

# MENTAL HEALTH PROBLEM OF WOMEN STUDENTS IN KODAIKANAL TALUK

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**Abstract:** Student mental health is of immense public health importance, factors are associated with student's mental health and their success in school. Mental health problems affect around one. They range from common problems such as depression and anxiety, to rarer problems such as schizophrenia and bipolar disorder. The major purpose of study was to investigate the mental health problem of woman students. Three hundred women students selected using survey method. Results were analyzed using mean, standard deviation and t-test. From the findings it was observed that there was significant difference between mental health problems of women students at background variables. The study recommended that the state of mind is necessary for normal social functioning.

**Keywords:** Student mental health, Mental health problems, woman students.

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## 1. INTRODUCTION

Students are a special group in the society and their main area of functioning is studying. Students' mental health is important factors as regards success at studying. It is now widely accepted that the mental health of students is of immense public health importance.

Factors that are associated with the mental health of students and their success in academic performance must be investigated, Data obtained from such studies should therefore provide empirical base for education programmes. This study aimed to examine the possible associations among these variables among a sample of women students in mental health problems. Specifically, the study sought to determine the magnitude of mental health, determine the association in the study population.

### **SIGNIFICANCE OF THE STUDY:**

It required all round efforts on the part of parents, teachers, school authorities and other members of the society they had to join hands for this greater cause, as today's children's were tomorrows elders on whose shoulders the future of the nation and humanity rest.

Good mental health requires a fit between culture and personality. The state of whole sameness and well-being of the mind is including the emotional balance necessary for successful personality adjustment and normal social functioning. Study is essential in every educational system. Learning in the higher education level is not simply knowledge acquisition but knowledge "managing" and knowledge "creating".

Poor mental health women students are facing more problems in connection with academic requirement. Hence it was very important to develop good mental health among women students.

### **STATEMENT OF THE PROBLEM:**

The problem undertaken by the investigator is stated as "MENTAL HEALTH PROBLEM OF WOMEN STUDENTS IN KODAIKANAL TALUK.

**OBJECTIVES:**

1. To find out where there is any significant difference between Rural and Urban students with respect to mental health problem.
2. To find out where there is any significant difference between Joint and Nuclear family students with respect to mental health problem.
3. To find out where there is any significant difference between Participate and Not Participate cultural programmes with respect to mental health problem.
4. To find out where there is any significant difference between Day Scholar and Hostel students with respect to mental health problem.

**HYPOTHESIS:**

1. There is no significant difference between Rural and Urban students with respect to mental health problem.
2. There is no significant difference between Joint and Nuclear family students with respect to mental health problem.
3. There is no significant difference between Participate and Not participate cultural programme students with respect to mental health problem.
4. There is no significant difference between Day Scholar and Hostel students with respect to mental health problem.

**2. METHODOLOGY****Method adopted for the study:**

The investigator has adopted survey method.

**Tools used for the present study:**

1. Personal data form prepared by the investigator.
2. Questionnaire of measuring mental health problem prepared and developed by Jagadish and Srivastava (1983).

**Mental health problem scale:**

The mental health problem scale was prepared and validated by Jagadish and Srivastava in the year of 1983. The investigator has adapted this tool. This scale consisted of 50 items. Each item of the tool focused to measure the different mental health problem of the sample. Each statement had to be answered by choosing any one of the alternatives that is 'Agree' or 'Undecided' or 'Disagree'.

**Scoring procedure:**

The students were requested to put a tick mark against one of the three alternatives (agree, undecided and disagree) that is appropriate to them. The scoring procedure is given below.

**Scoring of mental health problem scale:**

Response	Score Value	
	Positive	Negative
Agree	3	1
Undecided	2	2
Disagree	1	3

**Establishing validity:**

To establish the validity, the tool was given to experts in the field of education to get their valuable comments. They suggested certain modifications. The investigator with the help of guide pooled the information and suggestions accordingly. Thus the content validity has been established.

**Establishing reliability:**

Test-retest method was employed for establishing reliability. The scale was administered on 30 women students. The investigator scored their responses. The same tool was administered to the same set of 30 students after 15 days. Again the investigator scored their responses. Then the co-efficient of correlation was computed by using correlation method. The reliability was found to be 0.65.

**Population for the study:**

The population for the present study consisted women students in kodaikanal Taluk.

**Samples for the study:**

For the present study, the investigator has stratified randomly selected 300 women students from 8 schools at high schools and higher secondary schools in kodaikanal Taluk.

**3. STATISTICAL TECHNIQUES USED IN THE STUDY**

The data thus obtained were then analysed by using appropriate statistical techniques, such as mean, standard deviation and t-test.

**Hypothesis No. 1**

There is no significant difference between rural and urban students with respect to their mental health problem.

**TABLE 1: DIFFERENCE BETWEEN RURAL AND URBAN STUDENTS WITH RESPECT TO THEIR MENTAL HEALTH PROBLEM**

Nativity	N	Mean	Standard deviation	Calculated 't' value	Table 't' value at 5% level	Remarks
Rural	151	86.62	13.67	0.831	1.96	Not Significant
Urban	149	85.34	12.84			

The table shows that the computed 't' value 0.831 is less than table value 1.96 at 0.05 level. Consequently, the null hypothesis is to be accepted. Hence it can be said that there is no significant difference between rural and urban students with respect to their mental health problem.

