Chapter 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

It is essential for any research work, to equip the investigator with the knowledge in the field in which he is doing research to develop the research design. The objective of the review of the literature is to mould the investigator to acquaint himself with the current knowledge in the field. Study of related literature implies locating, reading, and evaluating reports of research as well as reports of casual observations on the topic selected.

A summary of the writings of previous research works provides evidence that the researcher is familiar with what is already known, and what is still unknown, and untouched. Effective research is based on this step to avoid duplication in the field and to provide useful hypothesis for significant investigation. Each study should represent an attempt to contribute in some way or the other to the store of knowledge concerning research field. Hence, review of literature plays a vital role in a research work.

In this chapter an attempt was made to review briefly the available studies from the past to the present in view of the study under investigation.
2.1 Studies in India

2.1.1 The studies related to Mental Health of Students

Wig N.N and Nagpal, R.N., studied mental health in failing university students of Post Graduate Institute of Medical Education and Research (1970). **Method**: To compare the findings in the successful and unsuccessful students, with a view to assess the significance of emotional and psycho-social factors in determining their academic performance. Mandsley personality inventory, Cornell Medical Index Health Questionnaire, were administered to a sample of 1180. **Results**: The main findings of the study were 1) among the high achievers there was a significantly higher incidence of fathers with professional executive occupation. A high percentage of failing students listed their fathers as belonging to business occupations and having no formal education. In most of the cases low achievers had fathers of agricultural background. In the social relations the failed students were more often reported as the extremes, either as social and mixing or as isolated and lonely.

Sinha, A.K. and Bhan, R.N., studied, mental health in the university students (1978). The main objective of the research was to assess the mental health of university students and to find out its psycho-social dynamics. **Method**: The sample consisted of 259 male and 118 female and 293 male engineering students. The students were administered Maslow’s Security-Insecurity Inventory, on the basis of scores, students were divided into two groups, insecure and secure. These two extreme groups were administered
T.A.T., and Crown and Crisp Middlesex Hospital Questionnaire.  **Results**:
The findings of the study were 1) The engineering boys were significantly superior in mental health to the university boys. 2) Emotional insecurity was more prominent among children from agricultural community. 3) Emotional security-insecurity was evenly spread among the children from the business community and the service community.

Sarkar, A.K., studied relationship between mental health and some family characteristics of middle class school-going adolescents (1979). **Method**: The sample consisted of 212 boys and 188 girls. By administering Mental Health Inventory, the children were divided into healthy and unhealthy groups. Then these children were interviewed through children’s interview schedule. **Results**: The findings were 1. The mentally unhealthy group of children had higher family tension than the healthy group. 2. The children from families with syncretic division of functions had better mental health.

Veereshwar P. studied in 1979 about the mental health and adjustment problems of college going girls. **Method**: A sample of 406 girls in the age group of 18 to 20 years was drawn from the under graduate students of Meerut University. The research tools used were A standardized adjustment inventory for college students by A.K.P.Sinha and R.P.Singh and a youth problem inventory by M.Verma (1975). **Results**: The adjustment problems for girls existed in all the areas but the percentage of extreme cases was meager. There was a significant difference in the area of family adjustment.
between urban girls and rural girls. Personal emotional problems were shown less by urban girls and the difference was significant. The social area held problems for both urban and rural girls. The difference between the two was significant, i.e. the percentage of rural girls showing unsatisfactory adjustment in the social area was higher.

Majid A. studied in 1984 about the various dimensions of mental health. **Method:** G.A. Ansaris Self Acceptance Scale, A Ansari and G.A.Ansari Level of Aspiration Coding Test and E.L.Shostrom’s Personal Orientation Inventory were administered to a sample of 210 boys and 220 girls. The extracted factors were rotated orthogonally to achieve a psychologically meaningful simpler structure of factor loading. **Results:**

The following factors were obtained. Factor I was called self acceptance because it was contributed by the variables which reflected an accepting attitude of an individual towards himself. Factor II for the combined group and factor III for boys and girls were called existential autonomy. Factor III for girls was called open mindedness. Factor III for boys and factor III 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.

