CHAPTER 2

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2.1 Introduction

Man is the only animal who is lucky enough to preserve or accumulate the knowledge, since the origin of man. Whatever has been seen, understood or experienced is easily retained and recalled by human beings. Unlike other animals that make no use of the past generations and have to start it all again, man builds upon the accumulated and recorded knowledge of the past. And because of this advantage, one is able to constantly add to the vast store of knowledge and to progress in all areas of human endeavor. This helps one to avoid doing the mistakes done in the past and guide one to be a successful human being. Not only had that it also helped the researcher to widen his knowledge.

Thus, in the practical life man uses the past knowledge, experiences and mistakes of other people in his own life to progress and succeed, in the research also a brief summary of previous related researches on that particular problem has to be taken so that the researcher as well as the reader may be familiar with what is still unknown and untested. It also helps to know the importance of the present study, problem and its significance. It helps the researcher to study different variables which are studied under the similar problems in the past. Due to this it becomes very important for the researcher to review the past researches and collect the information which will help him to proceed further.

The review of literature helps the researcher to synthesize the knowledge available and provides the rationale for his study. Reviewing the literature helps the researcher to be familiar to the new material related to the research problem to which he is unaware. The researcher develops the basic idea on which his research will be based. Thus it establishes the background to the researcher in that particular field of research.

The present research needs to be connected with the past research work so as to achieve an overall relevance and goal of the study. The review of literature thus becomes a link between the research proposed and the studies already done. Thus we can say that, review of literature is one of the prominent aspects of research process which provides ideas and guide towards how to take up the task of research and how to make it progressive and result oriented.
Even though the researcher has tried her level best to review the related literature, still we can say that the knowledge is so widely spread that even after the review the researcher is ignorant about the knowledge of research. The search of knowledge is endless.

2.2 Variables of the study

The hypothesis becomes functional or practically testable by giving specific operational approaches for the terms and variables used in the same.

Variable means something which is not constant and which can vary.

According to Matheson (1986)

“A variable is any condition in a scientific investigation which may change in quantity and quality.”

According to Garret (1990)

“Variable are attributes or qualities which exhibit differences in magnitude and which vary along some dimensions.”

In the present study, the variables such as gender, type of Board and area are the independent variables, whereas Mental Health is the dependent variable.

Table No. 2.1

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<th>No.</th>
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2.2.1 Mental Health

Different psychologist defined mental health as under and some of them gave various factors to determine mental health of an individual.

**Menninger** (1945) writes, "Let us define mental health as the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness ….It is the ability to maintain an even temper, an alert intelligence, socially considerate behavior and a happy disposition."\(^3\)

**Laddell** has reported “Mental health as the ability to make adequate adjustments to the environment, on the plane of reality.”\(^4\)

**Maslow and Mittelma`n** (1951) have suggested the following criteria for normal psychological health:

(i) Adequate feeling of security.
(ii) Adequate self-evaluation.
(iii) Adequate spontaneity and emotionality.
(iv) Efficient contact with reality.
(v) Adequate bodily desires and the ability to gratify them.
(vi) Adequate self-knowledge.
(vii) Integration and consistency of personality.
(viii) Adequate life goals.
(ix) Ability to learn from experience.
(x) Ability to satisfy the requirements of the group.
(xi) Adequate emancipation from the group or culture.

**Bhatia** (1982) considers “Mental health as the ability to balance feelings, desires, ambitions and ideals in one's daily living. It means the ability to face and accept the realities of life.”\(^6\) Several psychologists and psychiatrists have presented different criteria of positive/good mental health.

**Schultz** (1977) has presented following seven criteria of the healthy personality:

(i) Extension of the sense of self.
(ii) Warm relation of self to others.
(iii) Emotional security.
(iv) Realistic perception.
(v) Skills and assignments.
(vi) Self objectification.
(vii) Unifying philosophy of life.

Jahoda (1958) has noted following six aspects of positive mental health:

(i) Attitudes of an individual toward his own self: the accessibility of the self to consciousness, the correctness of the self-concept, and its relation to the sense of identity and the acceptance by the individual of his own self.

(ii) Growth, development, or self-actualization,

(iii) Integration.

(iv) Autonomy

(v) Perception of reality.

(vi) Environmental mastery.

The researcher has studied various criteria given by different psychologists, to check the positive mental health of an individual. Among those, the researcher has selected some of the common aspects to discover the psychological state of an individual which will give the required results depending upon the present scenario.

In the present study, mental health is a psychological state of a person when he feels contented and adjusts well with people and circumstances.

2.2.1.1 The Roots of Concept of Mental Health

The concept of mental health, has number of meanings, interpretations and understandings, hence it is very unspecific as a whole and very precise to an individual. As a result, it cannot be confined to boundaries and hence can be absolutely connected back to the history of development of civilization. It is an ever growing science which includes all studies and researches till the latest ones. What today is broadly understood by ‘Mental Health’ can have its origins tracked back to developments in public health, in clinical psychiatry and in other branches of knowledge.

Mental health has been found before the 20th century, but it evolved as a science or a specific discipline only around 1946. It was in this year that the decision of establishing the WHO and Mental Health Association was taken in the International
Health Conference. Even before that it is said the book ‘Mental Hygiene’ gave the concept ‘Healthy Mental and Physical development of the citizens.’ It was the first aim of public health. They believed that it was the most important aspect that influenced public health and a draft law regarding the same was submitted to Berlin Society of Physician and Surgeons.

The WHO defined “Mental Health” in its 1st International Conference as

“Mental Health is a condition, subject to fluctuations due to biological and social factors, which enables individual to achieve a satisfactory synthesis of his own potential conflicting, instinctive drives, to form and maintain harmonious relations with others; and to participate in constructive changes in his social and physical environment.”

Mental Health is defined as a synonym of mental hygiene and also a condition of psychological well being.

In the Oxford English Dictionary, mental hygiene means ‘a set of measures to preserve mental health’ and refers to mental health as a state.

2.2.1.2 History of Mental Health

Mental Health has received attention of psychologist and other engaged in the study of human nature right from the beginning. Approaches to treatment of mentally healthy ill people have however, been difficult from age to age and from person to person. Traditional ideas die-hard. Now withstanding advances in all branches of knowledge, numerous categories of people still have belief in demons, ghost or in witchcraft as a means of driving away the evil spirit from mentally ill.

It is of the interest to note that as far back as in the time of early Greeks, Hippocrates, an early Greek physician made the study of mentally ill people and pointed out that they suffered from mental illness because of the lesions in the brain or some decay of the nervous system.

In 1791, Pinel, The Director of an institute of the insane in Paris revived the ideas of Hippocrates. He insisted that the mental disorder were to be considered like disorders of the body. He classified the mental disorders. The views of the early workers were physiological or physical. An Australian physician first emphasized psychological
explanation of mental illness in 1960. His system of treatment came to be known as Mesmerism, which in simple words consisted in the treatment of the mentally ill through suggestions.

Two persons namely Janet and Mortan Prince in America anticipated many ideas which later became essential elements in the system of psycho-analysis built by Freud.

2.2.1.3 Meaning and Concept of Mental Health

People rather closely agree upon many of the basic aspects of the meaning of the mental health. It is only the wordings of the definition that differ. This can be seen in the quoted definitions which follow: Mental health can be termed as the adjustment capacity of a person to his own self, his surroundings and the society to the utmost satisfaction, joy and with a socially acceptable behavior, facing and accepting the facts of life.

The highest level of mental health is achieved when a person is able to gain the highest degree of success, according to his own capabilities, to the best of his satisfaction and the least amount of confusion and complications. This means that the person is not conscious of desires that he has not been unable to achieve does not exhibit any incorrect social attitude or behavior.

"The mentally healthy student accepts himself with his strong points and his shortcomings; he makes the best use of what he has and he does not allow his personal weakness to interfere with his daily activities and his pursuit of long range goals. If the positive factors in his personality are accentuated, the weaknesses in most cases will retreat from foreground. The emotionally healthy students reach a balance between his instincts and his conscience, coupled with the demands of his environment. He experiences little conflict between these feelings and he can tolerate a moderate amount of inconvenience resulting from conflicts among drives, values and experiences of reality in the academic environment."10

Joint Commission of Mental illness and health suggests six major categories for conceptualizing the often vague term mental health:
1. An attitude towards one’s self in which self inspection leads towards acceptance of weakness and pride in strengths; a clear image of what one really is and identify with it so that one is motivated towards inner stability.

2. Growth and development towards self realization of one’s potentialities, a blending of one’s total personality towards achieving the better of what one might become.

3. Integration of person involving a balance of psychic forces, a unified outlook on life and some capacity for withstanding anxiety and stress.

4. Autonomy of action in which the individual determines behaviour from within instead of drifting with impact of present stimuli- independence in the face of difficulties.

5. A perception of reality, which is relatively free from what one wishes, things might be and which involves his, being attentive to and concerned with welfare of others.

6. Mastery of environment through
   a. The ability to love
   b. Being adequate in love, work and play
   c. Capacity to adapt oneself to current circumstances
   d. Competence in human relations
   e. Ability to draw satisfaction from one’s environment and
   f. Willingness to use problem solving approaches in life processes.

Mental health, drawing inferences from the foregoing, involves,

1. In a nutshell, ‘Mental Health’ refers to a state of continual, purposeful adjustment – which not only gives out positive results for the present but also for the future.

2. It does not refer to one view for one particular aspect of life. It refers to the attitude of a person in all his aspects such as physical, mental, emotional, social and spiritual adjustments inclusive of his work situations facing hardships in life.

3. It also refers to his society responsibility and adjustment with the society. An individual is finally a part of the society. As a result, mental health is not only adjusting to the society, but also having socially appreciable rapport with the society at large.
4. Mental health also means that the individual is in a state of maturity wherein he is able to recognise his capabilities and use them to the maximum. It also means that his efforts are aimed at the highest degree of satisfaction of self realization. Which means that whatever state we are in – we move to a higher level or show greater development?

