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Today the whole world is suffering from the lethal disease of moral anemia. Most of the people adopt illegal and immoral means to grind their own axe. Today, a man sacrifices everything and joins the rat race of the materialism. The fact is that there are crises of values as seen among school and college students as also among teachers and parents as well as in other walks of life. Therefore, the need of the hour is to re-orient the process of education by rendering the moral education in the curriculum that young people should be made to realize that exploitation, insecurity and violence are not the solution of every problem and an organized society can not be sustained without adhering to and enforcing some norms of social and moral behaviour.

Mental health is important in each phase of life. But adolescence appears to be relatively more important period of life. This is the period in which the personality traits develop and find expression in many directions. Adolescent children experience a number of physiological and psychological changes in this transitional period. For mental health it is necessary that all our dispositions, native and acquired should like the organs of the body, work not completely and fully but harmoniously together. The first aim of all education is to help the children to grow mentally healthy. The child’s mental health and balance are of utmost importance in relation to his general health. The complexity and stresses of modern living make necessary consideration of his mental health if he is to meet them successfully. According to Garrison (1965), “Any period in life in which there is an undue physiological, social and emotional stress for which the individual is not prepared, is a period at which mental abnormalities may appear, or which were already in existence become more socially significant.” An adolescent usually is a person of strong impulses,
satisfying or annoying to himself, arouses in him conflicting states of affection and of sex, excitement and enthusiasm, a fear and anxiety. During adolescence if the individual continues desirable health and habits which began in childhood he will be able to better meet his emotions. If adolescents are mentally healthy then they are self controlled and self disciplined. “Rational impulsion, not blind compulsion is the goal.” For attaining this mental health the students should be provided with worthwhile task which will discipline them. The mental health of the adolescent requires an understanding and satisfaction of the special needs during this critical and difficult period, i.e., the need for status, the need for independence, the need for satisfying and sound philosophy of life, the need for proper orientation to the opposite sex.

Mental health is accepted as an important indicator of the all round growth and development of students (Nanda, 1999). A mentally healthy student accepts himself with his strong points and his shortcomings. He makes the best use of what he has. He does not allow his personal weaknesses to interfere with his daily activities and his pursuit of long-range goals. If the positive factors in personality are accentuated, the weaknesses, in most cases, will retreat away. An emotionally healthy student reaches a balance between his instincts and 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 experience of reality in the academic environment.

Adolescents like all human beings, need affection, encouragement, appreciation and trust from those who mean something to them, i.e., parents and teachers. Adolescents who enjoy all their needs develop into happy, confident and socially adjusted adults. But when their needs are not satisfied and when they have no proper guidance, they develop certain
behaviour problems such as excessive day-dreaming, truancy, running away from home, stealing, rebelliousness and many other and are, thus, in danger of losing their mental health status. Survey of general population shows that the prevalence of persistent and socially handicapping mental health problems among the children aged 3-5 years in developed countries is about 5-15% (WHO, 1977).

In view of the universally acknowledged and recognized importance of adolescents from the stand point of mental health, the investigators operating in the field of mental health have kept their attention focused on the said phase of human life. Clinical studies on mentally healthy adolescents carried out by Grinker et al. (1963), Masterson et al. (1963) and Offer et al. (1965) have brought to life the alarming fact that in the normal adolescent population the mentally ill and the doubtful cases outnumber the mentally healthy adolescents.

Mental health is a global term which refers to that condition of an individual which results from the normal organization and functioning of his mind. Mental health can also be called the process of human self-realization, self-satisfaction and fully successful existence. Mental health of a person, among other things, is chiefly concerned with his total sense of growth and development; adjustment and peace; success and happiness and effective membership of a group or community. Kumar (1991) remarks that mental health is an indicator which shows a person’s ability to meet social, emotional, physical and psychological demands. However, when the individual finds himself/herself trapped in a situation and lacks matching coping strategies to deal with stress effectively, mental strain develops.

In the past, many attempts have been made to find out the relationship of mental health and its correlates at different levels of education. Wig and Nagpal (1971) attempted to find out the relationship of mental health with academic achievement; Goyal (1974) and Jayaswal and
Nathawat (1977) with creativity; Gupta (1980) with sub-dimensions of religiosity; Bhattacharjee (1985) with frustration, but a very few scholars have investigated the relationship of mental health with intelligence and parental behaviour. Investigation regarding the relationship of mental health to moral judgement is negligible up to the recent times.

Moral judgement is a mode of moral reasoning where persons or events are rated as good or bad (James, 1974). The extreme selfishness and utter lack of honesty that can be seen everywhere convince anyone that it is necessary to consider seriously the question of moral education. The schools and colleges should produce civilized people who will be able to exercise moral judgement and mental health. In order to arrange mental health and moral education at a rational level, it is necessary to know how children actually develop mentally healthy and morally, and the factors that are associated with this development. It is a research which can help in this direction. There is hardly any scientific study on record concerning the relationship of mental health to the moral judgement of adolescents. Study by Narayanan (1978) did not explore a clear result about relationship of both the variables.