Abraham (1985) studied certain psycho-social correlates of mental health status of university entrants of Kerala. **Method:** The sample of the study comprised 880 predegree students (454 males and 426 females). The tools used were: Psychological Needs Inventory (M.Abraham and
F. Fernandez (Kerala) Introversion Extroversion Scale (A.S. Nair) Students Adjustment Inventory (M. Abraham & R. Jacob) Mental Health Status Scale (M. Abraham and B. Prasanna). The objective of the study was to explore the association between mental health status and psycho-social variables for total sample and sub samples. **Results:** The main findings of the study were 1) Twenty two psycho-social variables discriminated between high and low mental health status groups (unselected group) and 18 psycho-social variables discriminated between high and low mental health status groups equated for intelligence, age and sex. 2) Twenty three of 25 psychosocial variables, except need for knowledge and new experience and involvement in politics showed significant correlation with mental health status but none of the values obtained were very high, showing that the influence was not considerable. 3) The factor structure for three groups-total sample, high mental health status group, and low mental health status group, differed significantly from one another in terms of number of structure factors, the loadings and in terms of factors present in each.

Bhattacharjee M. in 1988 studied about the needs, frustration, and frustration intolerance and mental health of adolescent girls studying in certain urban secondary schools in West Bengal. **Method:** Five schools of 3 urban areas of Nadia and 25 parganas were selected and 804 Class VIII, IX and X girls were drawn. An adolescents girls Needs, Frustration and Frustration Intolerance Picture Projection Test, Series Neurotic Questionnaire (F – test), Rays Social Intelligence Test & Kuppuswamy Socio Economic Status Scale
were used. **Results**: Materialistic sexual relationship, security and independence needs were high. Incidence of mental ill-health was high. There was a high positive correlation between Frustration – intolerance and mental ill-health. There was a negative relationship between mental ill-health and frustration intolerance of the idealistic and altruistic need.

Kashyap and Veena studied in 1989 about Psychological determinants of adolescents problems. **Method**: The sample comprised of 1000 adolescent students studying class XI & XII of different institutions of Aligarh District. The tools used included Youth Problem Inventory of M. Verma, Anxiety Scale of Sinha and Sinha, and Frustration Scale of Chanhan and Tiwari. **Results**: Adolescent problems were found highly and positively related to anxiety, frustration and emotional immaturity. Rural girls felt significantly less secure than rural boys and urban girls.

Ray and Yadava (1993) administered Mental Health Scales and Socio-Economic Status on 251 boys and 250 girls from grades 9 to 12 of 2 urban and 2 rural higher secondary schools and found that mental health and socio-economic status were positively and significantly correlated.

Ghoshal, Arup and Dutta studied in 1995 about the feeling of loneliness and hopelessness among day scholars and hostellers. **Method**: The sample of the study comprised of 60 hostellers and 30 day scholars studying either in class XI or XII of Narendrapur Residential College. Their age ranged from 16 to 17 years. The tools used to collect data included
Revised UCLA Loneliness Scale and Beck Hopelessness Scale. **Results:** Short term hostellers felt lonelier than the day scholars, feeling of loneliness was more in the ‘Long term’ hostellers than in the day scholars, but they did not differ in the feeling of ‘hopelessness between themselves’.

Dr. S.K. Srivastava and Deepesh Chand Prasad and Vipin Kumar (1999) conducted a study of Mental Health of Hindi and English medium students. **Method:** Mithila Mental Health Status Inventory (M.M.H.S.I) constructed and standardized by Anand Kumar and Giridhar P.Thakur (1986) to measure the egocentrism, alienation, expression, emotional instability and social non-conformity level of mental health were administered to a sample of 40 students of Hindi medium and 40 students of English medium of the age group 14 to 17 years boys as well as girls. **Results:** The Results of the study were: symptoms of egocentrism, and emotional instability in English medium students were more in comparison to Hindi medium students.

Manjulavani E studied in 1990 about the Influence of School and Home Environment on the Mental Health of children. **Method:** A sample of 514 students from classes VIII to X 271 Boys, 243 girls from Tirupathi high school participated in the study. The tools used included 3 inventories dealing with home environment and school environment and mental health. **Results:** The home environment was a major, significant contributor to all the 3 components of mental health. The school environment contributed to liabilities and the mental health index.
Pathak. R.P and Rai V.K studied in 1993 about mental health of higher secondary students in relation to Socio Economic Status. **Method :** The sample comprised to 501 students of Class IX – XII drawn from two urban and two rural higher secondary schools of Azamgarh. Mental Health Scale by Anand and Socio Economic Status Index by Bhattacharya were administered to the subjects. **Results :** The study revealed that the Mental Health of low socio economic status students was lower than that of the students with higher socio economic status. Female students were mentally healthier than the male students when socio economic status was controlled. Urban and Rural students did not differ significantly in mental health when socio economic status was controlled. Science students were mentally healthier than the Arts students when socio economic status was controlled.

