

Mental Health Status of Co-Education and Non Co-Education High School Students

¹K. Viswanath, ²S. Azmal Basha & ³S. Viswanatha Reddy

¹Research Scholar, Dept. of Psychology, SVU College of Sciences, Tirupati -517 502, AP.

²Head, Dept. of Psychology S.V. Arts College (TTD), TIRUPATI - 517 502, A.P.

³Corresponding Author & Faculty, Dept. of Psychology, SVU College of Sciences, Tirupati -517 502, AP.

Received June 09, 2017

Accepted July 12, 2017

ABSTRACT

The purpose of the present study was to determine the influence of demographic variables on mental health status of 600 co-education and non coeducation high school students. Reddy's Mental Health Status inventory was administered to assess the mental health status of the subjects. To test the hypotheses the collected data were analyzed using t test and ANOVA. Results revealed that there is significant impact of demographic variables on mental health; girls possessed good mental health than boys; students studying in private institutions were better mental healthier than students from government schools and coeducation school students were exhibited better mental health than non coeducation students.

Key words: Mental Health, Gender, Locality, Type of Institution & High School Students.

INTRODUCTION

One of the fundamental aspects of education is importing of culture from generation to generation. Through education, one may develop the capacity to think rationally and logically and to cope with unhealthy, transitions, stress, traumas and losses that occur in all lives, in ways that allow mentally sound and emotional stability in their growth. The world is becoming more and more competitive. Quality of health has become the key factor for personal progress in their mental health. Parents desire that their children should climb the ladder of performance as high as possible. This desire for high level of achievement puts a lot of pressure on students, teachers and schools and in general on the educational system itself. The modern concept of health extends beyond the proper functioning of the body. It includes a sound, efficient mind and controlled emotions. Health is a state of being hale, sound or whole in body and mind. Man is an integrated psychosomatic unit, whose behavior is determined by both physical and mental factors. The word '*mental*' usually implies something more than the purely cerebral functioning of a person; it also stands for his emotional-affective states, the relationship he established with others and a quiet general quality that might be called equilibrium in his socio-cultural context. Similarly '*health*' refers to more than physical health. It connotes the individual's intra-psychic balance fit

enough to be adjusting with the external environment and his social functioning. In common usage "mental health" often means both psychological well-being and mental-illness.

Mental health is a normal state of well-being, a positive way but a quality of life. It is a condition which is characterized of the average person who meets the demands of life on the basis of his own capacities and limitations. The term "Mental Health" connotes a quality of wholeness and soundness. Wikipedia Dictionary (2010) explains the meaning of mental health as a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society and meet the ordinary demands of everyday life. Mental health is not mere absence of mental illness, but it is an active quality of individual's daily living. Mental health governs what an individual feels about others and his ability to face the realities of life. It is rooted in his ability to balance feelings, desires, ambitions, ideas and competence. The individual's condition or state of mental health continuously changes depending upon his own actions and the factors acting upon him. A mentally healthy person is expected to be a well-adjusted one, living in harmony internally as well as externally. He is expected to be quite happy and at ease with everyone in all spheres of life (home, school, college, work and society). As a

master of the society, he is expected to be productive and constructive. He is expected to be happy, contented, satisfied with a sense of subjective well being, enjoying every bit of his life.

Universally educational settings are of two types. There are co-educational and non co-educational. Co-education can be considered at different levels i.e., primary, secondary and university level. There is no controversy on co-education at primary level and university level. But at secondary level there are two opinions. Co-education will have harmonious influence upon boys and girls. The second opinion is that there are moral and social disturbances and these leads to maladjustment. It is clear that the educational setup affects the mental health of the children.