When we compare the mean scores, rural students are better than the urban students in their mental health problem.

**Hypothesis No. 2**

There is no significant difference between joint and nuclear family students with respect to their mental health problem.

**TABLE 2: DIFFERENCE BETWEEN JOINT AND NUCLEAR FAMILY STUDENTS WITH RESPECT TO THEIR MENTAL HEALTH PROBLEM**

Type of Family	N	Mean	Standard deviation	Calculated 't' value	Table 't' value at 5% level	Remarks
Joint	123	88.02	13.53	2.227	1.96	Significant
Nuclear	177	84.57	12.92			

The table shows that the computed 't' value 2.227 is greater than table value 1.96 at 0.05 level. Consequently, the null hypothesis is to be rejected. Hence it can be said that there is significant difference between joint and nuclear family students with respect to their mental health problem.

When we compare the mean scores, joint family students are better than the nuclear students in their mental health problem.

**Hypothesis No. 3**

There is no significant difference between participates and not participate cultural programme students with respect to their mental health problem.

**TABLE 3: DIFFERENCE BETWEEN PARTICIPATE AND NOT PARTICIPATE CULTURAL PROGRAMME STUDENTS WITH RESPECT TO THEIR MENTAL HEALTH PROBLEM**

Cultural Programme	N	Mean	Standard deviation	Calculated 't' value	Table 't' value at 5% level	Remarks
Participate	90	81.78	13.90	3.669	1.96	Significant
Not Participate	210	87.79	12.59			

The table shows that the computed 't' value 3.669 greater than table value 1.96 at 0.05 level. Consequently, the null hypothesis is to be rejected. Hence it can be said that there is significant difference between participate and not participate cultural programme students study students with respect to their mental health problem.

When we compare the mean scores, not participate in cultural programme students are better than participate in cultural programme students in their mental health problem.

#### Hypothesis No. 4

There is no significant difference between day scholar and hostel students with respect to their mental health problem.

**TABLE 4: DIFFERENCE BETWEEN DAY SCHOLAR AND HOSTEL STUDENTS WITH RESPECT TO THEIR MENTAL HEALTH PROBLEM**

Residence	N	Mean	Standard deviation	Calculated 't' value	Table 't' value at 5% level	Remarks
Day Scholar	120	82.16	13.56	4.189	1.96	Significant
Hostel	180	88.53	12.45			

The table shows that the computed 't' value 4.189 is greater than table value 1.96 at 0.05 level. Consequently, the null hypothesis is to be rejected. Hence it can be said that there is significant difference between day scholar and hostel students with respect to their mental health problem.

When we compare the mean scores, hostel students are better than the day scholar students in their mental health problem

### 4. FINDINGS

1. There is no significant difference between rural and urban students with respect to their mental health problem. When we compare the mean scores, rural students are better than the urban students in their mental health problem.
2. There is significant difference between joint and nuclear family students with respect to their mental health problem. When we compare the mean scores, joint family students are better than the nuclear students in their mental health problem.
3. There is significant difference between participates and not participate cultural programme students study students with respect to their mental health problem. When we compare the mean scores, not participate in cultural programme students are better than participate in cultural programme students in their mental health problem.
4. There is significant difference between day scholar and hostel students with respect to their mental health problem. When we compare the mean scores, hostel students are better than the day scholar students in their mental health problem

### 5. INTERPRETATIONS

1. The 't' test result reveals that there is significant difference between joint and nuclear family students with respect to their mental health problem. This may due to the fact that in Joint family, each and every person advised how does maintain mental health problems. They are teaching how do manage our mind and health. Students learn more about the good mental health from their family members. So the joint family students have more knowledge about mental health problem.
2. The 't' test result reveals that there is significant difference between participate and not participate cultural programme students study students with respect to their mental health problem. This may due to the fact that not Participate cultural students spent more times to their study and care of mental health. They are formed group and discussed about the study and mental health problems. So the not participate students have more knowledge about mental health problem.

3. The 't' test result reveals that there is significant difference between day scholar and hostel students with respect to their mental health problem. This may be due to the fact that hostel students are followed some rules in hostel. All hostels are strictly followed some rules based upon the mental health problem and some instructions given about mental health problem. Many hostels are invited the counselors to give the some counseling about mental health problem. So hostel students have more knowledge about mental health problem.

## 6. RECOMMENDATIONS

On the basis of the present finding the investigator has given the following recommendations.

1. The teacher should give freedom in the classroom to ask the opinion of the women students and their suggestions.
2. To conduct cultural activities and participate the events by talent wise.
3. Curriculum may be modified in such a way that we can improve the qualities of the women student.
4. Career guidance and counseling programmes can be provided to improve the mental health among the women students.
5. Group study can be encouraged to improve the mental health of the women students.

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