Chapter – VII

Summary, Major Findings and Suggestions

7.1 Introduction
7.2 Summary
7.3 Major findings
7.4 Suggestions
    7.4.1 Suggestions to use the scale
    7.4.2 Suggestions for future research
7.5 Conclusion
Chapter – VII

Summary, Major Findings and Suggestions

7.1 Introduction

In earlier chapter, investigator discussed about standardization of the scale and correlated studies in detail. This chapter is devoted for summary or overview of the entire study. It focuses on the aspects related to study viz. statement of the problem, objectives of the study, hypotheses, methodology, sample, tools and techniques for data analysis, major findings, suggestions and conclusions. This chapter includes whole map of entire work.

7.2 Summary

General overview of entire study is given in brief as follow.

7.2.1 Statement of the problem

The statement of the problem is “AN INVESTIGATION INTO THE MENTAL HEALTH OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO CERTAIN VARIABLES”

7.2.2 The objectives of the study

The study is undertaken in two phases with following objectives.

Phase – I: Objectives of the phase – I are as follows.

- To construct and standardize Mental Health Scale for higher secondary school students.
• To study mental health of higher secondary students in relation to their gender, area, standard, achievement, stream and cast (category).

**Phase – II**: Objectives of the phase – II are as follows.

• To study mental health of higher secondary students in relation to their gender, area, standard, achievement, stream and cast.

• To study mental health of higher secondary students in relation to their SES, Emotional Intelligence, Anxiety and Security-Insecurity.

**7.2.3  Variables of the study**

Variables of this study are given follow.

**7.2.3.1  Independent variable**

The independent variables in phase – I for the present study are gender, area, standard, achievement, stream and cast/category.

The independent variables in phase – II for the present study are gender, area, standard, achievement, stream, cast/category, SES, Emotional Intelligence, Anxiety and Security-Insecurity.

**7.2.3.2  Dependent variable**

The dependent variable in the study was Mental Health.

**7.2.3.3  Controlled variable:**

Controlled variable in the study was standard XI and XII.
7.2.4  Hypotheses of the study

Investigator tested following hypotheses in present study:

1.9.21 There will be no significant difference between mean score of mental health of boys and girls students of higher secondary school.

1.9.22 There will be no significant difference between mean score of mental health of higher secondary students of urban and rural area.

1.9.23 There will be no significant difference between mean score of mental health of higher secondary students studying in 11th and 12th standard.

1.9.24 There will be no significant difference between mean score of mental health of higher secondary students having high and low achievement.

1.9.25 There will be no significant difference between mean score of mental health of higher secondary students belonging to different streams. (Science, commerce and arts)

1.9.26 There will be no significant difference between mean score of mental health of higher secondary students belonging to different cast/category. (OPEN, SC, ST, OBC/SEBC)

1.9.27 There will be no significant difference between mean score of mental health of higher secondary students belonging to high and low SES.
1.9.28 There will be no significant difference between mean score of mental health of higher secondary students with high and low level of Emotional Intelligence.

1.9.29 There will be no significant difference between mean score of mental health of higher secondary students with high and low level of anxiety.

1.9.30 There will be no significant difference between mean score of mental health of higher secondary students having the feeling of security and insecurity.

7.2.5 Population

The students of std-XI and XII of academic year 2006-07 of Gujarat state was taken as population for this study.

7.2.6 Selection of the sample

The investigator had used random sampling method for selection of sample. The representative sample is selected from all districts of Gujarat state.

In pre-pilot, pilot and final stage, number of 160, 433 and 5240 students from higher secondary schools was taken respectively for construction and standardization of mental health scale. 200 students from higher secondary schools were taken as a sample for correlated studies.

7.2.7 Research Methodology

Researcher has used descriptive survey type of research method for the present study.
7.2.8 **Tools be taken**

In the present study, to collect the required data, the following tools were used.

1. Mental Health scale (Constructed and standardized by investigator)
2. SES Scale developed by Dr. Pallaviben P. Patel
3. Emotional intelligence scale standardized by Dr. Pallaviben P. Patel
4. Mental Health Analysis Questionnaire standardized by Dr. Harkant D. Badami and Dr. Charulata H. Badami
5. Anxiety Scale standardized by Dr. Pallaviben P. Patel

7.2.9 **Method of data collection**

The data collection was done in two phases. During Phase – I data was collected for standardizing the mental health scale. During Phase – II data was collected by giving Mental Health Scale, SES, Emotional intelligence scale and Anxiety scale.

7.2.10 **Techniques for analysis of the data**

The following techniques of data analysis and statistical calculation were applied.

