ABSTRACT

Construction and Standardization of Mental Health Inventory

The main purpose of the study was to construct and standardize mental health inventory and the same inventory was used to check the mental health of IX standard student. Students are the most important assets of the society because they can be moulded and made the best future citizens. One should be physically and mentally healthy, capable enough to carry the country forward a long way. Health is a basic requirement of life, hence it is truly said that “Health is Wealth”. Mental, physical and social health is vital strand of life that is closely related, in fact closely interwoven and deeply interdependent. The capacity to work while maintaining the health is mental health and is very important. If children are not having sound mental health they cannot concentrate in learning and cannot retain the knowledge given to them, as learning is totally dependent on sound mental health.

The researcher has taken the variables such as gender, type of board and area as the independent variables, whereas mental health as the dependent variable. The aim of the study was to construct and standardize mental health inventory. Moreover the inventory was used to find the effect of gender, area and type of board on mental health of IX standard students. The aim of the study was also to find the effect of boys and girls
residing in rural and urban area studying in schools having state board and other board on mental health. The interaction effect of gender, area and type of board on mental health of students was also studied.

For the present study the population comprises of IX standard students of English medium schools of Central Gujarat which comprises of districts such as Ahmedabad, Baroda, Kheda, Anand, Nadiad and Mehsana and the researcher selected 1600 students from 20 different schools of rural and urban area having state board and other board from five districts such as Ahmedabad, Baroda, Anand, Nadiad and Mehsana of Central Gujarat as the sample by Stratified Random sampling method. The method of research used was the descriptive method of which survey method was used. The tool was constructed by the researcher and was standardized using different methods of reliability and validity. For the construction of tool researcher considered 5 aspects of positive mental health such as introspection, physical growth, cope with stress, autonomy and environmental mastery. Furthermore, 5 sub topics were selected under each aspect. After the pre piloting test and the piloting test the item analysis was conducted and the tool was finalized to collect the data. The final inventory contained 80 statements of which 55 were positive and 25 were negative statements. It was 5 point rating scale. The maximum score of the inventory was 400 and the minimum score of the inventory was 80. The test re-test reliability of the inventory as 0.98, and the validity of the inventory was 0.9.

The self made standardized mental health inventory was further used to collect the data. The collected data was analyzed using Mean, SD and t- test. The $2 \times 2 \times 2$ factorial correlation was found using ANOVA method of analysis.

It was found that mental health inventory scores of both boys and girls were high, but from the value of cumulative variance (CV) it could be indicated that CV value of boys was lower than the CV value of girls. This showed that mental health of boys is stable and reliable than girls, same way, mental health scores of both boys and girls residing in urban area and rural area is high, but from the value of cumulative variance (CV) it can be indicated that CV value of students residing in urban area is lower than the CV value of students residing in rural area. This showed that mental health of students residing in urban area is stable and reliable than students residing in rural area. Also mental health scores of both, students studying in schools having state board and
students studying in schools having other board were high; the value of cumulative variance (CV) indicated that both, students studying in schools having state board and students studying in schools having other board have same CV value. This showed that mental health of both was stable and reliable. It was found that 12 (0.78 %) students fall in the range of medium mental health (161 – 240), 1202 (79.07 %) students fall in the range of high mental health (241 – 320), while 306 (20.13 %) students fall in the range of very high mental health (321 - 400). This showed that maximum students have high mental health. The reliability index was 0.98, it could be interpreted that there was high correlation between the test and retest of the mental health inventory, which showed a strong relationship. It further indicated that there was gender and area wise significant difference in the mental health scores. While the state board school and other board school students do not differ significantly in their mental health scores. The students residing in rural and urban area do differ significantly in their mental health scores also boys residing in rural and urban area do differ significantly in their mental health scores, while the girls residing in rural and urban area do not differ significantly in their mental health scores, the boys studying in schools having state and other board do not differ significantly in their mental health scores while the girls studying in schools having state and other board do not differ significantly in their mental health scores.

Key words: Construction, Standardization, Mental Health and Mental Health Inventory