Reddy Viswanatha S and Nagarathnamma B studied in 1994 about relationship between perceived school environment and mental health status among school children. **Method :** The sample of the study comprised of 720 children, 360 boys and 360 girls studying in classes VIII to X belonging to the age 13 to 16 years. The tools used to collect the data were Mental Health Status Scale of Manjulavani and School Environment Inventory. **Results :** It was found that the three groups of subjects differed significantly among themselves with regard to their mental health assets, liabilities and mental health status score. It was found that the moderate and high school environment groups did not differ significantly in their mental health status.
Sarita Sanwal, Shuba Dute and Bharti Bhatnagar studied in 2006 about the mental health of adolescents with specific reference to integration of personality. **Method**: The sample of the study comprised of 120 adolescents between the age group of 13 to 15 years, 60 girls and 60 boys. The sample was selected from Jaipur city. Mental Health Inventory by Jagadish and Srivastava, A.K was used for collecting the data. **Results**: The major findings of the study revealed that the percentage of integration of personality (IP) which means balance of psychic forces in the individual that includes the ability to understand and share other people’s emotions, the ability to concentrate at work and have interest in several activities. The girls were leading in this category as they have more patience, tolerance, emotional stability and were more well adjusted than boys.

Manika Mohan, Usha Kulshreshtha and Manisha Tiwari studied in 2006 about Mental Health and Adjustment Levels of Hostellers and Day Scholars. **Method**: The sample of the study consisted of 100 adolescent girls, 50 hostellers and 50 day scholars doing graduation. Data was collected with the help of Mental Health Inventory by Jagdish and Srivastava (1989) and Adjustment Inventory for College Students by Sinha and Singh (1984). **Results**: The results revealed that hostellers (G1) were better on the self evaluation and environmental mastery. Day scholars (G2) were found, better on the three dimensions of Mental Health i.e. perception of reality, integration of personality and group oriented attitude. Both the groups were not found
significantly different on home, health and social adjustments but showed significant difference in emotional and educational adjustments.

Dr. R. Perumal studied in 2008 about mental health status and locus of control related to the achievement of eighth standard English medium students. **Method**: The sample of the study constituted of a representative group of 450 8\textsuperscript{th} standard students of Kerala State. The Mental Health Scale developed by Abraham & Prasanna (1981) and Malayalam version of Rotter’s Internal, External Locus of Control Scale were used. **Results**: There was a significant difference in the correlation between Mental Health status and Locus of Control in the sample based on locale and gender. There was a significant difference in the correlation between Mental Health status, Locus of Control and Achievement in English in the total sample and sub sample based on gender and locale.

Tejpreet Kang and Asha Chawla studied, in 2009, the Mental Health of Rural Adolescents. **Method**: The sample of the study consisted of 100 rural adolescents equally distributed over both sexes. The age range was from 18 to 20 years Socio Economic Status Scale by Bhardwaj (2001) and Mental Health Check List by Pramod Kumar (1992) were used. **Results**: The results revealed that non-significant difference existed in Mental Health status of rural adolescent boys and girls. Girls were found to be on the better side of Mental Health as compared to boys who were found to be more restless, lonely, angry and uneasy, whereas boys were found to have better somatic
health in terms of somatic problems like headache, fatigue and sleeplessness compared to the girls.

Bahman Kord Tamini and Mohammad Ali Mohammady Far, studied, in 2009, the Mental Health and Life Satisfaction of Irani and Indian students. **Method**: Statistical community of this research comprised of Sistan and Baluchestan University students of Iran and Aligarh Muslim University students of India, 50 from each group. General Health Questionnaire developed by Gold Berg et al (1997), Life Satisfaction Scale developed by Huebner (1994) were used. **Results**: The findings of the study showed that life satisfaction improves students Mental Health. Considering the fact that the life dissatisfaction of students gives rise to emotional and psychological problems. The Aligarh Muslim University students’ life satisfaction was better than SBU students. Aligarh Muslim University students had better Mental Health status than the SBU students. Further more rich mental health causes life satisfaction and poor mental health life dissatisfaction.

