

## **Influence of Some Demographic Variables on Mental Health of the Higher Secondary Adolescents**

Prof. Pradeep R. Pawar<sup>1\*</sup>

### **ABSTRACT**

Mental health is the basic key component of human productivity. It includes our emotional, psychological and social well-being. It always affects of human ability to think, feel and act. It is also dependent on how we cope up on various adverse life conditions. In the present study the influence of demographic variables on mental health is studied. 164 students enrolled in 10th grade higher secondary school from Kolhapur district were incorporated in the study. The average age of the students was 15.16 and 0.66 is the standard deviation. Mental Health Test developed by Sharma (1996) was used to measure the mental health of the students. Data were analyzed by using descriptive (Mean & standard deviation) and inferential (F test & Scheffe's Post Hoc Test) statistical techniques. Results of the study reported that gender significantly influence on mental health, male students are achieved higher score on mental health than female students. However, family type of the students does not significantly influence on mental health. Gender and family type are not show their interaction effect on mental health. Results have been discussed in the study in accordance with previous studies.

**Keywords:** *Gender, Family type & Mental health*

In recent days mental health proves as a very potent role in various human life aspects as well in the life of society. Mental health is a potent determinant of one's integrated personality and balanced behavior identified on the basis of the level of his/her adjustment to own self, others and environment (Archana, 2011). The term mental health encompasses all the aspects of the individual's adjustment with himself and others. Emotionally healthy individuals accept their weaknesses as well as their strengths. They remain in contact with reality and they are able to deal with stress and frustration. Mental stress is influenced on pessimistic symptoms such as anxiety, tension, restlessness or hopelessness among others. If it is felt too long and too extensively by the person, these symptoms may take a definite form representing a given illness. In this sense mental health is differ from mental illness. Mental health is a study of pre-illness mental condition of the person. According to Schneider (1991), mental health

<sup>1</sup> Assistant Professor, D. D. Shinde Sarkar College, Kolhapur, India

[\\*Responding Author](#)

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represents a psychic condition which is characterized by mental peace, harmony and content. It is identified by the absence of disabling and debilitating symptoms, both mental and somatic in person. Bowman (1965) defined mental health as the ability to function effectively and happily as one's expected role in a group. It is a condition of the whole of the mind as often supposed. It is an outgrowth of one's total life and is promoted or hindered by day to day experiences. Mental health implies the ability to judge reality accurately and to see things, in terms of long term rather short term values. It implies the ability to love, to be able to sustain affectionate relationships with other persons. It means the ability to work in one's chosen field with pleasure and productivity.

### ***Gender differences in mental health***

A lot of studies conducted to access the gender differences in mental health. Kuehner et al. (2012) investigated gender differences in mental health and reported that women were poorer than men on various dimensions of mental health. Bhatt (2013) also conducted a study to find out the mental health status in relation to gender among 210 orphan secondary school students in which 131 orphan and 79 non orphanages. Authors reported significant gender difference in emotional stability and depressive behaviour. Anjum and Aijaz (2014) aimed to study the influence of gender and socioeconomic status on feeling of security-insecurity of adolescent boys and girls. 400 students enrolled in higher secondary school are randomly selected for the study. The results verified that girl adolescents experience more insecure feelings than boys. Bhattacharjee and Bhattacharjee (2014) carry out a study to examine the influence of gender and employment status on security-insecurity feeling and depression and reported that there was no significant difference in male and female adolescents with respect to security insecurity feeling. Acharya (2015) conducted a study to assess the influence of gender on mental health of students enrolled in secondary school students and reported that gender differences were significantly related to mental health. The mean score of mental health for girls was significantly higher than boys. However, the interaction effect of gender and area was not influenced on mental health. Afifi (2016) in his theoretical study studied the gender differences in mental health and results of the study reported that mental health is significantly linked with gender.

### ***Joint Vs nuclear family and mental health***

In India system of joint family is observed but now a day this pattern of family decreasing day by day due to increasing westernization and it changes into nuclear pattern of family. Joint family promotes more favorable environment in the process mental health development. Nagaraja et al (2012) conducted a study to see the influence of marital satisfaction and type of family (Joint/Nuclear) on mental health status of the 360 school going students and reported that marital satisfaction of parents significantly affects mental health status of their children. Parents belonging to joint and nuclear families with high marital satisfaction were compared with parents with low marital satisfaction.

### ***Objectives***

1. To study the influence of gender on mental health of the students.

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2. To access the effect of family type on mental health.
3. To study the interaction effect of gender and family type on mental health of the students.

### ***Hypotheses***

1. Gender would be significantly influence on mental health of the students.
2. Mental health would be significantly influenced by the family type of the students.
3. There would be significant interaction effect of gender and family type on mental health of the students.

