



A COMPARATIVE STUDY OF MENTAL HEALTH OF RESIDENTIAL AND NON-RESIDENTIAL SCHOOL STUDENTS

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ABSTRACT

Human body is same like a machine and alteration in this body may lead to malfunction. Health is a resource for life. Some people may face the problems and very easily they overcome from it and some cannot overcome that and they will show some signs like poor judgement general negative outlook, excessive worrying, moodiness, inability to relax, isolated or depressed state which affect mental health of a person, which causes “stress”. Stress is a feeling when an individual react to particular event. A comparative study was conducted to know mental health of residential and non-residential school students. The design selected for this study is comparative research design which is descriptive in nature. To carry out the present study the population comprises of students of VIII Class belonging to Jawahar Navodaya Vidyalaya and Government secondary schools located in Faridabad district of Haryana. The sample size of the study consists of 60 residential school students and 60 non-residential school students from selected secondary schools. Researcher employed random sampling technique to select sample units of the study. The findings of the study show that there exists a significant difference between residential school students and non-residential school students with respect to the mean scores of their mental health. The mental health of the non-residential school students was found to be better than the mental health of the residential school students.

KEY WORDS: *Mental health, Stress, Residential and Non –residential School Students*

INTRODUCTION

Education is considered as the prime mover of development and health is multi-dimensional which functions by interacting with each other. Education has been accepted as a vital instrument for the development as well as for modification of a society. It is for this reason that education has been assigned a pivotal position by a nation for achieving its Constitutional objectives and implementing its mandates. The influence of education starts impinging upon the personality of an individual right from his birth and its influence continues up to the last moment of the individual's death.

Education manifests its effect at two levels - formal and informal. The formal effects of education are manifested through the educational institutions and the informal effects get manifested through the family, society, psycho-biological environment. The formal system of education operates at four levels, namely, pre-elementary, elementary, secondary and senior secondary. Although each level of education has its own distinct existence and role in shaping the personality of an individual learner but the secondary education has been accepted as the backbone of the entire body of education. The reason is that it offers to the growing individual learner opportunity to enter into an arena, which is commensurate to his/her inherited potentials and acquired abilities. The

secondary education is imparted through various types of institutions such as central government, state government and private bodies in the country. The Navodaya Vidyalayas, were conceived for helping the talented and socio-economically low strata of the society students to get education in residential background.

MENTAL HEALTH

It is rightly said that health is wealth which involves one's physical as well as mental health. It is true that mental health has much wider scope than physical health as it aims for the development of wholesome balanced and integrated personality. The acquisition of such personality is indeed a great asset and privilege for a normal individual.

Mental health of the student is very important for efficient learning and proper development of personality. During infancy from birth a child remains in the constant company of his/her mother so, undoubtedly the role of mother can't be undermined or shifted to any other agency. Further the development of the child shall be taken care of by the school and school has to play an important role in proper development of physical, mental and spiritual abilities among the children. There are various definitions of mental health and a few of them are as given below;

According to **Cutts and Moslay (1941)**, "Mental Health is the ability which helps us to seek adjustment in the difficult situations of our life."

According to **P.B. Lewkan (1949)**, mentally healthy person is one who is happy, lives peacefully with his neighbours, makes his children healthy citizens and after fulfilling such basic responsibilities is still empowered with sufficient strength to serve the cause of the society in any way.

In view of **Waltin, J.E.W. (1951)**, "Mental health concerns with the development of 'wholesome' balanced personality, one who does not comfort himself like a series of compartmentalized selves, honest on Sunday, dishonest on Monday, generous today, crabbed tomorrow, reasonable and Logical at times, at other times confused and inconsistent."

J.A. Hadfield (1952) defines, "Mental health is the full and harmonious functioning of the whole personality."

According to **William James**, "The greatest weapon against stress is our ability to choose one thought over another".

The various types of health are described below.

1. **Physical health:** The Health conditions which are related to body such as arthritis, chronic back pain, rheumatism, osteoporosis, asthma, chronic bronchitis, emphysema, allergies, cataracts, glaucoma, blindness or such other problems.
2. **Mental health:** Mental health is related to depression, anxiety, drug abuse, panic disorder, post-traumatic stress disorder (PTSD), personality disorders, stress, or nervous disorders, and suicide attempts or thoughts.
3. **General health:** A category related to general overall health that did not make references to a specific health outcome.