2.2.1.4 Phases of Mental Health

Mental hygiene as “a way of life” has implications for everyone. For who are currently in good health the implication is

a. Developmental: for others who are functioning at a marginal level
b. Preventive: for others who are presently unable to function even minimally
c. Remedial or curative

a. The Developmental Phase of Mental Health

Theoretically, the great majority of babies are born perfect. Certainly, there are many children who seem to be happy, vigorous and curious. They enter school with pleasurable anticipation and they are a joy to their teachers. As they continue in upper grades and high school, the majority of these pupils are in good mental health. The task of the teacher is to help this majority achieve greater self-realization, to prepare them for life’s exigencies through providing them balanced experiences of success and failure. The developmental phase of mental health is one of capitalizing on one’s strengths and developing one’s unique potentials.

Pupils who can profit from the development emphasis are not in a sharply differential category. They too can profit from the preventive emphasis (On removing barrier of uniqueness and autonomy) and may at times, need the remedial orientation.

b. The Prevention Phase of Mental Health

Prevention is of some concern for those who are the primary focus of the developmental phase, but it is the serious concern for those whose mental health is marginal for those whose mental health is marginal for those who are getting along but revealing symptoms of stress. The preventive concern can be the thing that keeps from “pushing them over the brink” or adding the “straw that broke the camel’s back”.
Prevention involves the teacher’s designing programs for individuals after they have revealed symptoms of incipient intellectual and emotional disturbance. Thus, a child who is occasionally truant will be studied to see what his background difficulties are in the hope that adjustments can be made before the truancy has become habitual or has spread into other symptoms.

In the main, it is in the preventive and preservative aspects of mental hygiene that teachers will find opportunity for greater service. They can let the tempo of learning situation and control the general social atmosphere of the classroom and they can give attention to minor deviations of individual behavior that give warning of later, more serious problems of adjustment.

c. The Remedial Aspect of Mental Health

Just as the development aspect of mental hygiene shades into the preventive, so does the preventive shade into curative? When the teacher first encounters a certain pupil, he may discover that the pupil has some marked deviation in the behavior which cannot be considered to be within even the wider limits of normality—extreme withdrawal, violent tantrums, suicidal threat. These cases present a difficult problem to the teacher, since a precarious decision must be made whether to try to do something for the individual to keep “hand off” because of the danger of doing still further damage. With this difficult situation in mind, one may look upon the curative aspect of mental hygiene as a technical problem that must be left to “experts”.

2.2.1.5 Goals of Mental Health

The goals of mental health have been expressed as “The attainment of a fuller, happier, more harmonious and more effective existence”. This is not the same as saying that to be mentally healthy one must live a full happy life, which entails no conflict or failure. The mentally healthy person will however, engage in the heterostatic processes of getting closer to a full, happy and harmonious existence.

1. A Happy Existence: If happiness is an achievement, a state or a goal, it must be repudiated by mental hygienists. Happiness, as a direct object of pursuit, becomes increasingly elusive. When a pupil enjoys his relations with his classmates, when he takes pride in his work, when his fears are short-lived, when he has
opportunities to exercise all sides of his personality, and when he looks forward eagerly to the adventures of the coming day then he is happy. Happiness is contagious. Happy parents tend to produce happy children who in turn achieve happiness in their own lives.

2. **A Harmonious Existence:** A harmonious existence depends upon success in two efforts—getting along with one and getting along with others. Getting along with oneself—Involves such matters as being able to decide between two attractions and having decided, to feel no regret for having made the decision. It involves the ability to accept and adapt to change it involves accepting one’s shortcomings with grace without bemoaning one’s evil fate and to be able to exercise one’s greatest talents without boasting and arrogance. Harmony with self is a first step in achieving harmony with others. Both require the ability to look critically, at oneself and to be objective about how he ‘comes across’ to others.

3. **An Effective Existence:** Effective means getting the most done with least expenditure of energy—that is high productivity with least waste. To be effective, does not imply that an individual who accomplishes less than his neighbour is therefore ineffective. Ineffectiveness should be brought in terms of an individual rather than in terms of comparisons. Thus the average student whose academic intelligence is low, who has to work outside of school hours, or who gets along with his teachers and peers may be effective. While his honour-roll classmate may be ineffective because he does not cultivates interest beyond the academic and fails to associate with his peers. Effectiveness is a group as well as individual affair. Efficiency in solving problems of mental health is dependent upon individual responsibility and concern for the welfare of others. Inevitably, efficiency demands commitment.

**2.2.1.6 Characteristics of a Mentally Healthy person**

- Mentally Healthy person can make all kinds of adjustments in his life.
- He can take his own decisions and can solve his problems with his own efforts.
- He has positive attitude towards his life.
- He has the ability to face the challenges.
- He has a sense of responsibility.
- He can accept and give love.
• He feels secure even in a group.
• He can show understanding towards other people’s problems and motives.
• He lives in world of reality rather than fantasy.
• He has his own philosophy of life that gives meaning and purpose to his life activities.
• He shows emotional maturity in his behaviour, have good tolerant power and can face frustrations and disappointments in his daily life.
• He lives a well-balanced life of work, rest and recreation.

In general an individual may be considered to be mentally ill if:

• The individual’s behaviour causes sufferings and distress to self and to others.
• The person is not able to adjust with others and face disturbances in his day to day activities.

### 2.2.1.7 Reaction of Brain to stress

It is very important to study about the stress and the brains reaction to the stress as we know that stress is a body’s method of reacting to a challenge. Stress typically describes negative or positive condition that can have its impact on person’s mind as well as on his physical well-being. There are different situations in person’s life which are subjective. Those situations can be exams, life events, types of work, different work place and many more, which would be immensely stressful to one person but simple and easier to another and he may cope with that very well. So these are different forms of perceptions which made it difficult even for the scientists to know the actual mechanism of the brain, to judge different situations. Our response to any stress-causing stimuli is controlled by three parts of the body.

1. The hypothalamus
2. The pituitary glands
3. The adrenal glands

When our brain senses or comes upon a dangerous situation, it sends the nerve signals immediately to our adrenal glands down our spinal cord. The order from the brain causes the adrenal gland to release adrenaline, a hormone. The immediate release of
this hormone causes an increase in the amount of blood sugar, increase in the heart rate which has direct impact on our blood pressure.

Brain’s remarkable hypothalamus sends the signals to our pituitary gland that stimulates adrenal cortex to release stress hormone – cortisol

Cortisol is a very important hormone, which keeps the blood sugar now the actual and blood pressure pepped for human beings to escape from danger. When we are under threat our body’s stress responses kicks in. Cortisol is released from the adrenal cortex – on signals from the hypothalamus to the pituitary gland. When put into dangerous situation, all the stress responses become active. Foreg.: If we are walking alone on the road at night say 12 p.m. suddenly we find someone chasing us, our heart beats increases and our brain becomes alert. All the energy is diverted to our muscles and brain. Our heart beats faster and blood pressure increases. This elicits stress response. Same ways there are many life events such as exams or different types of work that can be stressful. And each one reacts in different manner.

Stress kills the brain cells. It is done due to the release of hormone cortisol. This hormone not only damages the cells but kills the brain cells that are responsible for memory. This causes premature brain aging. This in turn causes depression. Stress is the reaction of the body to any stimuli that totally disturbs the mental balance of the individual. When the equilibrium of various hormones is altered the effect of these changes can be detrimental to the immune system. Stress has negative effect on immune system. This is also very important that whatever may be the situation if our body is not fit to accept the changes or if it reacts in different way than the normal, we see that our mental health is affected.

As we are dealing with the mental health of an individual and factors affecting it, it is very important to know which other factors react to individual’s behavior.

We can consider the fact that many times children imitate the behavior that may bring biological changes in the body. For eg. Some children bite their nails and that becomes their habit, this we can take as the output changes causing input change. Sometimes Sexual perversion is seen in the children. They might have seen their parents or someone else in the course of a sexual act, they start fiddling with different parts of their body and in course of time they start enjoying that for biological or psychological satisfaction. Thus, we can give many examples which shows that
always it is not that the input changes cause the output change, sometimes output or the external factors may cause the internal hormonal changes and individual behaves in that particular manner. One recent problem faced by many of the parents, that their children are always surfing on computers. They sit at computers for hours together and finally we see biological changes that lead to psychological changes. They lose interest in studies; lack concentration, things become boredom for them and finally disrupt social contact. Hence, always we cannot judge the cause of an individual’s behavior just by his activities. According to (Anthony 1988) in olden days stress activated the sympathetic nervous system that caused the release of hormones that were essential for the individual to fight against their stress, but in today’s situation the nature of stress have been changed. They are not very frequent fatal stress. They are completely based on man’s creation and nature. It can be easily handled if the situations are understood and taken positively. But people they continue to respond in the same old fashion. This releases more of the hormones that are very harmful due to which the individual gets disturbed and spoils his mental setup. This shows that the behavior chosen by a person will affect his biological mechanisms.

**Different methods of coping with the stress are as under:**

- Problem Solving
- Acceptance
- Defence mechanism

Coping helps to adjust with the stressors psychologically, behaviorally and physically. When anxiety reaches to its extreme a person copes by using defense mechanism. Each one of us uses different defense mechanisms unknowing in one’s life. And when it reaches to the extreme it causes disorder.

Defense mechanisms are ways to attempt for protecting self and cope with basic drives or emotional feelings and painful thoughts. The main purpose of defense mechanism is to reduce or remove anxiety. Most of the defense mechanisms operate at the unconscious level of awareness.
2.2.1.8 Meaning of Defense Mechanism

A defense mechanism is one through the adoption of which an individual tends to defend his anxieties and inadequacies in life. It is sort of ‘escapism’ from realities of the situation for a ‘whole’.

Defense mechanism is also called as the mental mechanisms and is defined as, “Mental mechanisms are those response patterns of an individual by which he attempts to defend himself against feeling of inferiority host by his failure to attain his goals.”

