

CHAPTER – I

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Every educational institution, worth the name, desires that its students should do their best to learn what they are expected to learn. Now doing the best to learn on the part of students means that they should fully utilize the strength of their cognitive assets to learn. But these assets can be fully utilized by students only if they are mentally healthy. Mental health is important in each phase of life. But adolescence appears to be relatively more important period of life. This is the period in which the personality traits develop and find expression in many directions. Adolescent children experience a number of physiological and psychological changes in this transitional period. For the mental health it is necessary that all our dispositions, native and acquired should like the organs of body, work not completely and fully, but harmoniously together. The first aim of education is to help the individual to grow mentally healthy. The child's mental health and balance are of utmost important in relation to his general health. The complexity and stress of modern living make necessary considerations of his mental health if he is to meet them successfully. According to Garrison (1965), "Any period in life in which there is an undue physiological, social and emotional stress for which the individual is not prepared, is a period at which mental abnormalities may appear, or which were already in existence become more socially significant. If adolescents are mentally healthy then they are self-controlled and self-disciplined."

1.1 CONCEPTUAL FRAMEWORK

1.1.1 MENTAL HEALTH :

Good health depends on the state of both body and mind. Each exerts a direct influence on the other. A healthy person is not only physically healthy but also mentally healthy. Healthy means that both body and mind are working

efficiently and harmoniously. Mental health is a basic factor that contributes to the maintenance of physical health as well as social effectiveness.

The role of mental health in human life is very important as it plays its role not only in the lives of individual, but also in the life of societies. There is no area of human life which is beyond the range of mental health. The term mental health does not refer to dimension of human personality.

Western concept of Mental Health: Preliminary reports (1930) defined mental health as “the adjustment of an individual to themselves and to the world at large maximum of effectiveness, satisfaction, cheerfulness and socially acceptable behavior and the ability of life.”

Indian concept of Mental Health: Indian concept of mental health is available in the „Atharva veda“ which provides detailed information on mental disorders and their treatment. According To Atharva Veda- Human personality on the physical side has three components or „Gunas“ called „Vata“ Pitta and Kapha. The mental personality also contributes three Gunas or characteristics Sattav, Rajas and Tamas.

Mentally healthy persons are generally good workers, good friends and citizens. Mental health means health of mind. A healthy mind maintains an even temper, an alert intelligence, socially considerable behavior and a happy disposition.

1. Lewkan’s View:-“Mentally healthy person is one who is happy lives peacefully with his neighbors, 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”.
2. World Health organization:-“Mental health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.
3. Boehm's View:-“Mental health is a condition and level of social functioning which is socially acceptable and personally satisfying.”
4. Catts and Moslay's View:-“Mental health is the ability which helps us to seek adjustment in the difficult situations of our life.”

5. Menninger's View:-“Mental health is the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness.”

In the light of above definition it can be concluded that mental health is a condition or a state of harmonious functioning of the human personality. It is a state of one's peace of mind, satisfaction, happiness, effectiveness and harmony brought out by one's level of adjustment with his self and the world at large.

1.1.1.1 Characteristics

Some of the important characteristics reflecting the concept of mental health are as under:-

1. Mental health is a positive state and not mere absence of mental disorder.
2. Mental health is dynamic concept.
3. Good physical health is essential for achieving an optimum level of mental health.
4. There is nothing to be called perfect mental health. It is better to talk of optimum mental health rather than perfect mental health.
5. Mental health differs from ethical standards, Morality does not guarantee for the mental health. A morally sound person may suffer from severe abnormalities like sex perversions, frustration and anxieties.

1.1.1.2 Importance of Mental Health

Functions or importance of mental health can also be highlighted as under:-

1. Physical development:- Mental health is a basic factor that contributes to the maintenance of physical health. Mental health of the person helps him in developing good physical health.

2. Intellectual development:- Mental health helps the person in making best use of his intellectual capacities like thinking reasoning, imagination, concentration, memory, problem solving and creativity.

3. Emotional Development:- Mental health and emotional development are closely related to each other. A mentally healthy person is emotionally mature and stable. Mental health helps in proper emotional development.

4. Social development:- Mental health helps the person in maintaining healthy social relationship. It assists him in adequate social development and proper social adjustment.

5. Moral development:- A sound mental health is conducive to moral development. A person who enjoys good mental health has reasonable control over his emotions and channelizes his energy according to the ethical norms of society. Thus mental health helps in proper moral development.