1. The frequency distribution tables and figures were prepared and placed in the reports to present the data comprehensively.
2. Mean
3. Standard deviation (S.D.)
4 Median
5 Quartile deviation
6 Correlation
7 $t$ – test
8 $\chi^2$ – test
9 The significance at 0.05 and 0.01 levels of confidence were considered satisfactory for the acceptance or rejection of the null hypotheses.

7.3 Major findings

The study was devoted to the analysis of data and interpretation of data according to the objectives. The major findings concerned with the present investigation described in the related study were belonging to gender, area, standard, achievement, stream, cast (category), SES, Emotional intelligence, Anxiety and Security-Insecurity.

(1) The gender difference does effect on mental health of higher secondary school students.

(2) The area does not effect on mental health of higher secondary school students.

(3) The standard difference does effect on mental health of higher secondary school students.

(4) The achievement does not effect on mental health of higher secondary school students.

(5) The stream does effect on mental health of higher secondary school students.
(6) The cast/category difference does not effect on mental health of higher secondary school students.

(7) The SES does not effect on mental health of higher secondary school students.

(8) The Emotional Intelligence does effect on mental health of higher secondary school students.

(9) The anxiety does effect on mental health of higher secondary school students.

(10) The feeling of security-insecurity does effect on mental health of higher secondary school students.

7.4 Suggestions

Students of Standard – 11 and Standard – 12 are in adolescent stage, and this age is very important as they have to develop and think about their career and it is also important stage for developing personality. For this they must know their mental health. So there are some suggestions for different agencies or institution which are as follows:

7.4.1 Suggestions to use the scale

The Mental Health scale is very important tools for different groups or persons of society.

(1) For the state government

State government is taking many projects for developing industries, health for children and female, education, developing infrastructure, developing skills of teachers, etc. But it is very necessary to study the mental health of
students particularly studying in Std.-11 and Std.-12. After studying those results, government can take different project to develop mental health of students and get result in form of expected achievement or socialization of student in society.

Mental health is a term which directly effects manpower. It is visible after study that mental health is very important for the multiple development of an individual. Hence, Government should take some project for mental health development.

(2) For the Institution or school
Many institutions or schools are struggling for existence because they are getting very poor result in the examination. They are trying to understand the problems of the students after the poor achievement, performance and overall development. They are giving guidance and counseling on the basis of their educational and socio-economical aspect. But they are helpless without any concrete base. Mental health scale can provide an appropriate, powerful and multidimensional base to identify and check the mental health of the students.

(3) For the classroom teacher
Now a days the process of learning take place in groups of in group. In a classroom, there are many groups of students formed on the basis of learning style, social status, economical status, interest, attitude, aptitude, achievement etc. But it is necessary to formulate groups of students on the basis of mental health. So mental health is a new criteria to divide students in various groups based on the mental health status.

In a classroom there arises many problems with the students but it is difficult to understand why these problems arised. If the teachers would
come to understand why the problems arise, they can easily solved. Mental Health Scale can help to classroom teacher to understand a source of problem and solve it from grass root level.

(4) **For the students’ parents**

Parents always spend time and money behind their child’s education. Also they trying to know a mental status of their child but they can’t get it and if they get anything, it is only a chain of their past experience connecting to child’s behavior only. Mental health scale can provide them a standard guideline to understand a problem of their child.

### 7.4.2 Suggestions for future research

The following suggestions may be useful to the future researchers in their research. They are follows:

1. There should be a chance to develop the scale for the students to study mental health in the other levels like primary school, secondary school, college, teacher or any other professional workers.

2. One can develop program to see effectiveness of it on mental health.

3. One can study the relationship between the mental health and the Intelligence quotient.

4. One can study an effect of school environment, teacher’s performance, family problems, parents’ education on mental health of students.

5. One can do a comparative study of mental health of students of working woman and non working woman.
There should be a chance to take comparative study of mental health between physically handicap students with normal students; and comparative study of single child family and a child with siblings.

There should be a chance to take comparative study of mental health between students who are studying in mother tongue medium and English medium.

There should be a chance to take comparative study of mental health of students studying in non-coeducational and coeducational school.

There should be a chance to study an effect of compulsion about uniform, school time, quantity of homework, location of school on mental health of students.

There should be a chance to study an effect of technology, classroom interaction, different facilities of school on mental health of students.

These and many other area of mental health could be studied in order to make education progressive and make students excellent, qualitative and productive.

7.5 Conclusion

This research can contribute a wider and novel field in the educational psychology. This research is based on one scale but it includes multi-sphere states and test of psychology.

Investigator’s aim was to construct and standardize Mental Health Scale for the Higher Secondary School students. The researcher hopes that this study will be very useful to find out mental health of students which direct
effect on their study, family, society and nation. Only healthy students can create healthy society and nation.