There are several such techniques. A few important techniques of adjustment, which are considered significant in reducing mental tension and also maintaining mental health are described here:

Commonly used defense mechanisms

a. Repression: Repression may be defined as the unconscious process by which impulses or ideas which would be painful if their reason were known as excluded from consciousness and direct motor expression. In this the individual forgets painful ideas, conflicts or events unconsciously and involuntary. One gets temporary relief by pushing down the painful experiences into unconscious mind. It is however, clear that there is a limit to it. The flow of energy may be checked for sometime but excess of energy will burst out. Too much repression should always be avoided. For eg: forgetting the birthday of the loved ones.

b. Regression: It is a process of going back ward or retreating to the past. It is defined as “an unconscious back tracking” either in memory or behaviour, which might have been successful in the past. An adolescent who had been frustrated in fulfilling his needs, may cry like a child. Sometimes it is seen that at a later stage, parents are not able to fulfil all the needs of their child and the child wants it, hence he uses this method by remembering his past events when his needs were fulfilled. Regression is sometimes very helpful for adolescents when they talk of their old experiences. Regression in its extreme form may pose a serious threat to an individual.

c. Sublimation: Sublimation of innate drives, emotions and instincts is considered to be one of the most significant and socially acceptable techniques. This concept owes its origin to Freud. In this technique an individual’s inner urges are diverted to appropriate
channels. Gregarious instinct in the adolescent is very predominant. This expresses the desire of the growing boys to behave socially. They want social exposure, acceptance and importance. They want themselves to be recognised by the society. If no suitable opportunities are provided to them, they will form their own gangs; this grouping may be harmful to them and the society. Their energies will be misdirected. Participation in suitable co-curricular activities like self-government, social service leagues, scouting etc. will be very conducive to sublimate the gregarious instinct.

d. **Displacement:** Unconsciously discharging the pent up feeling to a less threatening object. An individual does something as a substitute for something else. For eg: if child is scolded by his teacher in the school for misbehaviour comes home and shouts at his mother. Another example of displacement may be found in the behaviour of a person who is rebuked by his boss, and when back home, he rebukes his son or daughter who in turn punishes the doll by throwing it away. This is found in the people who cannot tolerate their insult and are more egoistic. So if they are harmed or disturbed they will show their anger on others.

e. **Rationalization:** In this defence mechanism, an individual tries to justify his failure by giving some excuses. A student makes use of rationalization when he tries to blame his teacher for the hard paper out of course questions. He tries to disguise his weakness. This mechanism is usually resorted by those who are more adopting in verbal facility. This mechanism leads to self-delusion. Sometimes giving false reasoning to the incidences may mislead the individual in wrong direction.

f. **Projection:** In this mechanism an individual puts the blame of his own failure upon shoulders of others or upon unfavourable factors in his environment. Quiet often this defence mechanism has been used by young ones. This to save themselves from the punishment. For eg. A student who is late in coming to school excuses himself by saying that the bus was late or running slow. The fact may be that he started late for school from his house. Projection helps the individual to avoid social disapproval and punishment and protect his self-esteem. This mechanism should not be used often.

g. **Withdrawal or reclusiveness:** In this mechanism, an individual tends to withdraw himself from the situation that causes failure or frustration. This situation is very commonly seen in the individuals who lack self confidence. By doing so, he makes himself safe by running away from difficult situation frequent withdrawals from difficult situations may make an individual timid and weak in facing real life situations. Sometimes it is also
found that a person after humiliating defeat locks himself in the room and refuses to see anyone for hours.

**h. Sympathism:** An example will explain this mechanism: A student who is not working hard may evoke the sympathy of his colleagues by telling them that he remains busy in attending to his father who is seriously ill. Such individual tend to magnify their difficulties and try to evoke sympathy of others. Thus they try to run away from the responsibilities of their life.

**i. Day dreaming:** While indulging in day dreaming the individual usually imagine about pleasant event or unfulfilled wishes. The imagining of unpleasant events is an exception. A limited amount of such fantasy serves as a constructive defense mechanism. The people who don’t want to work hard and wants everything readymade in their life are engaged in day dreaming. By doing so they enjoy the pleasure of things which are out of their reach.

There is a popular saying “excess of everything is bad”. Similar is the case with the application of defense mechanism. They should be used within limits. They provide a temporary relief only against anxiety and inadequacy. They are not permanent remedies. Therefore, a close watch should be kept on a child and it is ensured he does not make frequent use of this mechanisms.

**2.2.1.9 Mental Health Hazards in the School**

We may briefly mention the following factors which adversely affect the mental health of the child:

1. Lack of friendliness on the part of teachers.
2. Undue stress on scholastic and other competitions.
3. Defective system of evaluation- element of subjectivity and unreliability- loss of confidence in teacher’s marking.
4. Fear of failure resulting in tension
5. Excess of home work
6. Heavy curriculum and failure of the child to cope with it.
7. Weight of their bag.
8. Syllabus not according to the level of students.
9. Lack of understanding from teacher’s part.
2.2.1.10 Symptoms of Mentally ill children:

Symptoms can be divided into following three categories:

1. **Physical Symptoms:** Drumming with fingers, facial twitching, nail biting, restlessness, rocketing feet, scratching head, stammering and vomiting.

2. **Behavioural Deviations:** Aggression, Bulling, hypertension, lying, negativism and poor school achievement and sex disturbances.

3. **Emotional Symptoms:** Persistent anxiety, intense conflicts and tensions, fear hatred, inferiority complex, extreme timidity, temper tantrum and excessive worry.

Role of School in Preservation of the mental health of the children:

The school can play a major role in the preservation and promotion of mental health of the children. It must provide a suitable emotional, intellectual and physical environment in which a child may have the feeling of security and the feeling of belongingness. He should feel that his personality is given its due recognition.

Following measures can be very helpful in securing mental health of the students.

1. **Physical make up and mental health:** Mental health is tied up with physical health of an individual. A sound mind in a sound body is a popular saying which truly reflects the vital connection between the mind and the body. Apart from well-organised program of games and sports in a school, there should be a regular program of yogic exercises. The yogic exercises help to maintain a sort of psychophysical balance. They tone up the endocrine glands, nervous system and the muscular system. When the yogic exercises are combined with pranayam, the individual enjoys a good physical mental health.

2. **Meditation:** When we talk about meditation to school students it looks strange. Here it is clarified that meditation need not to be done in an elaborate manner accompanied by several rituals. Meditation in just observance of silence for few minutes either in the morning assembly or in a regular period. Meditation is likely to provide peace of mind and calmness, if practiced regularly.

3. **Emotional stability of teachers:** A teacher’s personality has a great bearing on the personality development of students. A good personality includes:
a. Appearance  b. voice  c. character  d. expression

Teachers are the role model for students. Whatever they exhibit is imitated by the students not only that it creates the long lasting impression in their minds. Teachers should have ample love for students and vice a versa. A teacher has to address many students at a time an all of them are with different understanding capabilities. It is truly said that a teacher requires lots of patience and tolerance. This qualities of a teacher will help her to inculcate vales in the students which would help them to progress forward in their life. The teacher behavior matters a lot when she is with the students. Her behavior should not contradict according to the situations as her behavior would affect the mental attitude of the children. The teacher should not be temperamental. She should not be autocratic and should not impose her ideas on the students. On the contrary she should respect students’ ideas by having discussion on the same. Present day education lays much stress on the inculcation of democratic ideals in the students. Teachers’ role is of a friend, philosopher and a guide. She should always guide the students and show them the right way. She should not be bias to any student but treat everyone equally.

4. **Respect the individuality of the children:** Each child has his own identity. It is very important for the teachers to know the individual student. She should understand their feelings and see that their sense of respect is not harmed.

5. **Pupil- teacher Relationship:** The relationship between teacher and student should be healthy one. Each one should know their limitations. Teachers should study the students thoroughly. She should even know about their home environment that would help her to judge their behaviour in the school.

6. **Healthy home and school environment:** Unfavourable home and school environment leads to mental conflict and disorder. It is responsibility of the school to educate. The parents are responsible for upbringing the children in the right way. Treatment by the parents should be just and impartial. Disciple should be moderate. Too much strictness can lead to emotional maladjustment. In the same way the overall environment of the school should be appealing and soothing.

7. **Medical examination:** There should be regular check up of the students and follow up action taken to safe guard the health of the students. Cases requiring special treatment should be sent to child guidance clinics.
8. **Intellectual environment of the school:** Methods of teaching-learning used in the school should be according to the caliber of the students. Activity methods e.g. play way; project method etc. should be encouraged. Special attention should be paid to the weak students.

9. **Freedom and self discipline:** A child who breathes in an environment of freedom develops courage. He learns to maintain order and adjust himself in any situation.

10. **Proper level of aspiration:** Goals set before the students should be achievable by them. Too high goals may lead to frustrations. While expecting achievement level from the students, their aptitudes and interest along with their limitations and strengths should be taken into consideration.

11. **Checking unhealthy competitions:** Students should not be made to engage themselves in the blind race of excelling others. This disturbs his mental equilibrium. For winning they may resort to unethical ways, which leads to conflicts.

12. **Balanced Curriculum:** Curriculum should be in accordance with 3 A’s i.e. age, ability and aptitude of the students. A rigid curriculum does not suit all categories of students.

13. **Provision of educational, vocational and personal guidance:** It is not essential that a psychologist must be appointed in every school. Trained teachers may be provided opportunities to undergo short-term courses in guidance. For difficult cases, area counselors may provide necessary guidance.

14. **Moral education:** There is a growing feeling in different people that a comprehensive program of moral education is very conducive to the development of a strong character.

Although new discoveries are being made rapidly, mental hygiene principles are no mystery. They are largely a matter of applying what we already know about effective living. New insights are however, being achieved. Since very few parents will have the opportunity to learn these principles under formal instructions, classroom teachers are in the most advantageous position to help children and youth.
One should not take the view that the nation is rapidly becoming one of psychotic and neurotics. Most of the children and adolescent are solving their problems satisfactorily. The constructive view is that malignant growth on mental health can be removed or decreased. Happier and more effective lives can be lived.

2.2.1.11 Educational Implications of Mental Health

The old adage goes, ‘Health is wealth’. It is a combination of many aspects of an individual’s life. It is more than simply physical health. It is also the mental makeup of the child that gives him a balanced complete personality. A complete personality supports a child to experience the joys of living in a family, a school and a society and attain a certain personal level of success. It makes him valuable to himself as well as to the society as a whole. It has the following implications.

- **Helps in the development of desirable personality:** Mental health promotes good moral and mental well-being of the individual. This helps in the development of well balanced and integrated personality; such individual maintains a proper balance between his self and the environmental situation, his needs and the needs of the society.