Moral attitudes of parents and its effects on the moral judgement of their children are strongly related (Frenkel-Brunswik, 1953). Parental behaviour can affect positive growth in moral judgement if the parent is consistent in behaviour toward the child and is open to reasoned dialogue with the child on moral behaviour issues (Kohlberg, 1981). If the child is not developed morally in a proper way the chances of his becoming a delinquent are more; and this is all because of lack of warmth and affection on the part of the parents (Cooper, 1950). Same views are reported by Boyce and Jensen (1978) and Singh (1983). Studies conducted on the relationship of family and moral judgement by Hetherington, Cox and Cox (1977), John and Perry (1977), Neumeyer (1968), Parikh (1975) and Reer and Lutkins
(1967) have highlighted that one parent families are full of high mental disorder, hostility, insecurity and social isolation and thus provide different type of home environment to their children which is not conducive for growing the ability of moral judgement of the child.


Intelligence is an important factor affecting mental health of an adolescent. As compared to less intelligent individuals, the more intelligent individuals have good mental health because an intelligent person by virtue of his rational adaptiveness in solving a problem and dealing effectively with complex situations is in a better position to maintain his good mental health. Studies reported by Dutta (1981), Mangotra (1982) and Sehgal (1999) indicate significant relationship between intelligence and mental health but studies carried out by Kaur (1982) and Mirchandani (1970) did not show significant relationship between these two variables.

Parental behaviour is of crucial significance for the development of the child’s personality as a whole and is a factor of great consequence in the development of his mental health. It appears that if parental behaviour is inadequate, the child develops complexes. These complexes make him maladjusted in life in various ways. The parental behaviour is not only important in an individual’s development but also important for future life.


The close perusal of the review of related literature shows that there is a great need to explore the area of mental health. A large number of
studies have been conducted to investigate the correlates of mental health. Intelligence and parental behaviour have been reported by some investigators as correlates of mental health. A few studies have also reported no relationship of these variables with mental health. Further, some researchers have revealed a significant relationship between moral judgement and intelligence as well as between moral judgement and parental behaviour. This inspired the investigator to study the correlates of mental health. Moreover, to the best of the knowledge of the investigator, the correlates of the mental health like intelligence, moral judgement and parental behaviour have been studied separately and not collectively. This does not give a clear picture of relationship of mental health with these variables.

Hence, the investigator got inspired to study the relationship of mental health with moral judgement, intelligence and parental behaviour.

**STATEMENT OF THE PROBLEM**

“MORAL JUDGEMENT, INTELLIGENCE AND PARENTAL BEHAVIOUR AS CORRELATES OF MENTAL HEALTH.”

**OBJECTIVES**

1. (a) To find out the relationship of mental health with moral judgement, intelligence and parental behaviour of school adolescents.

(b) To study the relationship of moral judgement, intelligence and parental behaviour with high level of mental health.

(c) To study the relationship of moral judgement, intelligence and parental behaviour with average level of mental health.

(d) To study the relationship of moral judgement, intelligence and parental behaviour with low level of mental health.
in respect of such correlates as moral judgement, intelligence and parental behaviour.

(b) To find out the differences among female adolescents of Government schools with regard to moral judgement, intelligence and parental behaviour for each of the three levels of mental health (MHh, MHa, and MHl).

(c) To find out the differences between male and female adolescents of Government schools at different levels of mental health, i.e., MHh, MHa, and MHl in respect of such correlates as intelligence, parental behaviour and moral judgement.

5. (a) To find out the differences among male adolescents of Private schools with regard to moral judgement, intelligence and parental behaviour for each of the three levels of mental health (MHh, MHa, and MHl).

(b) To find out the differences among female adolescents of Private schools at different levels of mental health, i.e., MHh, MHa, and MHl in respect of such correlates as moral judgement, intelligence and parental behaviour.

(c) To find out the differences between male and female adolescents of Private schools with regard to moral judgement, intelligence and parental behaviour for each of the three levels of mental health (MHh, MHa, and MHl).

6. (a) To find out the differences between male adolescents of Government and Private schools at different levels of mental health, i.e., MHh, MHa, and MHl in respect of such correlates as moral judgement, intelligence and parental behaviour.

(b) To find out the differences between female adolescents of Government and Private schools with regard to moral
judgement, intelligence and parental behaviour for each of the three levels of mental health (MH<sub>h</sub>, MH<sub>a</sub> and MH<sub>i</sub>).

7.(a) To find out certain predictors which will forecast the variance towards mental health of adolescents contributed by major correlates such as moral judgement, intelligence and parental behaviour.

(b) To find out certain predictors which will forecast the variance towards high level of mental health of adolescents contributed by major correlates such as moral judgement, intelligence and parental behaviour.

(c) To find out certain predictors which will forecast the variance towards average level of mental health of adolescents contributed by major correlates such as moral judgement, intelligence and parental behaviour.

(d) To find out certain predictors which will forecast the variance towards low level of mental health of adolescents contributed by major correlates such as moral judgement, intelligence and parental behaviour.

DELIMITAIONS

1. The present study would be delimited to adolescents studying in class X.

2. A restricted sample of 250 adolescents would be considered from Government schools and 250 from Privately managed Punjabi medium schools of Ludhiana Distt. (Panjab).

3. The study would be delimited to such variables as moral judgement, intelligence and parental behaviour.

4. The present study would be delimited to only accepting behaviour of parents.