**Time Line Chart – Mental Health of Students**

Wig, N.N and Nagpal, R.N. (1970)


Sarkar, A.K. (1979)

Veereshwar P. (1979)


Abraham (1985)
2.1.2 The Studies Related to Mental Health and Academic Achievement

Wig, N.N., and Nagpal, R.N., studied mental health and academic achievement. A comparison of successful and failed students of Post Graduate Medical Research Institute (1971). **Method:** The sample consisted of eighty two students (41-failed 41-fassed). The tools administered to the above sample were 1) The Cornell Medical Index Health questionnaire. 2) A self constructed social questionnaire 3) The Hindi and Punjabi versions of the Maudsley Personality Inventory. **Results:** The findings of the study were 1. The two groups were significantly different on mental health score; failure group was having a higher mean score than the control group. The difference
was most marked in the areas, viz, school adjustment, college adjustment, and home adjustment followed by the areas of social adjustment and neurotic traits in childhood.

Mishra B.K. studied, in 1974, the relationship between need for achievement and birth order. **Method** : A random sample of 480 college students, including P.G. students of Ranchi, 310 males and 170 females was drawn. A Hindi version of Mukherjee’s Sentence Completion Test was used to measure the need for achievement. **Results** : There was no significant relationship between the need for achievement and birth order, even when analyzed in relation to socio economic status class difference and family size. Age interval and sex had some interesting effects in determining the level of academic achievement of students of different ordinal positions.

Sharma, R.R., studied self-concept level of aspiration and mental health as factors in academic achievement (1979). **Method** : Piers Harris Children’s Self Concept Scale (Hindi adaptation) Ansari and Ansari’s L.A Coding Test, Asthana’s Adjustment Inventory were administered to a sample of 1060 students of classes X to XII of high schools and colleges. **Results** : The main findings of the study were 1) Mental Health (as measured by the Adjustment Inventory) did not effect scholastic achievement but influenced certain measures of self concept. 2) The level of self concept affected academic achievement positively and significantly. 3) The level of aspiration had favourable influence on mental health.
Magotra, H.P., (1982) studied Mental Health as a correlate of Intelligence, Education, Academic Achievement, and Socio Economic Status (1982). **Method**: For the collection of the data tools used were 1. General Intelligence Test (Joshi), 2. Cultural Level Questionnaire, 3. Socio-Economic Status Questionnaire, and 4. Mental Health Inventory. **Results**: The main findings of the study were 1) Girls appeared to possess better Mental health, were capable of facing the realities around them and were in a position to tide over the mental disequilibrium. 2) The mental health of boys and girls appeared to be considerably influenced by the two factors namely intelligence and physical health. 3) The mental life of boys was dominated by the feelings of depression and neurotic behavior on the other hand, girls were found to be suffering from a sense of insecurity and anxiety. 4) Girls scored higher in the intelligence tests and S.E. Questionnaire than boys.

Prasanna K.C.B., Studied in 1984 about a study of certain mental health variables associated with high and low achieving adolescents. **Method**: The sample was made of 1050 pupils 567 boys and 483 girls of IX standard. The tools used were Mental Health Status Scale M. Abraham and K.C.B. Prasanna (1981) to measure optimism adaptability and sense of security; the Kerala Non-Verbal Group Test of Intelligence; and the Kerala Socio Economic Status (AS Nair 1970, 1971) Scale. **Results**: All the mental health variables studied revealed that adolescent students with high achievement had higher Mean scores for all the 16 mental health variables compared to the adolescents with low achievement.
Anand S.P studied in 1989 about mental health of high school students. **Method:** A sample of 262 high school students 169 Boys 93 Girls participated in the study. A Likert – type Mental Health Scale developed by the author was used. **Results:** The mental health of adolescents, their academic achievement, and the educational and occupational status of the parents were positively related.

Burwani G studied in 1991 about the nature of self concept in the area of competence and its impact on Mental Health and Academic Achievement. **Method:** The sample consisted of 432 Ist year Science and Commerce Honors, girls students aged between 18 & 20. The tools used included, a self concept inventory constructed and standardized by the investigator and a mental Ill – Health Inventory and higher secondary marks in 2 common subjects were taken as a measure of the Academic Achievement of students. **Results:** Students who perceived themselves to be highly competent were relatively free from mental ill health symptoms. A trend could be noticed to suggest that a high deal of self concept was conducive to mental health. Discrepancy between real and ideal self concept was found to be associated with mental ill-health. Students who revealed mental ill-health were poor in academic achievement.

Agrawal and Archana studied in 2002, some correlates of Academic Achievement. **Method:** A sample of 300 secondary students of class IV was selected from Lucknow City. Academic Achievement (total marks in exams) Prayag Mehta Intelligence Test, Socio Economic Status Scale by
Kuppuswamy and a questionnaire for family size and birth order were administered. **Results**: Academic Achievement of the fourth class pupils was found positively related with their Socio Economic Status. It was found that there was significant negative relationship between Academic Achievement and family size. And also between Academic Achievement and Birth order of students.