- **Helps in proper emotional development:** The individual who enjoys good mental health show emotional maturity in their behaviour. On the other side, those who are tense, disintegrated and mentally unhealthy are emotionally immature and are unable to take any challenge of their life positively.

- **Helps in proper social and moral development:** One who is mentally fit and healthy is able to develop healthy relations with the other members of the society. They very well respect others feelings and understand them and are always ready to help others in times of difficulties. Their code of conduct is also as per the regulation of the society.

- **Helps in proper aesthetic development:** A child’s mind free of any tension, conflict, frustration, inferiority, guilt feelings may have better chance of drifting towards aesthetic, artistic and creative channel than the mind torn between complexities and conflicts.

- **Helps in actualizing one’s potentialities:** The children with good mental health can strive well for the actualization of their potentialities; the mentally unhealthy children fail to do so, on account of the malfunctioning of their intellectual powers.
• **Helps in seeking proper adjustment**: A mentally healthy individual is an adjusted person. Hence, mental health helps the individual to seek a harmonious relationship with self and environment.

• **Helps in seeking goals of life**: An optimum mental health helps the individual to utilize his energy to formulate his goals and work in the direction to fulfil the same and live a satisfactory life aiming towards happiness to his self and others.

• **Helps in prevention of mental illness**: Mental health helps an individual in protecting self against abnormalities of behaviour, maladjustment, illness and mental diseases in the same way as physical health is helpful in saving him from the physical illness. A sound mind and balanced personality has enough strength to oppose the odds of life and bear the accidental stress and strains of life in comparison to those with impaired mental health. Therefore, adequate preservation of mental health by the individual and proper education about it may help in a way in reducing the cases of mental illness and proper study in class room.

### 2.2.1.12 National Mental Health Program

The Government of India felt the urgent need of plan of action to find the mental health components of the National Health Program. The first plan was designed by 68 experts from the field of mental health, health administration and general health which was implemented in the country in 1982. These plans were based on the following objectives:

- Application of mental health principles in total national development to improve quality of life.
- Application of mental health knowledge in general health care and in social development.
- Promotion of community participation in mental health service development and increase of efforts towards self-help in the community.
- Use of mental health technology to improve general health services.
- Basic mental healthcare to all the needy especially the poor from rural, slum and tribal areas.
- Prevention and treatment of mental and neurological disorders and their associated disabilities.

### 2.2.1.13 International Mental health Agencies
There are following international agencies who work for the cause of helping people who are suffering from mental ill health.

- World Health Organisation (WHO): WHO present programs that integrates mental health that concerns to prevent and control mental disorders.
- The United Nations Educational Scientific and Cultural Organisation (UNESCO): They arrange the use of satellites for educational and mental health purpose.
- The World Federation for Mental Health (WFMH): Its main purpose is to promote co-operation at the international level between government and non-governmental mental health agencies. Its main goal is to prevent mental, neurological and psychosocial disorders.
- The Internal Society for Mental Health Online (ISMO): It helps to give online information about technology for international mental health community.
- National Alliances for the Mentally Ill (NAMI): It is an organisation that supports families and friends of people with severe mental illness.

2.2.2 Mental Health Inventory

After the detailed study about the mental health, the researcher has planned to construct and standardize the mental health inventory. Researcher studied various aspects of mental health given by different psychologist.

For the present study the researcher has considered five aspects to check the positive mental health of an individual. Further the researcher has divided these five aspects into five sub topics under each main topic. They are as under:

(1) Introspection
   a. self concept
   b. how I feel about myself
   c. my attitude
   d. self analysis
   e. self regulation

(2) Physical growth
a. Pace of physical growth
b. Proportion
c. energy quotient
d. Physical fitness
e. Physical appearance

(3) Cope with Stress
a. stress causing factors
b. coping ability
c. my relation with stress and coping ability
d. adjustment
e. my reflection and stress

(4) Autonomy
a. my concept about autonomy and freedom
b. sense of freedom and responsibilities
c. discipline and life
d. my autonomy and others
e. decision ability

(5) Environmental Mastery
a. environment and me
b. influence of environment on me
c. interpersonal relationship
d. hygienic conditions
e. my control over environment
The researcher has given the description of each sub topics in detail.

(1) **Introspection:**

Introspection is to inspection of one’s own conscious thoughts and feelings carefully or critically.

Introspection means “A looking inward, specifically the act or process of self examination or inspection of one’s own thoughts and feelings; the cognition which the mind has of its own acts and states; self consciousness and reflection.”

Through introspection we can not only observe our own self but sometimes also describe the contents of our own conscious thoughts. It is believed to be a reflexive, meta cognitive process, attending to or thinking about one self or what is currently being experienced by one self.

According to psychological context the process of introspection depends on observation of one’s mental state. In other words one can say that human self- reflection means introspection and is contrasted with external observation. Introspection generally provides an advantage access to our own mental states.

Introspection can determine any number of mental states including sensory, bodily, cognitive, and emotional and so on. According to William James, term introspection means a kind of active observation. It is believed that introspection can function as one of the methods among many other methods to analyze the behavior of an individual. (James and Roepstorff, 2003) said that introspection is the key method to study consciousness. There are many factors which can help to introspect an individual but the researcher has taken the following subgroups into account:

- Self concept
- how I feel about myself
- my attitude
- self analysis
- self regulation

**a. self concept:**
Self concept means self- construction, self- identity or self- perspective. It is also collection of beliefs about oneself that includes elements such as academic performance, gender roles, and racial identity. Generally, we can say self concept gives us the answer to “Who am I”? Self concept has different dimensions such as self knowledge, self expectation, and social self and self evaluation.

It is the descriptive component of one’s self and includes the past, present and future selves.

Psychologist Carl Rogers and Abraham Maslow were the first to establish the notion of self-concept. The self concept consists of at least 2 ‘levels’: a personal identity and a social one. (Self categorization theory developed by John Turner). That means, one’s self evaluation relies on self perception and how others perceive it.

Different dimensions of self concept are self knowledge, self expectation, social self and self evaluation. Further self concept is divided into 4 components, such as body image, self esteem, personal identity and role performance. Self concept can be derived as one of the major criterions for mental health as the very make up and self evaluation and perception about the person is the most basic foundation of the mental health of a person.

b. **how I feel about myself:**

   Every individual has his/ her own concept or perception about him/her self. Everyone has their own abilities and capacities to work and understand things. Some people are capable of doing multi furious jobs at the same time. They work hard to get their work done in time. Even under tremendous pressure they carry on with their work without any kind of frustration. They take their work very easily and try to sort out their problems as per their priorities. They are honest towards their work, friends, family members, and teachers and towards their life. They accept their weaknesses and try to overcome them and rectify their mistakes. They follow elders, friends, and teachers and put their words into practice. They just keep on doing work; never wait for the fruits. They feel that if you work genuinely you will be paid for it.

   **c. my attitude:**

   Our attitude determines what kind of life we are going to have. Attitude means the belief we have on everything around, above and under us. So we speak and behave according to our belief system. Attitude of life is nothing but the reflection of our belief system. So if we have
a wrong attitude towards our life, we will always be unhappy and that will have adverse effect in almost everything we do. We won’t be able to work peacefully. All this will affect our mental health. So it is rightly said that “Wherever you go, no matter what the weather, always bring your own sunshine” (Anthony J. D’Angelo). It is truly said by Shiv Khera that, if life gives you a lemon it is up to you that you make it lemonade or let it dry.

It is also said that an attitude is an inclination of individuals whether positive or negative regarding something. Some people define attitude as the capacity of an individual or the feeling he has for a certain thing. It is a tendency with which a person reacts to people, things or situations.

**d. self analysis:**

To live a healthy life free of all mental stress it is very important to analyze one’s own self for whatever we do or believe. Self analysis is an independent methodical attempt to study and comprehend one’s own personality, emotions and behavior. Self analysis will help to shape our personality which is very important in this growing world. It is a systematic and methodical procedure to understand an individual’s personality without any other person’s help. Self analysis helps to contemplate on one’s own thoughts; it also helps to know one’s emotion, wants and conduct. This is possible through meditation which will help to remain calm and avoid unnecessary tensions that would spoil the mental status of an individual.

**e. self regulation:**

Self regulation means how a person responds to the changes or how he/ she regulate him/ herself depending on the situations. Every individual has his own way of thinking and accepting things. Self regulation is the way in which an individual carries himself and reacts to the conditions around him. It is seen that some people show their anger and frustration quite easily while some of them, even if they are angry do not show it on their face. They remain cool and calm and react in a calm manner so solving the problem becomes easy and smoother. They make it a point that they portray themselves as matured individuals capable of dealing things in a sensible manner.

For eg. When students take any complain to their parents, how they react to it is their regulation. Same way we see reactions of different people in different situations such as, handling a problematic neighbors, small accidents on the road etc. People follow their own
principles and ideals. However, it is noteworthy that some ideals are subjective, which vary from person to person, time to time and situation to situation.