VALUES OF MENTAL HEALTH

Good mental health is essential for each and every individual as;

- Good mental health helps in the development of desirable personality. Such individual maintains a proper balance between himself and the environmental situation.
- Good mental health helps in proper emotional development. The individuals who enjoy good mental health are supposed to demonstrate proper emotional maturity in their behaviour.
- Good mental health helps in proper social development. Such person establishes proper social relationship in the society.
- Good mental health helps in proper moral development. Such individuals usually found to behave as a man of integrity and character by following the ethical standards of the society.
- Good mental health helps in proper aesthetic development, artistic taste and refined temperament which help in actualizing one's potentialities.
- Good mental health helps in seeking proper adjustment which helps the individual to seek a harmonious relationship with his/her self and his/her environment.
- Good mental health helps in seeking goals of life. These goals may differ from person depending upon their life styles and philosophy of life.

- Good mental health helps in the progress of the society. They take essentials from the society for their proper development and living but are also ready to give something to the society for its progress and development.
- Good mental health helps an individual in protecting him/her against abnormalities of behaviour, maladjustment, illness and mental diseases. A sound mind and balanced personality has enough resistance to fight against the odds of life and bear the accidental.

STRESS

It was Hans Selye who first employed the term "stress" in biological context in the 1930's. The term stress derived from the Latin word "stringere"-means to draw tight. At that time stress had been in use in physical to refer to the internal distribution of a force exerted on a material body, resulting in strain. By 1990's stress had become an integral part of modern scientific understanding in all areas of physiology and human functioning. Thus stress grew in certain settings, such as workplace stress, educational stress, economic stress examination stress etc. Unfortunately mental health of the people of present era is almost in pitiable condition because every individual has lot of deviations from his realities of life resulting into stress, anxiety, tension, frustration and psycho-neurotic disorders. There is no one in the world that is free from stress. Stress is unavoidable consequence of life, without stress there would be no life. However, just as distress cause disease and eustress that offset this promote wellness.

After certain limits the stress cannot be tolerated. The coping mechanism of the individual against the stress differs from situation to situation. Some times because of stress unable to meet the expectations, whereas on occasion cope or stimulated positively. Stress not only disturbs the mental health of the adults, but also of the school children particularly among the adolescents, the pressure of stress hampers the functioning of body and creates multiple problems like parents expectation, sibling rivalry, status and financial problems.

Children who are under stress may feel angry, disillusioned, and show extreme behaviour ranging from doing everything. In the academic life of the adolescents the factors like their school environment, examinations, target oriented achievement and performance, relationships with peers and teachers, management strategies of the school are some of the sources perceive academic stress.

THE RESIDENTIAL SCHOOL SYSTEM

The term *residential schools* refers to an extensive school system set up by the Government and administered by Ministry of Human Resources that had the nominal objective of educating children. The residential school system operated from the 1880s into the closing decades of the 20th century in Europe. The system forcibly separated children from their families for extended periods of time and forbade them to acknowledge their heritage and culture or to speak their own languages. Children were severely punished if these, among other, strict rules were broken. Former students of residential schools have spoken of horrendous abuse such as physical, sexual, emotional, and psychological at the hands of residential school staff. Two primary objectives of the residential school system were to remove and isolate children from the influence of their homes, families, traditions and cultures, and to assimilate them into the dominant culture.

Residential school students did not receive the same education as the general population in the public school system, and the schools were sorely underfunded.

NAVODAYA VIDYALAYA SCHEME

The National Policy on Education-1986 envisaged setting up of residential schools, to be called Jawahar Navodaya Vidyalayas that would bring out the best of residential talent. It was felt that children with special talent or aptitude should be provided opportunities to progress at a faster pace by making good quality education available to them irrespective of their capacity to pay for it. Such education would enable students from residential areas to compete with their non-residential counterparts on an equal footing.

The children from the residential areas who are generally from poor families could not, however, afford to reach the existing good schools which are mostly located in the non-residential areas. The National Policy in Education, (1986) had envisaged that pace-setting schools, intended to serve the above purpose, would be established in various parts of the country on a given-pattern, but with full scope for innovation and experimentation. Their broad aim would be to serve the objective of excellence coupled with equity and social justice (with reservations for SCs and STs) to promote national integration by providing opportunities to the talented children, largely residential, from different parts of the country to live and learn together, to develop their potential and most importantly, to become catalysts of a nation-wide programme of school improvement. The Ministry of Human Resource Development has accordingly formulated a scheme under which it has been decided to set up residential co-educational schools, to be called 'Navodaya Vidyalayas' on a moderate one in each district. These schools are run by the Navodaya Vidyalaya Samiti which is an autonomous organization under the Ministry of Human Resource Development and has been registered as a society under the Societies Registration Act (XXI of 1860) at New Delhi, on 28th February, 1986. The broad aims for establishment of Navodaya Vidyalayas are to serve the objective of excellence coupled with equity, to promote national integration, provide opportunities to the talented children to develop their full potential, and to facilitate the process of school improvement.