Sharma & S.Nidhi studied, in 2002, the effect of Parental Involvement & Aspirations on the Aspirations and Academic Achievement of +2 students. **Method**: The sample of the study consisted of 310 students of classes XI & XII and their parents. The responses on parental involvement and parental aspirations were collected. Profiles of parents of high and low achieving students were prepared. **Results**: Parents of high & low achieving students exhibited different behavioural profiles. Parents of high achieving students often provided academic guidance to their children and also planned various cultural activities. High paternal involvement group scored higher on educational aspirations compared to their counter parts.

P. Usha and Rekha studied, in 2009, the Emotional Competence and Mental Health as predictors of Academic Achievement. **Method**: The survey was carried on a random sample of 530 secondary school students from the schools of Thrissur, Ernakulam of Kerala. The Tools used were Mental Health Status Scale (1999) by Usha, Anil and Remmya, Scale of Emotional Competency 2006 by Usha and Rekha, and Achievement Test in Physics 2004 by Usha and Suchitra. **Results**: Emotional Competency is
the best predictor of Achievement in Physics of secondary school pupils. Mentally Healthy children accept responsibilities, make their own decisions, plan ahead and set realistic goals. Significant gender difference doesn’t exist in Emotional Competency, Mental Health and Achievement in Physics but high means associated with girls show that they are superior in Emotional Competency, Mental Health and Achievement. There is no significant difference between rural and urban pupils in Emotional Competence, Mental Health and Achievement in Physics.

**Time Line Chart – Mental Health and Academic Achievement**

Wig, N.N. and Nagapal, R.N. (1971)

Mishra, B.K. (1974)

Sharma, R.R. (1979)

Magotra, H.P. (1982)


Agarwal and Archana (2002)

Sharma and S.Nidhi (2002)

P.Usha and Rekha (2009)
2.1.3 The Studies Related to Mental Health of Teachers and Others

Joshi, R.S., (1979) studied Mental Health Movement in Education and its implications for secondary schools in Greater Bombay. **Method**: The Method of library research and documentary analysis were used for the historical retrospect of the Mental Health Movement. The descriptive survey method was employed for studying the existing position of Mental Health facilities in secondary schools in Greater Bombay. **Results**: The main conclusions of the study were (1) Radical differences in the socio-economic and socio cultural conditions aggravated mental health problems in the Indian society (2) Only about 1 percent of the teachers in the secondary schools studied Mental Hygiene as an optional for the M.Ed examination. (3) 86% of the head masters thought it necessary to have a working knowledge of mental health themselves. (4) Behavioural problems of the children were on the increase. (5) Only 15% of the schools took the help of specialized agencies with respect to Mental health facilities.

Basumallik. T and Bhattacharya K.P. conducted a preliminary study (1980) of views on Mental Health. **Method**: An incidental sample of 365 laymen and 122 mental health experts expressed their agreement or disagreement on a five-point rating scale. **Results**: The findings of the study were 1) Popular information in mental health area was not well crystallized. 2) The older and less educated seemed to be relatively misinformed. 3) Responses of the laymen were not markedly different from those of the experts.
Mohebali (1982) conducted a study on socio-psychological correlates of mental health in India and Iran. **Method**: The P.G. Health Questionnaire developed by N.N. Wig and S.K. Sherma, The Value Orientation Scale of N.S. Chauhan, Frustration Scale by N.S. Chauhan and Govind Tiwari were administered to a sample of 480 students, 240 Indian and 240 Iranian. **Results**: The results of the study showed that males differed significantly in social relations, rational decisions, change appreciation and risk-taking tendencies. While females differed in democratism in comparison to their counterparts.

Das Mohapatra J (1989) A Study of Mental Health of Teachers serving in the primary schools of Puri Town. **Method**: 50 primary school teachers were drawn from the primary schools of Puri. Pertinent data were obtained through a questionnaire. **Results**: 1) Teachers felt that Mental Health depended on Physical health. 2) They expressed a view that a good social environment was necessary for good mental health.