(2) Physical growth:

Child development refers to the biological, psychological and emotional changes that occur in human beings between the period of birth and maturity. In the beginning he is dependent on others but with the growth he becomes independent. The desirable development of children is considered crucial to the society and so it is important to understand the physical, social, emotional and cognitive development of an individual. The researcher has taken following sub topics under physical growth:

- Pace of physical growth
- Proportion
- Energy quotient
- Physical fitness
- Physical appearance

a. Pace of physical growth:

Every individual varies in his pace of growth. Pace of growth also matters a lot for maintaining mental health of an individual. Depending on the age group, factors causing stress also vary. At the age of 1-5 years children have different expectations and they cry for small things such as their toys or when they are hungry. They want their family members to be with them and surrounding them all the time as they feel insecure. At this age they are found possessive about all their things. As they grow up the cause of their worries change. They get tensed for getting position in their family. They get tensed for various reasons such as, to make new friends, for their exams, for competing in different fields etc. And at adolescent age they feel as if they are superior to all the other people around them. Some develop complex in them. They want to attract others, needs attention from every one, their parents, teachers, friends and so on. Many a times it has been seen that their worries and tensions reach to such an extent that they go into depression.

b. Proportion:
Proportion in their growth is also considered one of the causes of mental upset at adolescent age. Disproportionate growth of an individual at this age disturbs them a lot. They get negative comments from other people, may be their relatives, friends and even their teachers. They feel like running away from the place when they get such comments. Some of them become violent or aggressive. They are disturbed to such an extent that they start avoiding social gatherings. Some children are found over weight, underweight compared to their age group children, some are taller than their friends of same age group and some are found shorter than their friends. Such children feel shy when they are in group and when others tease them. And slowly they try to avoid them. Stop mingling with the group. They feel as if they are unwanted in this world and they are just a burden on this earth. Sometimes parents also do not understand them; in such situation they get depressed, get angry and become very conscious about their physical growth. With proper counseling some of them come out of the depression while some children they commit suicide. Change in voice due to hormonal changes is very common at this age. Some teenager takes little time to adjust with that. It is found that because of the sudden change in their voice people laugh at them and pass comments. For this they feel insulted and slowly prefer to keep quiet rather than share their views when needed. Hence the study of growth proportion plays very crucial role in studying the mental status of an individual.

c. Energy quotient:

Energy quotient is the maximum at this age. Children, of this age want to expose themselves to the world around them. They want others to feel that they are capable of doing any type of work. They want that people should trust them and give them responsibilities. They are so very keen to show their strength to their group members, especially boys if they have girls in their group. Similarly girls also want to keep up with the recent trends and tendencies. Sometimes they work beyond their capacity. They just want to be at the top of the world and expect people to accept them at the top.

d. Physical fitness:

Children at the adolescent age become so conscious about their looks that they want to be physically perfect. They maintain their body by doing exercise. Girls go for a walk, start yoga classes and some even diet to maintain their figure. They don’t want to look ugly or disproportionate. They want to look smart. If they gain little weight they become conscious
and start finding ways to reduce their body weight. They feel proud if they lose weight by
dieting and when they get appreciative looks or compliments for the same. Boys they go for
gym. They want to develop their physique. Both boys and girls start imitating film stars and
try to copy them. They want everyone to appreciate them. Children are not aware of the
consequences of all their activities they do to reduce and maintain their body. In all this they
avoid eating healthy food and the amount of food they need for their body according to their
age. All the time they are cautious about reducing weight and projecting themselves as ‘better
than the best’.

e. Physical appearance:

At this age physical appearance plays very important role in studying the mental thinking of
an individual. Children particularly are very much involved in keeping themselves smart and
up to date. They like to be good looking at par with the latest trends. Their demands and
choices change according to age. They want everyone to appreciate them. They prefer
fashionable clothes. They want that their demands according to the changing fashion should
be fulfilled. Sometimes if parents fail to fulfill their demands some children become rude to
their parents. They spoil their mood. At that age they develop good dressing sense. They try
to attract others by that. We have heard of stories when children fall prey to insensible
activities and people- only because they are lured by people who know that physical
appearance matters a lot to youngsters. Fashion fantasies and malpractices even lead children
to danger.

(3) Cope with Stress

In today’s busy world of competition all the people are running to fulfill their needs and
comforts. They are not satisfied with what they have and want to gain more and more. It is
nature’s law, “To get something we have to give something”. That means people are
continuously under stress conditions as they are running in the race to get all the comforts and
luxuries of their life. Though every individual has problems in his life, how to cope with
those stressful situations is very important. There are various sub topics that can be discussed
under this title. They are as under:

- A stress causing factors
- Coping ability
- My relation with stress and coping ability
• Adjustment
• My reflection and stress

a. **stress causing factors:**

Stress can be viewed as a state of mental or emotional turmoil or friction as a result of unfavorable or opposing conditions. Stress has some synonymous terms such as nervous tension, worry, anxiety and nervousness, depending upon the intensity of stress.

There are different factors that cause stress for the individual. They are termed as stressors. They are the agents or stimuli that cause stress. They are things that we respond to in our environment. Each one of us reacts differently to stressful situations. What one person finds stressful another may not at all. Almost anything can cause stress and it has different triggers. A feeling of frustration, anxiety and depression can make some people feel stressed more easily than others.

b. **coping ability:**

Everyone is surrounded by some or the other problem. We generally use the word “pressure” when we are overloaded with work and we doubt whether we really can cope with the pressure placed upon us. When things don’t work as per our wish and thoughts, we say that the situation is stressful and we react with a typical stress response. Certain situations though are not negative ones are stressful for us because we do not expect the stressful situations readily and we are not ready to respond it easily.

Stress can be managed in the following ways. By gaining control over our own self, our attitude towards stress, by the factors motivating us, talking to our friends and discussing our problems with them. We can also cope up with the stress by exercise. It would help us to relax our body and mind. It will help to think clearly about the problem we have and to find its solution. This will improve our performance. Even meditation and yoga will help a lot. Meditation will help to gain the frame of mind to think about our tensions and problems and to set our lifestyle accordingly. It is very important to understand the problem and try to solve it without losing control over our nerves. One who takes it positively can lead a happy and satisfied life.

c. **my relation with stress and coping ability:**
Situations that are threatening or put me into challenging situations become strenuous for me. When stress affect our mental and physical health both, it is bad. I take any stress condition positively and try to fight with it. It is also seen that people who cannot tolerate failure spoil their health. They become very sad. Hence a repetitive negative response to challenges will ultimately have a negative effect on our health and happiness. Experts say people who tend to perceive things negatively need to understand themselves and their reactions to stress provoking situations better. Then they learn to manage stress more successfully. In one study carried out at Ennsylvania State University, The investigators found that stress was not the problem, but rather how we react to the stressors is a problem. Professor David Almeida said, “For example, if you have a lot of work to do today and you are really irritated because of it, then you are more likely to suffer negative health consequences 10 years from now than someone who has a lot of work to do today, but doesn’t let it bother him/ her. If we become the slave of stressors it will have effect on our thoughts and feelings. And finally it may lead us to anger, anxiety, depression, forgetfulness, fatigue, sadness and restlessness.

d. adjustment:

Adjustments means reactions to demands of the changing environment, but psychologist use the term adjustment to varying situations- it may be social, economic or interpersonal relations in the society. According to L- D Crow and Crow (1956) Adjustment can be defined as a satisfactory relation of an organism to an organism or its environment. This word has in depth meaning. It is very important and essential in every individual’s life. Adjustment helps individual to lead a proper life. When a person is unable to cope with or adjust to, a particular situation and source of stress, such as a major life change, loss or event, it is termed as adjustment disorder. These people are not able to do well along with any other person. They have symptoms of depression such as fearfulness, feelings of hopelessness and loss of interest in work or activities. They live in isolation from people and social activities. Such people do not understand others feeling and are always worried and sad. They are very dangerous as they may show destructive behavior such as fighting with others.

e. my reflection and stress:

In today’s situation every individual is under some or the other stress. It depends on the individual that how they carry themselves in that situation. What is their reflection to the
stress depends on the individual. It is truly said that whatever we think the same way we act to the situations. If we take the situation positively we get that power to work in positive direction. And if we take situations negatively we don’t get the proper way to come out of our difficulties. Stress is like a struggle and we have to fight against it and to come out of it and lead a free life. Every individual are in a conflictual situation. They fail to select correct option in their life. This may be because of the less maturity, different expectations, unable to differentiate between right and wrong and their thinking levels, it becomes difficult for them to select the proper option. Each one of us faces difficulties in our life and every individual takes their own way to come out of it.

(4) Autonomy:

According to ancient Greek, Auto means “self”, Nomos means “law”. It means “One who gives oneself their own law”. In other words, Autonomy means the capacity of a rational individual to make his own decisions, self determining, confident, expressive, and independent, regulating ones behavior internally, resisting social pressure to think and act in certain ways. Autonomy was found out by further dividing it into 5 sub topics and they are as under:

- My concept about autonomy and freedom
- Sense of freedom and responsibility
- Discipline and life
- My autonomy and others
- Decision ability

a. My concept about autonomy and freedom:

According to researcher autonomy is the liberty given to an individual to think and enjoy his life. It is the power to act in a free environment. Meaning of freedom varies from individual to individual. Each one reacts in different manner when they are set free to think, to work and to act. They enjoy the freedom in their own possible ways. Very few people take it in a right way and keep in mind the consequences of misusing the freedom. If we talk about adolescence, they are at the growing age and are just set free in the outside world, which is totally new to them. They are unaware of the surrounding and they are given the freedom to move around and explore. They too want to fly like a free bird. Keeping in mind the changing conditions and advancement, parents also allow their children to act freely. It is good to give
and get freedom but again they should be made aware of the consequences if they misuse the freedom given to them. If children go well along with the free environment and take it positively, it is very good for their development. They become responsible for their work. They can develop leadership qualities in them. In the beginning parents and teachers should make them understand the good and bad effects of using freedom given to them. But gradually with experience and learning they will know the real concept and meaning of autonomy and freedom. This would also help them to develop mentally, physically, emotionally and socially.

a. sense of freedom and responsibilities:

Every individual likes to enjoy the freedom. They don’t want any kind of interference in their life. It is very important for the individual to have proper sense of utilizing the freedom that they get in their life. We have seen that children, especially teenagers expect that they should be given the freedom but they lack the sense of using the freedom in the right direction. For example: Parents trust their children and send them with their friends but some of them misuse that freedom and cheat their parents. Same way if the child is given the vehicle or mobile for his/her convenience, he take it the other way round and try to take that care and understanding of the parents for granted. Some of them put their parents into trouble if set free. Hence, it is very important for the parents to develop the sense of responsibility in their children before giving them the freedom. It is not wrong on the parents’ part to trust their children, in the same way children also should not take their parents for granted and let them down.

c. Sense of freedom and autonomy:

Though freedom and autonomy are taken in a similar sense they are slightly different from each other. Freedom defines complete freedom while autonomy is related to authority and control of one’s or other’s decision. For example: The monitor of the class has been given the freedom to control the classroom, but in case of serious problem he has to report it to the class teacher. He can’t take his own decision. Hence we can say that the child should know the limitations of his freedom where his boundary ends. If they are very well clear about their freedom and autonomy they will take any change in their life positively. If they know their line of authority they will not overlook the responsibilities. They will be able to solve their own problems as well their friends and will become the asset to this world.
d. my autonomy and others:

As it is discussed above that autonomy mean the freedom. Every individual wants to enjoy his/her freedom and it is their birth right also. But important is that how they carry themselves if they are free to act and take decisions. This we can very well explain by giving an example: Children if they are given freedom to express themselves they develop confidence in them, they gain courage, they develop the power to take their own decisions when required. But if that freedom is misused everything will become reversed. That freedom should not be used at the cost of harming others. The freedom should not become his/ her arrogance. They should not start taking people for granted and should be always accountable for his/ her deeds. Freedom should not be taken for granted that it may cause damage to people around you. It is also parents’ responsibility that they should make their children understands that freedom and responsibility goes hand in hand. If you want to enjoy your freedom you should be responsible for your deeds and its consequences.

e. decision ability:

To make right decisions at right time is an important job. In management it is said that “Decision making is an art”. Every individual has the ability of making decisions at different levels. Elders they take their decisions at their level for their family members, in their jobs and so on, while children they take their decisions at a smaller scale just like in their plays within their peers, in the school while they are studying etc. But timely decisions are must in everyone’s life. If the person fails to take right decision at right time he may have to face problems in his life. Correct and timely decisions help people to manage their lives. We can explain this by a simple example, when we are driving any vehicle if we don’t take timely decisions if required we may meet with an accident and sometime it may be dangerous to our life. Decision making ability develops with experience. So it is said that children should listen to their parents as they are more experienced and have faced many ups and downs in their life. They can think better for their children. They can show them the right path and will always stand beside them when they face any difficulty. And children can slowly and gradually learn from their parents to take small decisions in their life which will help them to take right and timely decision in future. From this we can also conclude that person who is mentally fit can take correct decisions when required. People who are disturbed and frustrated fail to take correct decisions and then they blame themselves or others for the consequences.
(5) **Environmental Mastery:**

Environmental mastery can be explained as having sufficient skills, knowledge and ability to handle a complex environment; deciding and putting into existence appropriate surroundings in a personal manner. It means being able to say, “I am good at managing the responsibilities of daily life”. We can say that it is the antidote to feelings of helplessness. It is a state of mind rather than a behavior. It is the sense that we are able to have an influence on the events in our lives. Environmental mastery was further subdivided into 5 sub topics. They are as under:

- Environment and me
- Influence of environment on me
- Interpersonal relationship
- Hygienic conditions
- My control over environment

**a. environment and me:**

Environment has great influence on individual. There are many factors that affect the individual and have considerable impact on each and every aspect of individual’s life. This influence is a continuous one which begins with the emergence of life and follows till the death of an individual. Function of environment in making of a personality of an individual can be compared to polishing or painting wooden furniture. Man is the product of his environment. He is what his environment has made him to be. Hence, Watson said, “Give me any child; I will make him what you desire”. There are even unwanted factors around us. It is we, who has to decide whether to get influenced or not by those negative factors and spoil our life. For example: We get two types of friends in our life. Each one has their own influence on us it may be positive or negative. But we should have the insight to differentiate between the good and the worse. Those children, who get healthy environment at home, school and in the society are able to choose a better option for them and maintain balance in their life. But those who are not supported and helped get diverted and spoil their lives.

**b. influence of environment on me:**

Environment i.e. our surroundings, influence each and every individual in some or the other ways. Sigmund Freud rightly said, that “Give me a child and I can make him a teacher, a
lawyer, a priest or a thief”. This means that no one is good or bad by birth; it is the environmental factors that nurture the individual. Hence it is said that only 10 % is nature 90 % is nurture. That means 90 % are imitated behaviors. They are learned from the surroundings. We can explain this by giving the present example of teenagers. They are very much influenced by their environment. It may be family environment, school environment, society or peer group. Environmental influence can be positive or negative, it depends how the individual get influenced by it. Some children get influenced by their home environment. They are brought up in such a way that they develop positive attitude towards their work and life. This is because they get proper support from their family members whenever they need them. While in some cases children they lose their track as they are always neglected from home. Their parents don’t have time for them. Some get influenced by the peers. Again this influence can also be positive or negative. Society also plays very important role in building the individual’s personality. There are so many factors surrounding us that have its influence on us. It is the individual who has to decide what to do. Some children grab positive things from the surrounding and make their life worth living. Some of them can not differentiate between good and bad and so choose the wrong way. If no one guides them at proper time they spoil their life and finally get depressed and lose charm in their life. Hence proper support and guidance is very important from the elder’s side and development of understanding at certain age is important from the children’s side to avoid any serious mental health problem.

c. interpersonal relationship:

We all are social animals. Our growth is only possible if we are with the society. Interpersonal relations plays very important role in individuals development as well in keeping ones mental state in balanced condition. Interpersonal relations can be developed by how we go well along with others. It may be with our parents, brother and sister, grandparents, friends, relatives or the people in our surrounding. How well we maintain relations with all of them, decides our mental makeup and our thoughts. Some people they cannot adjust themselves in any environment, they form the habit of always finding faults in others or always complain about others. Such people are mentally disturbed and they themselves are not satisfied with what they have. They cannot tolerate others and cannot mingle with them. They avoid public gatherings and want to live their life in isolation. If they continue to be the same they go into depression and finally get into mental illness. It is also
found that people, who maintain healthy relations with others, lead happy and prosperous life. Their adjustments with different situations help them to find solutions of their problems in a better positive way. They don’t complain about anything in their life and are always ready to face any situation. Their mind is free to think about other’s problem and they are always in the better situation to help them in their difficulties.

d. **hygienic conditions:**

“Health is Wealth”. This can only be possible if person cultivates hygienic conditions in life. To keep oneself clean is very important. Cleanliness is the part to maintain our health. The way we live and the way we keep our surroundings clean reflects our mental status. Those who are mentally disturbed don’t care about cleanliness of their surroundings. They lead a dull life. They prefer to live a lonely life in some dark corner of the room. They live just to pass their life. This is because they are indulged with their problems and so they are not able to concentrate and are least bothered about their surroundings. This makes their life more troublesome and boring, as healthy surrounding is the sign of healthy living.

e. **my control over environment:**

It is already discussed above that; environment is everything around an individual that influence him/her in some or the other way. There are different factors that act on an individual and bring changes in him. It starts from the home; school and finally the child enters into the society at large. In this journey of growth and development the individual come across different factors, and each one has its influence on him in different manner. The individual is groomed in the effect of surroundings. The person learns many things from his environment. At every step of person’s life he gets to know some new thing. Environment i.e the situations changes the person but it is very difficult for an individual to change the environment. Seeing today’s changing demographic factors, it is impossible to have control on our environment. Mental health inventory has been constructed taking all these aspects of mental health.

Hence in the present study mental health inventory is the instrument developed to check the above five aspects of psychological health of an individual which would help the researcher to know whether the individual is contented in his life and how is his behavior with the people around him which would help the researcher to judge the mental health of an individual.
2.3 Review of Related Literature

It is of prime importance to review the related literature before stating the research.

2.3.1 Meaning of Review of related literature

The expression ‘Review of Literature’ consists of two words, Review and Literature. In the field of research the word literature indicates, a knowledge which is practical and useful for research purpose. Thus literature refers to a general understanding of undergoing the process of inquiry about a particular area of any subject which includes theoretical, practical and its research work. Review means to organize the understanding of the various fields in which research has been done and to verify the utility of these studies for a particular problem area.

The review of literature helps to combine the available knowledge of the field in an unusual way that helps to provide the logical reasoning for the study. In survey research, it helps for the actual collection of data. It also helps the researcher to collect the context from the past studies with the new one. Thus reviewing the literature includes identification of all the directly related or current issues published, in the problem area and reading all that, by which the researcher is unaware. The researcher develops the basic ideas on which his study will be based. Thus it helps the researcher to establish the background of his study.

2.3.2 Need of Review of Literature

Following points tell us about the need of review of literature:

- It provide a source of problem of study
- It helps to identify and select the problem of research.
- It helps to review the previous related researches.
- It helps to do the quantitative and qualitative analysis of the previous research in the relevant area.
- It helps to direct the researcher about the research work and the steps of research.
- It avoids the replication of the work.
- It helps the researcher to plan and conduct the study.
- It helps to formulate the hypothesis.
- It helps the researcher to find the method of research, tools and statistics.
- It helps to provide the rationale for the study.
• It helps to discuss the results and the findings of the study.
• It helps the researcher in clearing what work is to be done and what work is not to be done.
• It helps to maintain the limitations of time, money and energy.
• It helps to move the knowledge forward by linking the new knowledge with the previous research work.
• It helps to form a base for new research work.

Thus the reviewing of related literature gives the clear picture of the problem to be solved and gives proper direction to the researcher for his research work. It gives the vision to the researcher.

2.3.3 Objective of Review of Literature

• To provides the insight to the researcher regarding strength and limitations of the previous studies.
• To know the work done related to the problem area.
• To differentiate what has to be done from what is already being done.
• To avoid the duplication of the work.
• To develop the quality of expertise in the investigation of study.
• To determine the relevance of the study.
• To develop the relationship with the present study and the past study.
• To provide theories, principles, ideas, meaning and definitions for research.
• To define the phrases of the problem.
• To delimit the area of the problem.
• To discover the important variables of the study.
• To provide the sources for formulation of hypothesis.
• To select the research methods.
• To suggest the appropriate methods for data collection and statistical techniques for the research.
• To establish the research credibility.
• To help in data analysis and interpretation.
• To use findings in the interpretation and discussion of results.
• To compare the conclusions of the present study with the related studies.
• To enable the researcher to improve his investigation.

2.3.4 Importance of Review of Literature

Reviewing the literature is very important for the researcher as it provides the researcher with the framework or the clear picture of what to do and how to proceed further. It develops the understanding of the researcher. Moreover, it determines the creditability of the researcher.

According to W. R. Borg

“The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else.”

On the basis of above definition the importance of related literature is as follows:

1. It renders direction to researcher.
2. It lays foundation for principles of research.
3. It informs the researcher about how much work has been done in the area related to the problem.
4. It gives idea to the researcher to formulate the hypothesis.
5. It helps in selecting proper research method, tool for data collection.
6. It increases the researcher’s knowledge regarding research.
7. It gives guidance regarding the use of proper statistical methods.
8. It helps in actual collection of data in survey and experimental research.