From the psychological point of view: Co-educational will soften boys and decrease their progressiveness and masculinity; girls will lose their attractiveness and femininity and will fail to carry out their wifely duties; boys and girls should be kept apart from the age of 12; in their youth, especially from 17 to 22, boys and girls should be separated for moral reasons; co-education will reduce the mutual interest of boys and girls in each other and co-education has a bad influence on morals and manners. From the intellectual point of view: Co-education does not promote serious studying among children and lowers the quality of learning; boys and girls will improve their grades if educated separately; boys and girls are equal as human beings, but their duties are different; by nature, boys and girls differ from each other in intelligence, emotions, physical strength and interests; co-education makes boys more feminine and girls more masculine. The aim of education for women is to enhance the level of culture among women so that it will be equal to that of men; girls are not eager to go to college; student abilities will not be developed fully under co-education and co-education will decrease the amount of learning among boys.

From the physical point of view: separate education is necessary because girls are physically inferior to boys: co-education will put a burden on the brains of girls; co-education will result in unnecessary competition between boys and girls and will have an especially undesirable influence on girls; higher education ruins the intelligence of girls and will have a fatal influence on the future of girls and boys; higher education for girls will

lower the birth rate and to treat boys and girls equally is to overlook the sexual differences between boys and girls.

Education in our country has its own peculiar history. The arguments against co-education, however, led to the promotion of education for girls. Educations for girls and women's colleges were developed as a compromise and also to weaken the argument for co-education. In co-education system, students have an opportunity to interact with the students of opposite sex and to have mutual understanding in an educational setting. Apart from this, they have the chance to know about the creative and artistic ideas, achievements, aspirations and future plans about the opposite sex. But in non co-educational system these opportunities are completely missing. Over the past few decades research findings showed that pupil's perception or attitude towards the school climate or environment has got considerable influence over their mental health. {(Tandon, 1978; Singhaulakh,1979;Hirunval,1980;Veerabhadram ma, 1984; Lamborn et al 1993; Devi,1997; Suresh et al,1998; Halamandaris and Power,1999; Accordino et al 2000; Kaur, 2001; Suman and Umopathy,2003; Sujata, 2005;Mokashi, 2007;Bhavan Patel, 2008; Akbar and Shameer, 2009; Surindar Singh, 2012 and Siva Kumar, 2012)}. It is expected that these conditions will have some effect on the psychological well being of the adolescents, those who are in the process of their growth and development and pursuing their higher secondary studies. Keeping these in view, the present study is focused to examine the impact of gender, age and class of study on their mental health status.

OBJECTIVES

To enquire the influence of

- Gender
- Type of Management and
- Type of School on mental health status among co-education and non coeducation high school students.

HYPOTHESES

Based on the above objective, the following hypotheses were formulated for the present study

- Gender would significantly influence on mental health status of co-education and non coeducation high school students.

- Type of Management would significantly influence on mental health status of co-education and non coeducation high school students.
- Type of School would significantly influence on mental health status of co-education and non coeducation high school students.

TOOL

A bio-data sheet was prepared seeking information about the respondent's gender, level of education and type of management are taken into consideration. Restandardized Mental Health Analysis developed by Reddy and Nagarathamma (1992) was used to assess mental health status of the subjects. There are 100 items. Each question has two answers i.e., 'Yes' or 'No' to which the individual answers in the manner he/ she feels best. The items were randomized and printed. The responses were scored with the help of the prescribed key. For Assets, number of 'Yes' responses and for Liabilities number of 'No' responses was scored.

SAMPLE

The samples of the present study comprised of 600 students, studying X class and the schools are located in Tirupati town, Chittoor district of Andhra Pradesh. Of the 600 subjects 300 were boys and 300 were girls (150 boys from co-education and 150 boys from non- co educational schools and 150 girls from co-education and 150 girls from non- co educational schools from government and private schools). The subjects were selected randomly in a class (not more than ten subjects) and they were assembled in a room along with their class teacher. The bio-data and the inventory were distributed and asked to fill the particulars. After completion of the bio-data the subjects were directed how to do the inventory and the time taken to complete the test was approximately 75 minutes. Suitable statistical tests like Mean, SD and ANOVA were applied to analyze the data and the results are presented in following tables.

