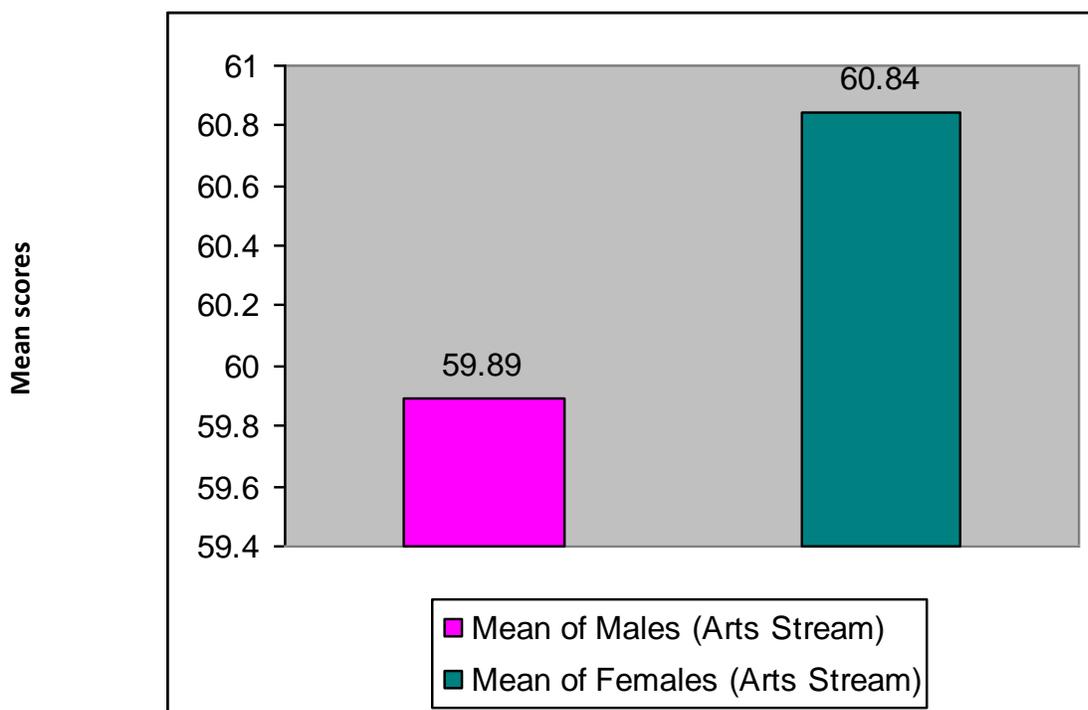


Fig. 2- Mean scores of male and female respondents of arts stream on the variable of Study habits.

- The table-2 indicates that there exists a significant difference between Male and Female respondents of Arts stream on the measure of the factor Budgeting time. The calculated t-value is 3.198. The mean values also differ between the two groups as 7.58 and 8.12 respectively. It clearly shows that females are better than males on the factor budgeting time. Thus, it can be said with assurance that there exists a marked difference between male and female respondents of Arts stream on the factor budgeting time because the calculated 't' value is significant at 0.01 level of confidence.
- The table-2 depicts that there exists no significant difference between Male and Female respondents of Arts stream on the measure of the factor Physical conditions for study. The t-value came out to be 0.084 and the mean values 7.91 and 7.90 for males and females respectively. So, it can be said very safely that both male and female respondents of Arts stream have same Physical conditions for study.
- The table-2 indicates that there exists no significant difference between Male and Female respondents of Arts stream on the measure of the factor Reading ability. The t-value came out to be 1.170 and the mean values 10.26 and 10.53 for males and females respectively. So, it can be said very safely that both male and female respondents of Arts stream do not differ in their Reading ability.

- The table-2 indicates that there exists no significant difference between Male and Female respondents of Arts stream on the measure of factor Note taking. The t-value came out to be 0.728 and the mean values 3.56 and 3.70 for males and females respectively. So, it can be said very safely that both male and female respondents of Arts stream are having same Note taking habit.

- It is clear from the above table-2 that there exists no significant difference between Male and Female respondents of Arts stream on the measure of the dimension 'factors in learning motivation'. The t-value came out to be 1.097 and the mean values 9.17 and 9.35 for males and females respectively. Thus, it can be said very safely that both male and female respondents of Arts stream do not differ in their factors in learning motivation.