Thus we can say that, reviewing the related literature is one of the prominent aspects of research process which provides ideas and guides the researcher towards, how to take up the research task and how to make it progressive and result oriented.

2.3.5 Sources of Review of Literature

There are various references available in different forms which may be used for review of literature. The information of the past literature can be available from different sources such as: books, text books, general references, periodicals, journals, encyclopedia, almanacs, year book, dictionaries, international educational books, thesis and dissertations, abstracts, newspaper etc.
2.3.6 Study of the related researches

In the field of research, the study of past researches enforces the researcher to collect the necessary information regarding which kind of work and how much work has been done in the past in the area in which researcher has to look forward. And it also gives a clue, a sort of hint towards the using of appropriate tools, method of research, sampling method, analysis and interpretation. It also brings in light that present study has been repeated on note and as such saves the time which has been invested unnecessarily, in any already done research.

Following are the past researches in relation to mental health inventory and effect of different variables that tell us about the mental health of different age group people.

International Researches

Behjati Zahra (2011) studied the title: Integrative Self Knowledge and Mental Health, the aim of her study was to find the intermediate relationships among integrative self knowledge and mental health in Iranian population, taking the sample of 140 students and found that there was a positive relation between mental health and self knowledge and converse associated was found with general health score, depression and anxiety.

Bradley Beverly (2012) studied the title: A Review of 25 years of Evidence about the Relationship of Adolescents’ Academic Achievement and Health Behaviors, aiming: To find the connection of adolescent health with their risk behaviors and academic progress, taking the sample of 122 articles having minimum one variable for health-risk behaviors and also for academic achievements, and found that all six health risk behaviours (violence, consumption of tobacco, alcohol and other drug, sexual act, insufficient physical activity and unhealthy intake of food) showed statistically significant inverse relationship between academic achievement and health risk behaviour.

Catherine (2009) studied the title: Violence, Suffering, and Mental Health in Afghanistan: A school based survey, the purpose of the study was to check mental health, serious injury to the body and social interaction in young people in Afghanistan, taking the sample of 1011 children, 1011 caregivers and 358 teachers and found that exposures to serious injuries resulting from violence and mental health of caregiver was predicted through the outcomes of all the children. There were four variables that autonomously stated SDQ ratings, about gender difference, un protection to manifold traumatic events, caregiver’s condition of poor
mental health, and residence in Kabul. The same variables were related with signs of depression. There was no relation found with gender or living area, but the significant relation was found with number of traumatic events, caregiver’s mental health and age of the child.

**Chraif Mihaela (2012)** studied the title: Overload learning, attachment and coping styles predictors of mental and physical health of teenage high school students in Romania, with the objective: To study the influence of excessive learning, a strong dependence and copying styles on physical and psychological health, taking the sample of 285 high school students and found that excessive home work, extra activities and positive coping style are responsible for physical and mental health of the children and there was negative effect of attachment with colleagues, professors and over load of extra activities on mental and physical health of the students.

**Edel Ennis (2010)** studied the effect of family burden and family health on personal mental health with the objective to study the effect of family health and family burden as states of personal mental health in relation to socio- demographic factors taking the sample of 879 students and found that personal mental health problems were more vulnerable to family burden, as well as the socio- demographic factors which included sex, age, marital status, education and house hold income.

**George Patton (2002)** studied the title: Cannabis Use and Mental Health in Young People- Cohort study with the objective: To determine the effect of cannabis on adolescents’ mental health, taking the sample of 1601 secondary school students having 14- 15 years of age and found that depression and anxiety level increased in adolescents due to increased use of cannabis.

**Healther Sipsma et al. (2009)** studied the title: Poor Mental Health in Ghana: Who is at Risk? With the objectives: To examine existence of poor mental health in Ghana and also to study the relation between women empowerment and their poor mental health, taking 524 women as the sample of the study, and found that women were more under stress compared to men. This difference in stress level was found in respect to marital status, education, wealth, region, health and religion but it did not differ in respect to age or location of area. Women who were under the pressure of physical abuse, partner control and disempowerment were under great psychological distress.
Lawrence David (2010) studied the title: Smoking, Mental Illness and Socio-economic disadvantage, Analysis of Australian National Survey of Mental Health and Wellbeing with the objective: To examine the relation between mental illness, measures of socioeconomic disadvantage and both current smoking and smoking cessation rates, taking the sample of 8841 adults aged between 16-85 years and found that high rates of smoking were related with some common mental disorders such as anxiety and depression as well as with individual’s socio-economic status.

Lenette Azzi Lessing (2010) studied the conditions that create extreme risk for young children such as poverty as an significant risk factor, impacts of depression, substance abuse, domestic violence and transactional effects of risk factors, based on these risk factors they found out certain programs which could meet the mental health needs of poor and vulnerable children which helped them to improve the mental health of those children.

Marita McCabe et.al (2011) studied the title: To Study Depressive Symptoms and Psychological Functioning in Preadolescent Children, with the objective: To determine the percentage of children at risk of depression and finding their clinical level of depression, taking 510 children (270 boys and 240 girls) as the sample, using the tool ‘The Children’s Depression Inventory’ and found that out of 510 children 23% of children are at the risk of clinical range of depression. These children showed negative effect, poor self concepts, lower rates of social behaviour and poor friendship quality compared to normal range children.

Michelle Bell et al. (2013) studied the title: Interpreting the Mental Health Crisis in Australian Gold Coast Primary Schools, with the objective: To find the issues related to mental health in Gold coast primary school and also to study the impact of those mental health issues on students learning process, the sample used was 811 students and 16 female teachers and found that anxiety and depression was the most noticeable issue effecting children of all ages. Mental health crisis in schools was verified by the identification of more cases suffering from depression, anxiety and self harm.

Moslem Parto (2011) studied the title: The direct and indirect effects of self-efficacy and problem solving on mental health in adolescents, with the objective to investigate the relationship of solving the problem with self desire and mental health in adolescents, taking 914 students out of which 428 were boys and 486 were girls, and found that self-efficacy and problem solving could directly prevent mental health and efficient coping and inefficient
coping intervened the relationship between self- efficacy and problem solving with mental health.

**Schlack Robert and et al. (2013)** studied the title: Prevalence and Gender Patterns of Mental Health Problems in German Youth, with the objective: To study gender patterns and mental health problems in adolescence with relation to violence, taking 6813 adolescents of age 11 years to 17 years as the sample, and found that internal problems such as emotional and conduct problems were more common in girls and external problems like disordered eating and substance use in boys. It was seen that girls one who were disturbed by violence were found to have higher conduct problems and they used more drugs while it was lower in boys. All youths affected by violence showed significantly higher rates of mental health problems.

**Sepideh Ramzi (2010)** studied the impact of hardiness on achievement in sports and mental health with the objective to study the effect of firmness on sport performance and mental health of athletes, taking total 74 students out of which 44 were males while 30 were females and found that there was positive relation of hardiness with sports achievement and mental health. The results also revealed that hardiness increases sports performance and psychological level through the feelings of commitment, control, challenge, copying skills.

**Shepherd (2012)** examined the relationship between emotional and behavioural difficulties with socioeconomic status of children with the objective to study the factors associated with socioeconomic differences in the mental health of disturbed children taking the sample of 3993 children between 4-17 years of age. in Western Australia and found that almost 24% of children were under the high risk of emotional and behavioural difficulties. It was also noted that high socioeconomic status is associated with reduced risk of mental health problems. There was a direct effect of housing quality and neighbourhood level on the child’s mental health.

**Takeshi Akiyama et al. (2010)** studied the mental health status and its relationship with social support among the students who migrated from Burma and resided in the boarding houses of migrant schools taking the sample of 428 students of aged 12-18 years and found that many students staying in boarding houses suffered from poor mental health. The number of traumatic experiences was higher than expected.

**Wilma Vollebergh (2001)** studied the effect of cannabis use on mental health of secondary school children with the objective to investigate the association between Cannabis use and
mental health in adolescence taking the sample of 5551 adolescents from the age group 12-16 years and found that cannabis use created problems such as delinquent and aggressive behaviour in children. The behaviour became more prominent with the increased rate of cannabis use.

Zhaobao Jia et al. (2013) studied the title: Traumatic experiences and Mental Health Consequences Among Child Survivors of the 2008 Sichuan Earthquake, with the objective: To find the relationship between curative experiences and directional development of mental health for children and adolescents who survived in 2008 Sichuan earthquake, on the sample of 596 children, using the instrument of post traumatic stress disorder and depression and found that there was no significant changes in both depression scores and post traumatic stress disorder. Moreover, there was no significant reason for depression and for their co-occurrence. It also indicated that there may be delayed effect of earthquake on psychological functioning of children and adolescents.

National Researches

Chhatrala Nidhi (2013) studied, entitled: A Study of Mental Health and Emotional Intelligence Among College Students, with the objectives of checking the significance difference of mental health, emotional intelligence and correlation between mental health and emotional intelligence among college students, taking the sample of 1000 college students of Saurashtra University, using the tool of mental health developed by Dr. D. J. Bhatt and Geeta R. Gida and found that both boys and girls differ significantly in mental health and emotional intelligence, also the results showed that relationship between mental health and emotional intelligence was highly positive.

Das Mahoptra (1989) has studied in M. Phil The topic entitled: A Study of Mental Health of Primary Teachers of Pune Town, with the objectives: To investigate the mental health status of teachers teaching in primary schools, taking the sample as 50 primary school teachers and found that teachers were over loaded with the school work; teachers felt that mental health depended on the physical health. Due to different pay scales there was friction among their co-teachers. Teachers felt that they were neglected by the society and they expressed the view that a good social environment was necessary for good mental health.

Dhuria Meera et al. (2008) studied at P.hd, Assessment of Mental Health of Senior Secondary School Children in Delhi, with the objective: To evaluate the mental health status
and some factors in higher secondary school children in Delhi, taking the sample of 458 children and found that out of 458 students 113 of them indicated mental morbidity among them. It was also found that the rate of mental ill health was significantly higher in children coming from nuclear families and among failures of the class or those who were the toppers of class.