Kamau, Catherine Wanjiku (1992) Burn-out, Locus of Control and Mental Health of Teachers in the Eastern Province of Kenya. **Method**: A sample of 385 teachers of both sexes participated in the study. The tools included Meslach Burn-out Inventory, Rotter’s Locus of Control Scale and Teacher’s Mental Health Scale developed by the researcher. **Results**: 1) Male teachers were emotionally over extended, exhausted, controlled, anxious, they were more capable of coping with stresses than female teachers.
2) Urban teachers were less emotionally exhausted, more internally controlled and anxious and had a low level of mental health.

Ashwani Kumar Malik and Amita Saxena studied in 2005 about a study of Mental Health and Family Environment. **Method**: The study was conducted on 120 middle class families of Jodhpur City, only nucleus families were taken. To measure family environment, a Hindi adaptation (Joshi 1985) of the Family Environment Scale of Moose and Moose was used. The healthy person characteristics were measured by the Jodhpur Mental Health Inventory constructed by Joshi and Malik 1997. **Results**: The result of the study clearly indicated that the fathers who perceived more cohesiveness, and less conflict were more mentally healthy. The results also indicated that where expressiveness was more, autonomy was also more.

Md. Saheelkhan, Bina Srivastava (2008), Teacher-Burnout in Relation to Mental Health. **Method**: The sample of the study comprised of 640 school and college teachers of four districts of Eastern U.P. The investigators used – Burnout Scale by Dr. Tripte Hatwal, Mithila Mental Health Status Inventory (MMHSI) Hindi adaptation by Anand Kumar and Giridhar P.Thakur. **Results**: The findings of the study revealed that teachers with poor Mental Health were prone to more Burn-out than the average and good mental health groups. The persons scoring high on mental health scale were likely to posses those negative personality factors. Persons with poor mental health were egocentric, concerned more about their needs, feelings, ideas and opinions.
2.1.4 The Studies Related to Hardiness

Latha studied in 2001 about the type A and hardiness – an analysis of its components. The study aimed at investigating the relationship between the two constructs, type A behaviour pattern and hardiness. **Method**: The sample of the study consisted of 324 adults randomly selected, who were part of a larger survey on psychology risk for coronary artery diseases. The subjects completed Blumen that’s type A Screening Inventory (1985) and Hardiness Scale by Padus (1992). **Results**: The results indicate a significant positive relation between type adolescent and hardiness. The locus of control component is an important variable relating the hardy and type adolescent personalities revealing a possible overlap.

S. Subramanian and D.V. Nithyanandan studied in 2008 about hardiness and optimism as moderators of the types of cognitive emotion regulation strategies among adolescents who had encountered negative life
events. **Method** : The sample of the study consisted of 160 adolescent students who had failed in the higher secondary school exam (+2 exam) and enrolled in tutorial colleges to continue their studies with 17 to 19 years of age. Tools used were Cognitive Emotion Regulation Questionnaire (CERQ) and Hardiness Scale developed by Kobasa (1982) and Optimism Scale by Scheier, Carver and Briggs. **Results** : The findings revealed that hardy individuals have the ability to cope in a way that is adaptive once, adversity is perceived. It is quite evident that the hardiness and optimism in adolescence lead to the development of a range of functional adaptive coping strategies even in adverse situations.

Jagpreet Kumar & Shamsher Singh studied, in 2009, gender and self esteem as determinants of psychology hardiness. **Method** : The sample of the study consisted of 151 University students, 76 men and 75 women selected randomly from Punjab University, Patiala. Tools used for the study were the Psychology Hardiness Scale (Nowack 1990) and the Self Esteem Inventory (Coopersmith 1981). **Results** : The results of the study revealed significant gender differences in commitment, control and challenge dimensions of psychology hardiness as well as global hardiness. Further, high self esteem university students were found to possess significantly higher commitment, perceived greater sense of control on themselves and had high challenge accepting tendency and were hardier as compared to their low self esteem counterparts.
2.2 Studies in Abroad

Chisolm (1994) conducted a study on The Impact of Mental Health Problems on Campus and found that Mental health problems can have a profound impact on all aspects of campus life: at the individual level, the interpersonal level and even the institutional level. At the individual level, mental health problems can affect all aspects of the student’s physical, emotional, cognitive, and interpersonal functioning. Common symptoms of depression may include disturbed mood, fatigue and low energy, sleep and eating problems, impaired concentration, memory, decision-making, motivation and self-esteem, loss of interest in normal activities, isolation and social withdrawal, and in some cases suicidal or homicidal thoughts.