NEED AND SIGNIFICANCE OF THE STUDY

Teaching and learning are two important educational functions of an educational institution. These functions mostly depend on the mental health of students. The better is the mental health, adjustment and academic achievement of an institution, the better was the teaching performances of its teachers and consequently the greater was the learning gains of the students studying in it. It is, therefore, important to assess the mental health of the students of an institution, so that its effectiveness can be judged. It may then be possible for us to evaluate the effectiveness of the institution in achieving its objectives. There are three types of secondary educational institutions in Haryana. These are - Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalaya.

School systems cram students with a tremendous amount of homework, which they usually have to complete spending their evenings, weekends and most of the vacations. Unable to find enough time of their own, students often lose interest in studies and under perform. Lots of studies have been done in order to find out causes of mental health of residential students and non-residential students. There is significant

possibility that the students face many psychological problems like addiction, depression, loneliness, anxiety and so on. Hence researchers studied and compared the residential students and the Non-residential students with respect to their mental health. The reason for undertaking this study by the researcher was to investigate the various mental problems of residential school and the non-residential Government school students. This is because, it would provide information to researchers, theoreticians and policy makers in future regarding issues related to mental health of these students.

STATEMENT OF THE PROBLEM

The title of the study is given as, "A Comparative Study of Mental Health of Residential and Non-Residential School Students".

OBJECTIVES OF THE STUDY

1. To assess the level of mental health of residential school students.
2. To assess the level of mental health of residential school male students.
3. To assess the level of mental health of female students of residential schools.
4. To assess the level of mental health non-residential school students.
5. To assess the level of mental health non-residential school male students.
6. To assess the level of mental health non-residential school female students.
7. To compare the mental health of residential school students and non-residential school students.

RESEARCH HYPOTHESES

1. There is no significant difference in mental health between the residential and non-residential school students.
2. There is no significant difference in mental health between the residential and non-residential school male students.
3. There is no significant difference in mental health between the residential and non-residential school female students.

METHODOLOGY

In any discipline whether it is science, social science, commerce or humanities etc. methodology plays a significant role in carrying out the study systematically and objectively to be more scientific in nature. Research is a systematic effort to find a solution of the problem. These efforts require certain techniques to be followed properly. Methodology is a total sum of these techniques/steps being carried out by a researcher in order to find out the real dynamics operating for any problem and behavioural outcomes. In other words methodology is defined as "the logic of applications of scientific methods to the investigation of the phenomena". It is a kind of decision making process in which the researcher has to select the appropriate model, sampling techniques, measuring instruments and data analysis methods suitable for selected problem. The present investigation seeks to investigate the mental health of residential and non-residential secondary school students of Faridabad.

The design selected for this study is comparative research design. A quantitative approach is considered appropriate for this study.

Population: A population is a group of individuals who have one or more characteristics in common which are of

interest of the researcher. To carry out the present study the population comprises of students of VIII Class belonging to Jawahar Navodaya Vidyalaya and Government secondary schools located in Faridabad Haryana.

Sample: Sample is a small portion of the population selected for the study. The sample size of the study consists of 60 residential school students and 60 non-residential school students from selected secondary schools at Faridabad. Researcher employed random sampling technique to select sample units of the study.

TOOLS USED IN THE STUDY

Mental Health Battery by Arun Kumar Singh and Alpana Sen Gupta (2008) was used to collect the data. This battery contains 130 items and measures mental health of adolescents through five health indices – emotional stability, over all adjustment, autonomy, security – insecurity and self-concept.

DELIMITATIONS OF THE STUDY

The study was delimited to;

- i. The students of class 8th only of residential and non-residential schools located in Faridabad district of Haryana.
- ii. Secondary school students who come under age group of 11-16 years.

ANALYSIS AND INTERPRETATION OF DATA

The data were analysed by using both descriptive and inferential statistics.

Status of Mental Health of Residential School Students: The table 1 given below shows the number of students of residential schools at various levels of mental health.