RESULTS AND DISCUSSION

Table-I: Means and SDs of Mental Health Status Scores.

| Type of School | | Gender | | | |
|-----------------|------|--------------------|---------|--------------------|---------|
| | | Boys | | Girls | |
| | | Type of management | | Type of management | |
| | | Government | Private | Government | Private |
| Co-Education | Mean | 51.56 | 65.79 | 57.03 | 67.25 |
| | SD | 10.12 | 9.69 | 10.20 | 10.11 |
| Non-Coeducation | Mean | 42.80 | 57.35 | 56.03 | 64.13 |
| | SD | 8.86 | 10.15 | 10.29 | 7.84 |

Boys =54.37

Private =63.63

Coeducation = 60.40

Girls = 61.11

Government = 51.85

Non Coeducation= 55.07

Table-I shows that in terms of gender; girls obtained higher (M=61.11) mean than boys (M= 54.37) on their mental health status. In case of type of management, private school students secured higher mean (M=63.63) than government school students (M=51.85) on their mental health status. Students studying coeducation students (M=60.40) excelled non coeducation students (M= 55.07) on their mental health.

There are differences in the mean scores of the groups with regard to their achievement motivation. In order to test whether there are any significant differences between the groups; the data were further subjected to three way analysis of variance and the results are presented in Table-II.

Table-II: Summary of ANOVA for Mental Health Scores.

| Source of Variance | Sum of Squares | df | Mean Sum of Squares | F |
|------------------------|----------------|-----|---------------------|---------|
| Gender (A) | 2081.26 | 1 | 2081.26 | 22.16** |
| Type of Management (B) | 680.67 | 1 | 680.67 | 7.24** |
| Type of School (C) | 426.67 | 1 | 426.67 | 4.54* |
| AXB | 1019.21 | 1 | 1019.21 | 10.85** |
| BXC | 29.93 | 1 | 29.93 | 0.32@ |
| AXC | 1600.67 | 1 | 1600.67 | 17.04** |
| AXBXC | 551.21 | 1 | 551.21 | 5.88* |
| WSS | 55597.84 | 592 | 93.92 | -- |
| Total | 90185.44 | 599 | -- | -- |

** Significant at 0.01 level * Significant at 0.05 level

@ Not Significant

The obtained 'F' value of 22.16 which is significant at 0.05 level, indicating that there is significant influence of gender on mental health status. {The obtained mean value for girls students (61.11) shows that girls are better than boys (M = 54.37).} The 'F' value of 7.24 for type of management is significant at 0.05 level, suggesting that there is significant impact of type of management of students on their mental health. {Students studying at private schools (M= 63.63) have obtained better scores than students of government schools (M= 51.85)}. The 'F' value of 4.54 for type of school is significant at 0.01 levels, showing that there is significant influence of type of school on mental health status of students. {Students studying at coeducation (M= 62.19) have obtained better score than non coeducational students (M= 59.63)}. The first order interaction interactions among the three independent variables {gender X type of management (AXB) and gender X type of school (AXC)} of the students are found to be significant. Then, the second order interaction among gender, type of management and type of school (AxBxC), the obtained 'F' value of 5.88 which is significant at 0.05 level. It clearly indicates that gender, type of management and type of school have significantly contributed individually, as well as combined together.

Based on the obtained results, it is concluded that there is significant influence of gender, type of management and type of school on mental health status of the students.

CONCLUSIONS

Gender of the subjects significantly influence on mental health status. Girls (both co-education and non coeducation and studying in government and private schools) were better on their mental health.

Type of Management is significantly influence on mental health status of co-education and non coeducation high school students. Students studying in private institutions obtained better mental health than the students studying in government schools.

Type of School is significantly influence on mental health status of co-education high

school students possessed better mental health than non coeducation high school students.