Brackney & Karabenick (1995) conducted a study on Impact of Mental Health problems on performance of college students and found that high levels of psychological distress among college students were significantly related to academic performance. Students with higher levels of psychological distress were characterized by higher test anxiety, lower academic self-efficacy.
Joseph A. Durlak and Anne M. Wells (1995) conducted a study on Evaluation of Indicated Preventive (Secondary Prevention) Mental Health Programs for Children and Adolescents. They evaluated the outcomes of 130 indicated preventive interventions (secondary prevention) mental health programs for children and adolescents that seek to identify early signs of maladjustment and to intervene before full-blown disorders develop. Results showed that such programs significantly reduce problems and significantly increase competencies. In particular, behavioural and cognitive-behaviour programs for children with subclinical disorders (mean ESs in the 0.05s) appear as effective as psychotherapy for children with established problems and more effective than attempts to prevent adolescent smoking, alcohol use, and delinquency. In practical terms, the average participant receiving behavioural and cognitive–behaviour intervention surpasses the performance of approximately 70% of those in a control group.

Kessler, Foster, Saunders, and Stang (1995) conducted a study on significant predictors for failure of college students and found that 5% of college students prematurely end their education due to psychiatric disorders. They estimated that an additional 4.29 million people in the United States would have graduated from college if they had not been experiencing psychiatric disorders. Four types of disorders - Anxiety, Mood Disorders, Substance Abuse and Conduct Disorder - were all “significant predictors of failure”.

Carol S. and Clea A. Sucoff (1996) conducted a study on Neighbourhood context of Adolescents Mental Health. This study examined how structural aspects of neighbourhood context, specifically socioeconomic stratification and racial/ethnic segregation, affect adolescent emotional well being, by shaping subjective perceptions of their neighbourhoods. Using a community based sample of 877 adolescents in Los Angeles country they found that youth in low specifically socioeconomic stratification neighbourhoods perceive greater ambient hazards such as crime, violence, drug use, and graffiti than those in high socioeconomic stratification neighbourhoods. The perception of neighbourhood as dangerous, in turn influences the Mental Health of Adolescents: The more threatening the neighbourhood, the more common the symptoms of depression, anxiety, and conduct disorder. This investigation demonstrates that research into the Mental Health of young people should consider the socioeconomic and demographic environments in which they live.

David W. Chan (2000) conducted a study on Dimensionality of Hardiness and Its Role in the Stress – Distress Relationship among Chinese Adolescents in Hong Kong. In this study the three components of hardiness, life events, coping strategies, and psychological distress, were assessed in a sample of 245 Chinese secondary school students in Hong Kong. While commitment, control, and challenge were not clearly differentiable as distinct constructs, three dimensions interpretable as resigned acceptance, cynical concession, and pragmatic orientation emerged. In the stress-distress
relationship, hardiness did not interact with stress to moderate its influence on distress; however, both hardiness and stress had independent main effects on distress. Although high hardy students, compared with low hardy students, did not appraise positive events as having greater impact, they perceived that negative events had significantly lesser impact. In addition, low hardy students reported using passive and avoidant coping strategies significantly more frequently than high hardy students.

Hilton Davis, Crispin Day, Antonym Cox, and Lucy Cutler (2000) conducted a study on Child and Adolescent Mental Health Needs Assessment and Service Implications in an Inner City Area. A random sample of 253 parents and young people were interviewed to elicit; (i) the number, type and severity of psychosocial problems in children/young people; and (ii) the number and type of risk factors for mental health in a very deprived inner city locality. The results suggest high levels of need for mental health services, with, for example, 37% of children having three or more problems, and over 51% having three or more risk factors. From subjective case-by-case analysis, preliminary criteria were derived for judging the level of required service response and the numbers likely to present appropriate to the various tiers of service. Of the 25% of the sample expressing a need for help, 6% were judged to be manageable by community staff (e.g. health visitors) with support from child mental health specialists, 4% by specially trained community staff (e.g. parent advisers), 8% by solo child and adolescent
mental health specialists and 7% by generic or specialist child mental health teams.

Colarossi L.G.; Eccles J.S. (2003) conducted a study on Differential effects of support providers on adolescents’ mental health and found that this prospective study examined the differential effects of parent, teacher, and peer social support on depression and self-esteem of 217 adolescents, ages 15 to 18. Results indicate that female adolescents perceived significantly more support from friends than male adolescents did, whereas male adolescents perceived significantly more support from fathers than female adolescents did. No gender differences were found in perceptions of support from mothers or teachers. Boys and girls perceived the least amount of support from fathers compared with other providers.