6. Prevention of Mental disorder:- Mental health helps the person in protecting him against mental illness, abnormalities of behavior and mental disorders. It checks emotional disintegration and imbalance.

Basic factors of Mental Health:

1. Knowledge of Self
2. Philosophy of life
3. Socially Adjustable
4. Control over the Emotions
5. Sense of personal Safety
6. Ability to decide
7. Tolerance
8. Self confidence

1.1.1.3 Mental well-being

The World Health Organization defines mental health as “a state of well-being in which the individual realized 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.” Cultural differences, subjective assessments and different types of mental health problems, some of which are common, such as depression and anxiety disorders, and some not so common, such as schizophrenia and bipolar disorder there could be diverse viewpoints regarding mental health.

1.1.1.4 Mental Health in the Family environment

The environment of home built child's health. There is enough caring and sharing. Most of the problems of disturbed children originate in their early years. Some of the unnecessary aspects of child's up bringing from the mental point of views are overprotection, indifference, and unfair comparison, and excessive permissiveness, unrealistic level of aspiration, perfectionism and ignorance. The parents should keep the following things into consideration:-

1. Provide positive environment in home.
2. Provide proper affection and love to the child.
3. Always motivate them.
4. Always courage him or her for best. Give examples of great persons.
5. Always give positive protection to their child.

1.1.1.5 Mental Health in School Environment

School environment greatly affects mental health of the students. If the students feel insecure in school, their mind is always shadowed with worries and fear. Communalism, discrimination and misadministration cause various animosities which make the environment troublesome and it hinders

development. These factors have adverse effect on the mental health of the students.

1. Unfair behaviour of teachers.
2. Undue stress on scholastic and other competitions.
3. Defective system of evaluation, element of subjectivity and unsystematically in the teacher's marketing.
4. Tension of failure result.
5. Overload of homework.
6. Heavy syllabus and failure of the child to cope with it.

1.1.1.6 Mental health in Society

Man is born in family. He has to behave according to social customs and traditions. If the child cannot build him according to the society, then he becomes mentally ill. Man generally feels insecure. In present time the development is so slow that man finds it difficult to live with satisfaction in the present times. There are several, religions, communities and castes having different belief & cultures. These castes and communities fight with each other for fulfillment of narrow, thoughts. Such situations give mental tension. A child learns the principle of discipline and other traits in the healthy environment of society. Healthy social standards provide direction to behaviour.

1.1.2 Socio-economic status

The study of socioeconomic status (SES) in social science research has been well established. Socioeconomic status refers to a person's or family's social position or social standing (Graetz, 1995). It's important to study the effects of socioeconomic status on developmental outcomes, since socioeconomic status has been associated with physical health, socioemotional functioning, and cognitive developmental outcomes in young children and adolescents (Brooks-Gunn & Duncan, 1997; Duncan & Magnuson, 2003). Parental education, income, and occupation, or the combinations of any two or three of these

indicators are used frequently as indicators of socioeconomic status in social science research. Socioeconomic status has also been linked to health, behavioral problems, and cognitive and socioemotional developmental outcomes (Bradley & Corwyn, 2002). Children who grow up in poor urban environments and neighborhoods are more likely to have more exposure to drugs, guns, knives, and acts of random violence. Crane (1991) and Loeber and Wikström (1993) also provide evidence that living in a low-SES neighborhood was related to more behavioral problems and a high percentage of out-of-wedlock births. Lower family income and lower parental education were associated with low academic achievement and low IQ in childhood (Alexander et al., 1993; DeGarmo et al., 1999; Duncan et al., 1994; Pianta et al., 1990; Zill et al., 1995). Compared to children from higher-SES families, 10 children from lower SES families are more likely to show psychiatric disturbances and maladaptive social functioning (Bolger et al., 1995; Brooks-Gunn & Duncan, 1997; Lahey et al., 1995; McCoy et al., 1999; McLeod & Shanahan, 1993; Moore et al., 1994).

