

## MENTAL HEALTH OF SCHOOL GOING ADOLESCENTS IN RELATION TO THEIR AGGRESSION LEVEL

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### ABSTRACT

*In the process of education, sound mental health plays a significant role. Mental health is the first condition for effective teaching and learning. The students' learning and achievement depends on their sound mental health. Person who possesses good mental health, he also possesses socially adopted behaviour. The aggression level in adolescents resulted due to inadequate knowledge, unhappy experiences with such behaviour and lack of understanding their needs. This paper focused on the mental health of school going adolescents studying in government and private schools. A representative sample of 400 students studying in 10+2 class was drawn by using multistage sampling technique from sixteen government and private schools situated in Balh and Sadar educational blocks in Mandi district of Himachal Pradesh. Mental health of students was assessed by 'Mental Health Battery' (MHB) developed by Arun Kumar Singh and Alpana Sen Gupta and the aggression level of school going adolescents was measured by 'Aggression Scale' developed by Dr. G.P. Mathur & Dr. Raj Kumari Bhatnagar. The results of the present study revealed that school going adolescents with high, average and low aggression differ significantly with respect to their mental health. Level of aggression and gender interact significantly with regard to their combined influence on mental health of school going adolescents.*

**Keywords: Mental Health, School Going adolescents, Aggression.**

### INTRODUCTION

Mental health has a complex and comprehensive connotation. It does not refer to any one aspect of mental life or to any one dimension of human personality. It encompasses all aspects of the individual's adjustment with himself and others. If his adjustment is characterized by appropriate persona, social, intellectual, emotional and philosophical orientations, the individual is deemed to have good mental health.

Mental health means the ability to balance feelings, desires, ambitions and an ideal in one's daily living. It means the ability to face and accept the realities of life. It has been seen that a mentally healthy person is one who has a "wholesome" balanced personality free from inconsistencies, emotional and nervous discords and conflicts. Mental health is basically a state of mind which is characterized by emotional well-being wherein the mind is relatively free from anxiety and disabling symptoms. Mental health is a state of successful performance of mental functions, resulting in productive activities, fulfilling relationships with others, the ability to adapt and to cope with adversity specific to the

individual's culture. The social aspects of mental health connotes that mental health is the results of social forces influencing the individual that begin with the formative years and continuing throughout his life. It is due to these aspects the individual can make personal and social adjustments. We can say that mental health stands for a balance that is dynamic. A mentally healthy person is one who is in harmony with his own self and consequently with those around them. The adolescents who are passing the school stage face a dilemma regarding their future career and aspire to be high academic achievers. But they find utmost difficulty in coping with all the stresses and strains. It is extremely essential to provide them with congenial environment and make planned efforts to promote their positive mental health as good mental health has a lot to control their aggression.

Anand (1989) mentioned that mental health of adolescents, their academic achievement and the educational and occupational status of parents are positively related. Mental health is positively and significant

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related to self-concept (Sharma, 1979) and emotional competence (Thakur, 2010). Mentally healthy group of children has lesser family tensions and mental health of the children is not related to the family structure (Sarkar, 1979). Vani (1995) indicated that girls possess better mental health status as compared to boys. There is high positive correlation between frustration, intolerance and mental ill health (Bhattachargee, 1985). Kaur (1990) indicated that female adolescents experienced greater loneliness, anxiety and depression than males. Dharanendrappa et al. (2011) in their study 'Significance of Emotional Intelligence and Mental Health in Learning Process' emphasized that emotional intelligence and mental health are essential for secondary school students for better adjustment and scholastic achievement. Sood and Anand (2011) found that attitude towards modernization had a significant and positive impact on four dimensions of mental health namely, positive self-evaluation, perception of reality, autonomy and environmental mastery. However, attitude towards modernization was not found to have any significant impact on two aspects of mental health i.e., integration of personality as well as group-oriented attitude of undergraduate college students. Bhranta (2012) in her study pointed out that there is significant gender-wise difference in the mental health of high school students. Male students were found to have better mental health status as compared to their female counterparts. Shyamli (2014) found that senior secondary school students with high, average and low self-concept differ significantly with respect to their mental health. Level of self-concept and family type interact significantly with regard to their combined influence on mental health of senior secondary school students. Devi (2015) found no significant difference in the mental health of senior secondary school students having different levels of aggression.

These days aggressive behaviour has become a topic of vital importance and a major concern in most societies. The whole world seems to be under the strain of aggressive acts of various forms. Violence is disturbingly common in most parts of the world and it is undoubtedly creating chaos and disturbing the world peace

and harmony. In psychology, as well as other social and behavioural sciences, aggression refers to behaviour between members of the same species that is intended to cause pain or harm. Aggression is defined as behaviour intended to cause harm or pain either directly or indirectly. The key to this definition is the word intended. If a student fractures another student's nose by accident, the fracture is not the result of aggression, but if the student intended to fracture the nose, he/she was being aggressive in the negative sense of the words (Aronson, 1977). The study of adolescent aggressive behaviour during the last decades has increasingly focused upon the fact that aggression is not only physical by its nature, but it can be of various forms. The rapid development of the peer-estimation paradigm (many forms of interpersonal aggression simply go unnoticed if only self-reports or behavioural observations are used) has made this new focus possible. Taylor, et al. (2010) reported that frequent use of corporal punishment is associated with increased risk for higher levels of child aggression when the child was 5 years of age. Anjum, et al. (2011) pointed out that the group of women who experience domestic violence had higher aggressiveness and poor life satisfaction as compared to the other group of women. Aggressive behaviour pattern was not confined to the lower castes but transgressed the boundaries of caste and class (Arunima, 1989). It was revealed by Srivastava (1988) that there was no correlation of aggression with self-concept, achievement motivation and performance. In fact, Battencourt and Miller (1996) found that when there was provocation gender differences in aggression tend to shrink or disappear. It was reported by Sangwan (2011) that urban boys are significantly higher on aggression as compared to rural boys. Kumar (2014) conducted a study on aggression among school going adolescents in relation to their gender and optimistic-pessimistic attitude and found that female adolescents have significant higher aggression level in comparison to male adolescents. Also he found that, none of the school going adolescents possesses low level of aggression. Maximum numbers of school going adolescents studying in private and government high schools have high aggression.