S.N.	Range of Z-scores	Grade	Status of Mental Health	Number of students
1.	+2.01 & Above	A	Extremely Good	0
2.	+1.26 to +2.00	B	Good	4
3.	+0.51 to +1.50	C	Above moderate	12
4.	-0.50 to +0.50	D	Moderate	20
5.	-0.51 to -1.50	E	Below moderate	15
6.	-1.26 to -2.00	F	Low	8
7.	-2.01 to and below	G	Extremely Low	1

On analyzing the data of mental health of residential school students, it was concluded that not a single student was found under extremely good level of mental health while 4 students were found under good level, 12 students were at above moderate level, 20 students at moderate level, 15

students at below moderate level, 8 student at low level and 1 students were found at extremely low level of mental health.

Status of Mental Health of Non- Residential School Students: The table- 2 shows the number of students of non-residential schools at various levels of mental health.

S.N.	Range of Z-scores	Grade	Status Of Mental Health	Number of students
1.	+2.01 & Above	A	Extremely Good	1
2.	+1.26 to +2.00	B	Good	5
3.	+0.51 to +1.50	C	Above moderate	14
4.	-0.50 to +0.50	D	Moderate	21
5.	-0.51 to -1.50	E	Below moderate	12
6.	-1.26 to -2.00	F	Low	6
7.	-2.01 to and below	G	Extremely Low	1

On analyzing the data of mental health of non-residential school students, it was concluded that 1 student was found at extremely good level of mental health while 5 students were found under good level, 14 students were at above moderate level, 21 students at moderate level, 12 students at below moderate level, 6 students at low level and only one student was found at extremely low level of mental health.

COMPARISON OF MENTAL HEALTH BETWEEN RESIDENTIAL AND NON-RESIDENTIAL SCHOOL STUDENTS

The table- 3 given below shows t- ratio between mean scores of mental health of residential and non-residential school students.

Tests	N	Mean	Std. Deviation	t-ratio	Remarks
Residential school Students	60	67.65	6.48	8.35	Significant
Non-residential School Students	60	78.57	7.78		

The mean score of mental health of 60 residential school students was calculated to be 67.65 with standard deviation 6.48. While the mean of mental health of 60 non-residential school students was calculated to be 78.57 with standard deviation 7.78.

The calculated t-ratio between the mean scores of mental health the residential and non-residential school students was calculated to be 8.35 which is significant at 0.05 and 0.01 levels of significance, so there exists a significant difference

between residential and non-residential school students with respect to the mean scores of their mental health.

MAIN FINDINGS OF THE STUDY

- There exists a significant difference between residential and non-residential school students with respect to the mean scores of their mental health.
- The mental health of the non-residential school students was found to be better than the mental health of the residential school students. It may be due to parental support the non-residential students get from their parents daily.
- No significant difference was found between the mental health of boys and the girls studying in secondary schools. A little difference was found which is statistically not significant.

CONCLUSIONS

On analyzing the data of mental health of residential school students, it was concluded that very few student was found at the status of extremely good and extremely low mental health while highest number of students were found at moderate level of mental health. A significant difference was found between the mean scores of mental health of the residential and non-residential school students. This shows that there is difference between mental health of residential and non-residential school students which is statistically significant. The mental health of non-residential school students was found to be better than the mental health of residential schools students. It may be due to parental support the non-residential students get daily from their parents.

SUGGESTIONS FOR FUTURE RESEARCH

Additional research in the area of the impact of mental health on the academic performance of non-residential area students is warranted. Recommendations for further research on mental health of students could include the following:

- Replicating this research with a dramatically larger sample. The sample may also have a wider breadth of ethnic components.
- Replicating this research with other grade levels with different socio-economic levels.
- Research in the area of students' behavior related to their interaction with the technology to enhance their mental health.
- Replication of this research in schools of different grades and different states.
- Measure of parental support to the student for improving their mental health.

EDUCATIONAL IMPLICATIONS

Following are the major implications of the study:

- The role of teachers is prominent in contributing to the organizational climate. Teachers can make efforts to inculcate and nurture good characteristics to improve the organizational climate of their school to improve the academic environment and achievement of the students. The very popular saying goes as would be teachers so would be the students, nevertheless teachers are the maker, shaper and a guiding agent for students personality.
- The leadership style of the principals may create different type of behaviour in relation to teacher and students. The decision taking capabilities add to the dynamism, productivity and humanized thrust. Thus, principals should be aware of their

role and contribution and may make efforts for effective organizational climate for making boarding school students mentally healthy.

- Policy Makers can identify the causes of stress among students of Jawahar Navodaya Vidyalayas (JNV) and Government secondary schools in terms of academic achievement and educational adjustment.
- Parents' support is essential for healthy mental of their children.

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