1.1.2.1 Socio-economic status and Parenting

Family income, parental education and occupation have been linked to parental values and behaviors. Parents who suffered financial problems were less likely to set goals for their children to be academically and psychosocially competent and less likely to emphasize self-regulation (Brody, Flor, & Gibson, 1999). Higher education is related to positive parental values that encourage self-direction (Kohn & Schooler, 1983; Luster, Rhoades, & Haas, 1989; Wright & Wright, 1976) and to more cognitively stimulating home environments (Bradley, 1985; Menaghan & Parcel, 1991). The complexity of maternal work influenced the home environment (Menaghan & Parcel, 1991). A few longitudinal studies have found that low-SES levels lead to harsh or negative parenting, which leads to lower competence and to more maladaptive behaviors in children and adolescents (Bradley & Corwyn, 2001; Conger et al., 1992, 1997; Elder et al., 1985; Lempers et al., 1989; McLoyd et al., 1994). Lower-SES parents are more likely to suffer from low levels of energy and high levels of anxiety, hostility, and depression, have low social support levels, and experience distress from their jobs (Gallo & Matthews, 1999; McLoyd, 1990; Wilkinson, 1999). Therefore, those parents are more likely to use negative and

harsh strategies to deal with parent-adolescent relationships, and provide less warmth, responsiveness, and monitoring.

1.1.2.2 Socio-Economic Status and Academic Achievement

Children from families with higher socioeconomic status are more likely than their peers from families with lower socioeconomic status to score higher on standardized achievement tests, to finish high school, and to attend college (Halle, Kurtz-Costes, & Mahoney, 1997). SES has been related to educational accomplishment (Hess & Holloway, 1984). In a study by Graetz (1995), adolescents from low-SES families did not perform academically as well as did adolescents from high-SES families. In a study by Mercy and Steelman (1982), both the father's and mother's education and family income contributed to children's intelligence test scores, with mother's education being the strongest predictor. Parental education seemed to be an influential factor for differentiating children whose grades dropped and those whose grades were stable, in a study by Russell and Elder (1997).

1.1.2.3 Socio-Economic Status and Self-Esteem

Few studies have investigated the relationship between SES and self-esteem in adolescence. When SES was measured by students' possessions at home and their family's participation in cultural activities, SES was found to be positively correlated with self-esteem in twelve-year-olds (Tremblay, Inman, & Willms, 2000). Wiltfang & Scarbecz (1990) found that fathers' unemployment status, neighbourhood unemployment status and conditions, and whether the family received welfare were more strongly related to adolescents' self-esteem than were paternal education and occupation. However, another study (Van Tassel-Baska, Olszewski Kubilius, & Kulieke, 1994) did not find any significant effect of SES (as defined as the total family income and household size) on self-esteem (as measured by Rosenberg Self-Esteem Scale).

1.1.3 ADOLESCENCE:

Adolescence period have been regarded as one of the most important period of life in all the societies of the world, may it be primitive or modern. This is the period which has stirred up an amount of anxiety in the minds of parents and rightly has it also exercised a great stress on the adolescents themselves.

Adolescence period in recent years has been called the „Terrible Teens“. The concept of adolescence which characterized by Hall's writings and of many others down to the present can be summarized in three generalizations. In the first place, adolescence was considered to be a period when marked with rapid changes which occur in all aspects of Personality, rather than suddenly in the child becomes a new being and develops a totally new outlook. And thirdly, it was thought that the period of adolescence was the period of new birth and was essentially erratic, vacillating, unpredictable and stressful. Adolescence was accompanied by „Storm and Stress“ occasioned by the speed of change and pervasive nature of adjustments. Adolescence, in the words of Thomas (1932) is one of the most interesting and important periods in the entire life circle. The adolescent years extend from onset of puberty, between the ages of 11 and 13 years in child to the age of the maturity that is, 21 years. Because this is such a long developing age and different forms of development occur at different stage. It is divided into three stages. According to Hurlock period of adolescence are as follows:

- Pre-adolescence 10 to 12 years.
- Early adolescence 13 to 16 years.
- Late adolescence 17 to 21 years.

In India, this period comes earlier than in Western countries owing to climatic reasons. Adolescence may be thought of as a transition period between childhood and adulthood. An individual enters adolescence as a child and emerges as dramatic as the Sudden Shooting up in height. Although the process of growth is psychological, the person also becomes intellectually and emotionally mature. Rabinder Nath Tagore has also in his “Home Coming” explained that there is no greater nuisance in a world than a boy of fourteen year.

□ According to Crow and Crow (1942) “it begins at puberty and ends with acquisition of full physical growth, capacity for intellectual behavior and mature emotional control”

□ G. Stanley Hall (1921) “splendidly portrayed adolescence a period of storms and stress. In a vivid and striking description of this stage of life, hall spoke of adolescence as a new birth”.