REFERENCES

1. Accordino, D. Accordino, M. & Slaney, B. (2000). An Investigation of Perfectionism, Mental Health, Achievement and Achievement Motivation in Adolescents. *Psychology in the Schools*, **37(6)**, 535-545.
2. Akbar, M. & Shameer, M. P. (2009). The School Environment Influence on Mental Health of High School Students. Unpublished M.Phil. Dissertation, submitted to Department of Education, Punjab University.
3. Bhavan Patel, H. (2008). Impact of School Environment on Motivation of High School Students. *Journal of Educational Psychology*, **47**, 89-99.
4. Devi, G. D. (1997). Home and School Environment and its Influence on Perceptual Styles of High School Students. *Journal of Personality and Social Psychology*, **41**, 121-131.
5. Goldenson, R.M. (1984). Longman Dictionary of Psychology and Psychiatry. *Longman Publishing Co.* New York.
6. Halamandaris, K. F., & Power, K. G. (1999). The Relationship between Personality Variables (Achievement Motivation, Perceived, Social Support and Overall Psychosocial Adjustments) of University Students. *Personality and Individual Differences*, **26**, 665-685.
7. Hirunval, A. (1980). Correlation among Self Concept, Academic Motivation, Classroom Climate and Academic Performance of Secondary School Students. Third Survey of Research in Education, NCERT, New Delhi.
8. Kaur, B. (2001). The Home Environment in context to Mental Health among Higher Secondary School Students. *Journal of Family Psychology*, **19, 2**, 294-304.
9. Lamborn, S. D., Brown, B. B., Mounts, N. S. & Steinberg, L. (1993). The Positive relationship between Achievement Motivation and School Environment among Secondary School Students. *Student Engagement and Achievement in American Secondary Schools*, **1**, 153-181.
10. Mokashi, M. V. (2007). Correlates of Achievement Motivation and Mental Health of Residential School Students. *Journal of Agricultural Science*, **21(5)**, 74-77.

11. Mosby, H. B. (2008). Study of Social Stress, Adjustment and Mental Health. *The Progress of Education*, 63 (15), 22-24.
12. Singhaulakh, H. (1979). The Achievement Motivation in relation to Mental Health of Higher Secondary School Students. Department of Humanities, Unpublished M.Ed. Dissertation, submitted to University of Rajasthan, Jaipur.
13. Siva Kumar, D. (2012). Relational Studies of Home Environment and Achievement Motivation of Higher Secondary School Students, *New Frontiers in Education*, 45(3), 62-68.
14. Sujata, K. (2005). Influence of Gender, Locality and School Environment on Achievement Motivation of undergraduate Students. *The Journal of Educational Experiments*, 21, 6, 42-49.
15. Suman, B. & Umaphathi, K. (2003). Influence of Home Environment on Achievement Motivation of Secondary School Students. *Psycho-Lingua*, 37, (2), 128-132.
16. Suresh, K. P., Akhil Singh, G. & Mithra, K. (1998). Achievement Motivation and Mental Health in relation to type of school among secondary school students. Department of Education, Unpublished Ph. D. Thesis, Submitted to University of Calicut, Calicut.
17. Surindar Singh, S. (2012). Relationship of Achievement Motivation, Self Concept and Socio Emotional Climate on achievement of Senior Secondary Students. *Recent Researches in Education and Psychology*, 13, 82-96.
18. Tandon, P. (1978). The Effect of Gender, Locality and Type of Management on Achievement Motivation, Home Environment of High School Students. Department of Education Unpublished Ph.D. thesis, submitted to Agra University, Uttar Pradesh.
19. Tudor, K. (1996). Mental Health Promotion; Paradigms and Practice London: Rutledge.
20. Veerabhadramma, C. (1984). Influence of School Environment and Achievement Motivation on Mental Health of Government High School Children. *Journal of Social Psychology*, 2(11), 42-49.
21. World Health Organization. (1962). WHO Technical Report Series No.9.

Deep experience is never peaceful.
~ Henry James