Martha Anne Kitzrow (2003) published an article on The Mental Health Needs of Today’s College Students: Challenges and Recommendations. This paper discussed the changing mental health needs of today’s college students, the challenges posed by the growing number of students with serious psychological problems, and the overall increase in the demand for counseling services; and offered some strategies for responding to the surge in mental health needs on college campuses.

Daniel Eisenberg, Ezra Golberstein, Justin B. Hunt (2009) conducted a study on Mental Health and Academic Success in College, and found that depression is a significant predictor of lower GPA and higher probability of dropping out, particularly among students who have also a positive screen for
an anxiety disorder. In within-person estimates using longitudinal sample they found that co-occurring depression and anxiety are associated with lower GPA and it was found that symptoms of eating disorder are also associated with lower GPA.

Kara Zivin, Daniel Eisenberg, Sarah E. Gollus, and Ezra Golberstein (2009), conducted a study on persistence of mental health problems and needs in a college student population. They conducted a baseline web-based survey of students attending a large public university in fall 2005 and a two-year follow up survey in fall 2007. They used brief screening instruments to measure symptoms of mental disorders (anxiety, depression, eating disorders) as well as self-injury and suicidal ideation. The result showed that over half of students suffered from at least one mental health problem at baseline, 60% had at least one mental health problem two years later. Among students with a mental health problem at both time points, fewer than half received treatment between those time points.

**Time Line Chart – Studies in Abroad**

Chisolm (1994)

Brackney & Karabenick (1995)


Kessler, Foster, Saunders, and Stang (1995)

Carol S. and Clea A. Sucoff (1996)

David W. Chan (2000)
2.3 Summary and Research Gap

Mental Health of University students was studied with respect to failing students (1970) by Wig, N.N. and Nagpal; the Mental Health of University students was studied by Sinha, A.K. and Bhan, R.N in 1978. A psycho-Social correlate of Mental Health status of University entrains of Kerala was studied by Abraham in 1985. A mental Health and adjustment problem of college going girls was studied by Veereshwar. P. in 1979. Mental Health of Hindi and English Medium students was studied by Srivastava, Deepesh and Vipin. Influence of school and home environment on Mental Health Status of children was studied by Manjulavani.E in 1990. Mental Health of Adolescents with specific reference to integration of personality was studied by Sarita, Shuba and Bharathi in 2006. And another study on Mental Health of rural Adolescents was studied by Tejpreet Kang and Asha Chandra in 2009.

Mental Health and academic achievement by Wig, N.N., and Nagpal, R.N. (1971); Self concept level of aspiration and Mental Health as factors in academic achievement by Sharma R.R. (1979); Mental Health as a correlate of Intelligence, Education Academic Achievement and Socio Economic Status
by Magotra H.P. (1982) were studied. Certain mental health variables associated with high and low achieving adolescents by Prasanna K.C.B. (1984); Environmental competence and Mental Health as predictors of Academic Achievement by Usha and Rekha (2009) were studied.

Mental Health Movement in Education and its implications for secondary schools in Greater Bombay was studied by Joshi, R.S., (1979); Socio-psychological correlates of Mental Health in India and Iran by Mohebali (1982); Mental Health of teachers serving in the primary schools of Puri Town by Das Mohapatra, J. (1989); Mental Health and Family Environment by Ashwani Kumar and Amita Saxena (2005); Teachers- burnout in relation to Mental Health was studied by Saheelkhan and Bina Srivastava (2008)

Though mental health status of students was studied no attempt was made with Intermediate students to study their mental health in terms of social, personal and academic aspects and in relation to Hardiness.

**Summary of Studies Related to Hardiness and the Felt Gap**

Type A and Hardiness - an analysis of its components was studied by Latha in 2001; ‘Hardiness and optimism as moderators of the types of cognition emotion Regulation strategies among adolescents who had encountered negative life events’ by Subramanian,S and D.V.Nithyanandan in 2008; Gender and self esteem as determinants of hardiness by Jagpreet and Shamsher in 2009.
From the available reviews it is evident that there is no study on Hardiness in relation to mental health, specifically of Intermediate Students.

As the Intermediate stage is found at risk in terms of mental health it is felt that there is dire necessity to study the mental health status of Intermediate Students in relation to Hardiness and academic performance. The researcher felt the necessity to analyze the Social, Personal and Academic Aspects to have a clear understanding of their Mental Health Status. Hence, the topic is titled as Mental Health Status of Intermediate Students in relation to their Hardiness and Academic Achievement.