- The table-2 indicates that there exists no significant difference between Male and Female respondents of Arts stream on the measure of the factor memory. The t-value came out to be 0.507 and the mean values 4.60 and 4.67 for males and females respectively. So, it can be said very safely that both male and female respondents of Arts stream do not differ in their memory level.

- The table-2 indicates that there exists no significant difference between Male and Female respondents of Arts stream on the measure of the factor Taking examination. The t-value came out to be 1.167 and the mean values are 13.04 and 12.77 for males and females respectively. So, it can be said very safely that both male and female respondents of Arts stream takes examinations equally serious.

- The table-2 indicates that there exists no significant difference between Male and Female respondents of Arts stream on the measure of the factor Health. The t-value came out to be 0.334 and the mean values are 3.77 and 3.81 respectively. So, it can be said very safely that both male and female respondents of Arts stream do not differ in their Health.

Thus, it is clear from the table-2 that there exists no significant difference between Male and Female respondents of Arts stream on the measure of variable Study habits. The t-value came out to be 1.195, which is not significant even at .05 level of confidence. The calculated mean values for males and females are 59.89 and 60.84 respectively. So, it can be said very safely that both male and female respondents of Arts stream are having same or equal type of Study habits. Thus, second hypothesis i.e.,

“there will be no significant difference between the male and female respondents of arts stream in relation to the variable (i.e. study habits)”is accepted.

Thus, it is clear from the above tables 1 & 2 that there exists no significant difference between male and female respondents on the variables of Mental health and Study habits.

Thus, the first and second hypotheses “There will be no significant difference between the male and female respondents of arts stream in relation to their (mental health and study habits) are accepted.

FINDINGS

Comparison of male and female respondents of arts stream on the variable of Mental Health.

Significant difference was found between male and female respondents of arts stream. The mean value of males on factor Emotional stability is higher than that of females.

Significant difference was found between male and female respondents of arts stream. The mean value of males on factor Adjustment is higher than that of females.

Significant difference was found between male and female respondents of arts stream. The mean value of females on factor Autonomy is higher than that of males.

Significant difference was found between male and female respondents of arts stream. The mean value of females on factor Security-insecurity is higher than that of males.

No significant difference was found between male and female respondents of arts stream on the factor Self concept.

No significant difference was found between male and female respondents of arts stream on the factor Intelligence.

Thus, it can be concluded that there exists no significant difference between male and female respondents of Arts stream on the variable of mental health.

Comparison of male and female respondents of arts stream on the variable of Study habits.

Significant difference was found between male and female respondents of arts stream. The mean value of females on factor Budgeting time is higher than that of males.

No significant difference was found between male and female respondents of arts stream on the factor Physical conditions for study.

No significant difference was found between male and female respondents of arts stream on the factor Reading ability.

No significant difference was found between male and female respondents of arts stream on the factor Note taking.

No significant difference was found between male and female respondents of arts stream on the factor Factors in learning motivation.

No significant difference was found between male and female respondents of arts stream on the factor Memory.

No significant difference was found between male and female respondents of arts stream on the factor Taking examinations.

No significant difference was found between male and female respondents of arts stream on the factor Health.

Thus, it can be concluded that there exists no significant difference between Male and Female respondents of Arts stream on the variable of Study habits.

SUGGESTIONS FOR FURTHER RESEARCH

Present study was conducted using a small sample; even then interesting results were obtained which motivated the investigator to recommend some ideas for further researches.

- (i) The present investigation was carried out on 345 arts stream students, studying in class XII of the intermediate colleges of Etawah and Aligarh city. Similar study can be carried out on a larger sample to get better and more authentic results.
- (ii) A similar study can be carried out upon the students of different educational levels, different age groups, different educational streams and different levels of socio-economic status.

- (iii) A comparative study of similar type may be conducted on rural and urban students.
- (iv) The present investigation is confined only to the students studying in intermediate classes (XII) of U.P. Board of Aligarh and Etawah Districts. Other districts or regions of the state should be included for further research.
- (v) This study is confined only to govt. U.P. Board senior secondary school students; its findings cannot be applied to all the stages of education. Thus there is a need to generalize this study by taking a sample from all level of schooling to corroborate the findings of the study.

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