### ***Respondents***

In order to conduct the present study 164 higher secondary school students studying in 10<sup>th</sup> grade at Kolhapur and Sangli city in Maharashtra were incorporated in the study. The age range of the students was 15 to 16 years. Ratio was kept 1:1 across gender and family type. Simple random sampling technique was used to collect the data.

### **MEASURE USED**

***Mental health Scale (MHS):*** The Mental Health Scale (MHS) designed by Kamlesh Sharma (1996) was used to measure the mental health of the participants. It consists of 60 items in which 30 positive and 30 negative statements. Each statement has three alternative response “Yes” “indefinite” and “No”, the subject has to choose only one alternative responses. The scheme of scoring on positive statements 2 marks for “Yes”, 1 mark for indefinite and “0” marks for No and for negative statements just reverse marking 2 marks for “no”, 1 mark for indefinite and 0 mark for yes. The test retest (interval of 2 months) and split half reliability coefficient was found 0.86 and 0.88 respectively. The validity coefficient was calculated by comparing the scale with mental health check list of Pramod Kumar and was found 0.79.

### ***Procedure***

Mental health test is administered to the participants at their respective colleges with prior permission of the Principals in a small group of 10 to 15 participants at a time. Only those students were selected who were intentionally agreed to join the study.

### ***Research Design***

To achieve the purpose of the study factorial design was used based upon two independent variable viz., gender and family environment. Two levels of each independent variable were considered in the study. In order to analyze the data, two way analysis of variance (2X2 factorial design) was employed to see the effect of gender and family type on mental health of the students.

### ***Statistical techniques used in the study***

Descriptive (mean and standard deviation) and inferential statistical techniques namely F test and Scheffe’s Test of multiple comparisons are used in order to analyses the data.

**RESULTS AND INTERPRETATION***Table 1 Means and SD's of four classified groups on mental health*

Gender	Type of Family	Mean	SD	n
Male	Joint	87.07	8.61	41
	Nuclear	89.37	12.36	41
	Total	88.22	10.65	82
Female	Joint	82.44	9.654	41
	Nuclear	77.83	11.33	41
	Total	80.13	10.71	82
Total	Joint	84.76	9.39	82
	Nuclear	83.60	13.14	82
	Total	84.18	11.39	164

Means and standard deviations obtained by four classified groups are displayed in table 1. Examination of means and standard deviations clearly shows that the male students in nuclear family are achieved higher score in mental health ( $x=89.37$  &  $SD=12.36$ ) and female students in nuclear family achieved lowest score ( $X=77.83$  &  $SD=11.33$ ). Remaining two score are lying in between these two mean values. However, only on the basis of these face values it is not proper to conclusions, hence, the data of mental health were treated by two way analysis of variance. Complete summary of two way analysis of variance is given in table 2.

*Table 2 Summary of the two way analysis of variance for the effect of gender and family type on mental health*

Source	SS	df	MS	F	Sig.
Gender (A)	2680.299	1	2680.299	23.89	.000
Family (B)	55.030	1	55.030	0.49	.485
A X B	488.348	1	488.348	4.35	.039
Within	17950.195	160	112.189		
Total	21173.872	163			

Table 2 shows the summary of the two way analysis of variance. Main effect A represents the factor of gender brought out significant results ( $F = 23.89$ ,  $df = 1$  &  $160$ ,  $p < 0.01$ ). It means the male and female students differ significantly on their mental health. The mean value of mental health for male students is 88.22 with 10.65 standard deviation and for female students is 80.13 with 10.71 standard deviation. In another words it shows that males are superior on mental health than female students. This conclusion is in the line of the assumption drawn in the study. Main effect B represents family type yielded an F value of 0.49, which for 1 and 160 df, is not significant. It means family type does not influence on mental health of the students. Interaction effect A X B also depicts not significant F value. Again the above data of four classified groups were treated by Scheffe's test of multiple comparisons for more clear results.

Table 3 shows multiple comparisons of mental health across four groups formed on the basis of gender and family type. This table depicts that there is significant difference between the

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groups 1 & 4, 2 & 3, and 2 & 4 with respect to mental health, however the group of 1 & 2, 1 & 3 and 3 & 4 are not differ in this regard.

**Table 3 Multiple comparisons of mental health across four groups formed on the basis of gender and family type (Scheffe's Post Hoc Analysis)**

Group (I)	Group (J)	Mean Difference (I-J)	Sig
1	2	2.29	.811
1	3	4.63	.274
1	4	9.24*	.002
2	3	6.93*	.036
2	4	11.54*	.000
3	4	4.61	.278

(Groups: 1=Male in Joint Family, 2= Male in Nuclear Family, 3= Female in Joint Family, 4=Female in Nuclear Family)

## CONCLUSION

Gender significantly influence on mental health, male students are achieved higher score on mental health than female students. However, family type of the students does not significantly influence on mental health. Gender and family type are not show their interaction effect on mental health.

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