**Kadri Suijal (2013)** studied Association between Physical Fitness and Depressive Symptoms among Young Adults, with the objective: To study the relationship between physical fitness among adults and sign of depression in them, taking the sample of 5497 males and females and found that both males and females showed the signs of depression in them. It was seen that level of physical activity described by the individual was inversely related to depressive symptoms both in males and females. There was no connection found between cardio respiratory fitness and indication of depression.

**Koohsar Ali Akbar Haddadi (2011)** studied the title: Relation Between Quality of Image of God and Mental Health in College Student with the objective to determine various factors causing stress in relation to psychological health of college students and the relationship between image of God with mental health, taking the sample of 197 college students and found that extent of mental health can be studied from the quality of images of God. The data also revealed that the student who believed in God and had positive attitude towards God were higher in mental health than the student who had negative attitude towards God.

**Kumar Sujeet (2003)** conducted a study at M.Phil entitled: A Psycho-Social Study of Mental Health of Teacher Administrators and Employees with the objectives: To find out the mental health of teachers, administrators and workers, and to know their personality traits. The study also aimed to find the relationship between the mental health and personality traits of the workers, taking the sample of 117 male teachers, 112 female teachers, 32 male administrators, 18 female administrators, 54 male workers and 37 female workers, from 272 secondary schools in Allahabad and found that there was no significant difference between the regularity, adjustment, self concept levels of male and female teachers. Males were better than female in emotional maturity and physical health; female teachers were found better in self- evaluation, clarity of principles of life and freedom from anxiety. No significant correlation was found between the mental health of male teachers and their family and social conditions.
Mahboobeh Chinaveh (2010) studied the title: Improving Mental Health and Academic Performance through Multiple Stress Management Intervention: Implication for Diverse Learners, with the objective to study the mental health of undergraduate students in relation to multiple stress in academic achievement and how its interference with studies can be managed. It was found that after management intervention sessions on multiple stress, the academic performance and mental health was improved in the experimental group. Students were able to manage the stressful situations in their life. It also helped students in accepting positive changes in coping with their skills.

Majid, A. (1984) studied at Ph. D level, the title: A study of Various Dimensions of Mental Health, with the objective to identify the dominant factors which constituted the complex phenomenon known as mental health taking the sample of 210 boys and 220 girls and found that factor-1 was called “self acceptance” because it was contributed by the variables which reflected an accepting attitude of the individual towards himself. Factor-2 “Existential Autonomy” Factor-3 “open mindedness” for girls, Factor-2 for boys and factor-3 for the combined group emerged as a configuration of loading contributed by all the variables of mental health. This factor was therefore named the factor of “General Mental Health”.

Mohammadyari Ghasem (2012) studied the title: Relationship Between Parents Spiritual Intelligence, Level of Education and Children’s Mental Health, with the objective to survey the level of children’s mental health based on their parent’s spiritual intelligence and to survey the relationship of parents demographic characteristics with their spiritual intelligence and children’s mental health, taking the sample of 185 children studying in senior high school and found that the level of mental health of those children’s whose parents have higher spiritual intelligence is high than the children whose parents have low spiritual intelligence. The parent’s gender and age have no effect on children’s mental health.

Mohsen Dehghani Ashkezar (2011) studied, the title: Reliability, Validity and Factorial Analysis of Short Version of the Self Regulatory Inventory with the objective to examine the psychometric properties of self regulatory inventory which includes reliability, validity and exploratory factor analysis on the sample of 676 Iranian volunteers (294 males & 382 females) and found that there was positive correlation between discriminate and convergent validity of short version of self-regulatory inventory and scale and measure of personality and mental health.
Mohanty, S (2009) studied, at Ph. D level the title: Occupational stress and mental health in executives: A comparative study of the public and private sectors, with the objective to investigate occupational stress, coping style, mental health status and social support in a group of executives from public and private sectors, taking the sample of 240 executives with 60 subjects in each of the design (private sector/public sector) and found that private sector executives in general experienced great job stress, mental health problems and perceived greater organizational support than public sector executives. They also used problem focused coping more than public sector executives.

Prasanna, K.C.B (1984) has studied at P.hd entitled: A Study of Certain Mental Health Variables Associated with High and Low Achieving Adolescents, with the objectives: To identify the mental health variables that discriminated between high and low achievers among the total sample and sub sample classified on the basis of sex and area of residence taking the sample of 1050 pupils (567 boys and 483 girls) of 9th standard. The findings of the study were that all the mental health variables such as optimism, adaptability, sense of security, regularity of habits, perception of reality, emotional maturity, social conformity, freedom from sociopathic tendencies, positive attitude, so on showed the discrimination between high and low achievers in most of the groups. High achievers had higher mean scores than low achievers for all the mental health variables studied.

Sarker, A. K. (1979) studied the title: Relationship between Mental Health and Family Characteristics of middle class school going adolescents, with the objective to study the structure of family today and to find out the relationship between mental health of children and their family characteristics, namely family structure and family tension, taking the sample of 400 school going children (212 boys and 188 girls) of age group 13 to 17 years and found that families today had mostly either automating or mother dominated family structure. The mentally healthy group of children had higher family tension than the healthy group. The children from families with synergetic division of functions had better mental health.

S.P. Anand (1989) studied Mental Health of High School Students, with the objectives: To study the mental health of high school students on the sample of 262 high school students (169 boys & 93 girls) and found that mental health of adolescents and academic achievement, educational and occupational status of parents were positively related.

Sinha, A. K. et al. (1978) studied the mental health of the university students with the objectives: To assess the mental health of university students and to find out its psycho-
social dynamics taking the sample 1500 and found that there is no effect of gender difference on emotional security. Emotionally insecure group suffered from neurotic symptoms and syndrome in a greater degree than the emotionally secure group.

Tauly C. Taunay et al. (2012) developed intrinsic religiousness inventory (IRI), checked its validity, took university students as sample 1 and psychiatric patients as sample 2, and found that IRI showed internal consistence reliability in sample 1 and sample 2. There was a strong relationship obtained between IRI and intrinsic subscale of the DUREL. IRI also showed good test-retest reliability.

Vani Manju E. (1990) has studied at P.hd entitled: Influence of Home and School Environment on Mental Health Status of Children, with the objectives: To establish home and school environmental influences on mental health status on the sample of 514 students (271 boys & 243 girls) from 8th to 10th from Tirupati High school and found that the home environment was major significant contributor to all the components of mental health. The school environment contributed to liabilities and mental health index.

Basumallik, T. and Bhattacharya, K. P. (1980) studied entitled: Views on Mental Health: A preliminary study, with the objective to gather views regarding mental health from Indian respondents and Indian experts and then compare their views. The sample selected was 365 laymen and 122 mental health experts and found that responses of laymen were not markedly different from those of experts. The older and less educated seemed to be relatively misinformed, popular information on mental health was not crystallized. There was no significant difference found between Indian and American experts, while laymen and our experts laid more emphasis on mental health problems.

Nathawat, S.S (1977) studied entitled: To Study the Creativity in Relation to Mental Health, with the objective to study the pattern of adjustment in the areas of home, health, emotions and school among the high creative, moderate creative and low creative individuals and to measure their mental health taking 320 adolescents boys of class X from high schools of Kurukshetra as the sample and found that no significance difference were found in the areas of home, health, social, emotional and school adjustment among the high, moderate and low creative individuals. The high creative individuals were found different from low creative individuals in insecurity- security feelings. The high creative individuals were significantly higher in positive body image or ego- strength than the low and moderate creative individual.
2.4 Significance of the Study

After making the comprehensive survey of the related literature, the researcher gets a clear picture about one’s own research and gets the idea to proceed further. Through the study of related literature the researcher concluded that the present research differs from the past research in the following aspects. The following are the areas in which it differs.

**Difference in subject:**

Most of the related literature studied by the researcher is very much different from the present study in relation to the subject and its matter, variables, study habits etc.

In the present study researcher has selected the title “Construction and Standardization of Mental Health Inventory”

**Difference in Area:**

In the past researches, the study has been carried out in different countries such as Iran, Afghanistan, Romania, Dura, Ghana, Germany, etc. While in the present study, the area of research is Gujarat state of India of which five districts namely Ahmedabad, Vadodara, Anand, Nadiad and Mehsana of Central Gujarat has been selected.

**Difference in Objectives:**

The objectives of the present study differ from the past related researches with respect to dynamic combination of variables.

**Difference in sampling:**

There is a vast difference in the population and the sample of the present study compared to the past related researches. In most of the past researches the sample number is nearly 300 to 550, while in the present study the sample number is 1520, which is quite large.

**Difference in Tool:**

In most of the past researches standardized tool to check the mental health was used, while in the present study the researcher has constructed and standardized the tool keeping in mind
different factors affecting the mental health of the students. Some past studies were conducted using questionnaire, while the present study is conducted using an inventory.

**Difference in research method:**

Some of the past studies have been conducted using experimental method, interview method, observation method, while the present study is conducted using survey method.

**Difference in Analysis method:**

Different methods have been used in the past studies for the analysis of the data. The methods used were exploratory factor analysis, correlation coefficient method, multivariate linear regression analysis and multinomial regression method while in the present study the researcher has analysed the data using Mean, SD, t test and ANOVA.

**2.5 Conclusion**

The review of related literature gives the researcher a better knowledge and understanding about the research methodology. It helps the researcher to know about the tools and instrument which became useful and promising in the previous. The advantage of review of related literature is to provide insight into the statistical methods through which the results are to be established.

The researcher gets maximum benefits and utilizes the previous findings, takes hints from the design and procedures of previous researches; researcher tries to add many beneficial things to the existing store of knowledge.

In this chapter, the researcher has undergone through various researches related to the present title and studied its subject matter which was related to the study. With the help of reference books, abstracts, dissertations, the international sources of educational publications, yearbooks, survey report. The researcher has studied all these material and enhanced the necessary knowledge to proceed further in the study.

In this chapter researcher has discussed different factors in detail that affect mental health of an individual. At last the researcher has also specified how the present study is different from past researches; hence the present study is not the duplication of other researches. In the next chapter the researcher has explained about the research design and Construction of Mental Health Inventory.
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