**STATEMENT OF THE PROBLEM**  
**“MENTAL HEALTH OF SCHOOL GOING**  
**ADOLESCENTS IN RELATION TO THEIR**  
**AGGRESSION LEVEL.”**

**OBJECTIVES OF THE STUDY**

The study was conducted to fulfill the following objectives:

1. To study the mental health of school going adolescents at different levels of their aggression.
2. To study the gender-wise difference in mental health of school going adolescents.
3. To study the interaction between gender and level of aggression on mental health of school going adolescents.
4. To study the stream-wise difference in mental health of school going adolescents.
5. To study the interaction between stream of study and level of aggression on mental health of school going adolescents.
6. To study the school-wise difference in mental health of school going adolescents.
7. To study the interaction between school type and level of aggression on mental health of school going adolescents.

**HYPOTHESES OF THE STUDY**

In order to achieve the objectives of the study, following hypotheses were formulated:

1. There will be no significant difference in mental health of school going adolescents at different levels of their aggression.
2. There will be no significant gender-wise difference in mental health of school going adolescents.
3. Level of aggression and gender will not interact significantly with regard to their combined influence on mental health of school going adolescents.
4. There will be no significant stream-wise difference in mental health of school going adolescents.
5. Level of aggression and stream of study will not interact significantly with regard to their combined influence on mental health of school going adolescents.
6. There will be no significant school-wise difference in mental health of school going adolescents.
7. Level of aggression and school type will not interact significantly with regard to their combined influence on mental health of school going adolescents.

**DELIMITATIONS OF THE STUDY**

The present study was delimited in its scope to the following aspects:

1. The sample included only 10+2 class students studying in government and private senior secondary schools of Balh and Sadar educational blocks of district Mandi of Himachal Pradesh in the session 2015-2016.
2. The study was delimited only to the sample of 400 students.

**OPERATIONAL DEFINITIONS OF**  
**TERMS USED**

Following terms have been used in the present study:

1. **Mental Health:** Mental health consists of two words Mental and health. In this, health generally means sound condition or well being or freedom from diseases. Health aims at making growth more perfect. Mental means relating to mind or psyche. Mental health is full and harmonious functioning of whole personality of an individual. In the present study mental health of adolescents was assessed by Mental Health Battery developed by Arun Kumar Singh and Alpana Sen Gupta.
2. **School Going Adolescents:** Students of class 10+2 who are studying in government and private senior secondary schools of Balh and Sadar educational blocks of district Mandi of Himachal Pradesh in the session 2015-2016.
3. **Aggression Level:** Aggression is behaviour intended to hurt or injure others and is designed to deliver negative outcomes. In the present study aggression level of school going adolescents was assessed by Aggression Scale developed by Dr. G.P. Mathur & Dr. Raj Kumari Bhatnagar.

**RESEARCH METHOD USED**

For conducting the present investigation, descriptive survey method of research was used.

**SAMPLING**

In the present investigation, a representative sample of 400 students studying in class 10+2 was drawn from sixteen senior secondary schools (Eight government and eight private schools) situated in Balh and Sadar educational blocks of district Mandi of Himachal Pradesh by

using multistage sampling technique followed by combination with stratified random sampling technique.

#### RESEARCH TOOLS USED

1. Mental Health Battery (MHB) developed by Arun Kumar Singh and Alpna Sen Gupta.
2. Aggression Scale developed by Dr. (Mrs.) G.P. Mathur and Dr. (Mrs.) Raj Kumari Bhatnagar

#### DATA ANALYSIS

In order to study the main effects of gender, stream of study, school type and level of aggression and their interactional effect on mental health of school going adolescents, the statistical technique of 'Analysis of Variance' (Two Way) was used. The obtained values of 'F' ratios were interpreted by comparing them with the 'F' tables at 0.05 and 0.01 levels of significance.

#### MAJOR FINDINGS

From the analysis and interpretation of the data, following findings may be drawn:

1. School going adolescents with high, average and low aggression level differ significantly with respect to their mental health.
2. There is no significant difference in the mental health of school going adolescents having high and average aggression.
3. School going adolescents with high aggression level exhibit significantly higher mean of mental health scores as compared to the mean mental health scores of students with low aggression level.
4. There is no significant difference in the mental health of school going adolescents having low and average aggression level.
5. There is no significant gender-wise difference in the mental health of school going adolescents. Male and female school going adolescents possess more or less the same level of mental health.
6. Level of aggression and gender interact significantly with regard to their combined influence on mental health of school going adolescents.
7. There is no significant stream-wise difference in the mental health of school going adolescents. School going adolescents studying in science and arts

streams possess more or less the same level of mental health.

8. Level of aggression and stream of study interact significantly with regard to their combined influence on mental health of school going adolescents.
9. There is no significant school-wise difference in the mental health of school going adolescents. School going adolescents studying in government and private schools possess more or less the same level of mental health.
10. Level of aggression and school type interact significantly with regard to their combined influence on mental health of school going adolescents.

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