□ Kuhlman (1963) says that “adolescence is a period which characterized sexual, occupational and ideological adjustment and striving for independence from parents”.

1.1.3.1 Development Tasks for Adolescents

According to R. J. Harigourst, "A development test is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to happiness in the individuals and success with later tasks while failure leads to unhappiness with later tasks". Following are the developmental tasks for adolescents

1. Desire for achieving socially responsible behavior.
2. Acquiring a set of values as a guide to behavior.
3. Developing view and more mature relations with age mates of both sexes.
4. Using the body effectively.
5. Developing intellectual skills for success in the examination.

1.1.3.2 Significance of the understanding of the Adolescence period

The progress of a country depends upon the maxim exploitation of its human resources. In this context it is of great significance to note that a major part of a country's population range between the ages 12 to 18 years. The country's success, therefore, in various fields of life depends upon a large extent on the proper education, guidance. The nature and its changes that emerge in this transitional period from childhood to adulthood. By understanding the needs

and the problems of the adolescents, the parents and the teacher can make efforts to provide a suitable environment for the growth and development of the adolescents. Appropriate curriculum, school policies and methodologies of teaching should be suitably designed so as to meet the all over requirements of the adolescents.

1.2 NEED OF THE STUDY

In today's era of modernization, where the buzz of tension inculcates, stress, depression major even in adolescents. After locating this problem being a student; as I have crossed this stage. It affects even the studies of students. Different factors affect the achievement of the child, such as family environment, mental health, emotional maturity, social economic status. Adolescents' period is surrounded by a number of stressful situations. The role of good mental health in any human life is amply important for efficient learning and all round development of adolescent. This is so because the adolescent is a period of stress and strain adolescents' period faces a number of problems which affects their mental health. A mentally healthy person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, optimistic, self-reliant, self-assured, forward moving and leadership qualities.

For any type of education, healthy mind is the first condition. If adolescents are not in sound mental health, they cannot concentrate in learning and retain the knowledge received in classroom. Learning is dependent on the sound mental health. Healthy adolescents have desire to acquire more and more information and skills that will give them better control over their environment. So mental health is an essential ingredient for the learning process. Mental health of the adolescents is not inbuilt but acquired. This is because the norms of do's and don'ts of society are formed for the child first by the family and then at the school. The parents who valorize themselves and have a determinant attitude towards will always be able to inculcate in their children a high mental health. Individual aspect of mental health can be correlated with the emotional maturity of the individual. As a part of society, Parents are the first social force through which that individual come across. Mental health, along with emotional maturity is also affected by the family environment. Aspiration and attitude of parents, over protective environment, discrimination between siblings, rejection,

acceptance, submissive, autocratic behavior of parents, relationship between parents, dominance etc. affects the mental health. It so much because of the many different relationships we form over the course of the lifespan, the relationship between Parent and Child is most important.

In today's world, good education provided to students is necessary for the development of personality of child and also good for the nation. A child cannot acquire good education until his home environment is not healthy. The significance of the present investigation is to study the mental health of adolescent in relation to emotional maturity and family environment.

1.3 THE STATEMENT OF THE STUDY “MENTAL HEALTH OF ADOLESCENT GIRLS IN RELATION TO THEIR SOCIO-ECONOMIC BACKGROUND”

1.4 OBJECTIVES OF THE STUDY

1. To study the effect on Mental Health related to their Social background of Adolescent girls.
2. To study the effect on Mental Health related to their economic background of Adolescent girls.
3. To study the effect on Mental Health related to their family background of Adolescents girls.
4. To work out the co-relation between Mental Health and socio-economic background of Adolescents.

1.5 HYPOTHESES

1. There will be some differences in the social background of adolescent girls.
2. There will be some differences in the economical background of adolescent girls.
3. There will be some difference in the family background of adolescent girls.
4. There is a co-relation between mental health and socio-economic background of adolescents.

Research is purposive, scientific and pointed deliberation. After the selection, definition and delimitation of the problem, the adoption of suitable measures become very imperative. Collection of mere bit of information is not research. Planning and procedure for study are deemed essential for saving it from becoming a heap of jumbled ideas gathered from here and there. It goes without saying that ultimate success of a research project generally depends upon the methods employed in it.

1.6 DELIMITATIONS

The study was delimited in the following manner:-

1. The study was delimited to DMS Bhopal.
2. Only one variable i.e. Adolescent girls have been selected for the present study.

The study was delimited to the Adolescent girls of class 9th "A" and 9th "B".