

A STUDY ON MENTAL HEALTH AND SOCIAL INTELLIGENCE AMONG HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The present study was aimed to unveil the relationship between the mental health and the emotional social intelligence among higher secondary school students. A sample of 300 students was drawn adopting simple random sampling technique from higher secondary schools of Vellore district of Tamilnadu. Normative survey technique was utilized to gather the information. Analysis was carried out by employing 't'- test and Pearson's Product Moment Co-efficient of correlation were used for finding the significance of means and relationship between dependent and independent variables. The findings of the study revealed that there was a significant relationship between higher secondary school students' mental health and their social intelligence.

Keywords:

Mental Health;
Social Intelligence;
Higher Secondary School
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1. Introduction

Mental health decides the quality of the personality of the every individual. It is a science that deals with human welfare and pervades all fields of human relationship, mental health is the application of a body of hygienic information and techniques called from sciences of psychology, such as child study, educational psychology, sociology, psychiatry, medicine and biology for the purpose of observation and improvement of mental health of the individual and the community. We all have mental health similar to our physical health. And even as we tend to we monitor our bodies for potential problems or pain, we should keep tabs on our mental health and try to better recognize when it needs some attention. Bernard (1970) defines mental health as, "The adjustment of individual of themselves and the world at large, with maximum of effectiveness, cheerfulness, satisfaction and socially considerate behavior and the ability of facing and accretive the realities of life". Bhatia (1982) consider that 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 their life.

Social Intelligence means ability of an individual to react to social situations of their daily life. Social Intelligence would not include the feelings or emotions are used in us by other people; but merely our ability to understand others and to react in such a way towards them that the ends desired ought to be accomplished. High social intelligence is possessed by people who area unit ready to handle folks well. Adequate adjustment in social things is that the index of social intelligence. The social intelligence describes the completely human capability to use terribly massive brains to effectively navigate and talk over advanced social relationships and environments. Nicholas Humphrey points to a difference between social intelligence and intelligence. Some autistic children are extremely intelligent because they are very good at observing and memorizing information, but they have low social intelligence. "If refers to the knack of getting along with people. Socially intelligent person makes friends simply and understands human relations" (E. L. Thorndike, 1920).Social intelligence is also called behavioral intelligence. To conclude that, social intelligence is the human capacity to understand what is happening in the society and responding to that understanding in the personality and socially effective manner.

2. Review of related literature:

Veereshwar (1979) carried out the study, mental health and adjustment problems of college going girls. A sample consisted of 406 girls in the age group of 18-20 years from the undergraduate students. There was a significant difference in the area of family adjustment between urban and rural girls. The difference in adjustment of urban and rural girls was not significant in the area of health. Both groups showed quite satisfactory health adjustment.

Anand (1989) carried out the study, mental health of high school students. The mental health of class X students in the age group 14-15 years age was investigated. A sample of 262 high school students (169 boys and 93 girls) participated in the study. The result indicates that mental health of students; their academic achievement and the educational and occupational status of parents were positively related.

Singh Walia (2004) observed in his studies a teacher with bad mental health not only tends to incapacitate himself for the performance of his multifarious duties in the school but also creates difficulties and problem for his students.

Yin-ling (2006) concludes in his studies on Analysis and maintenance of mental health of female teachers in colleges of china that most of them are in a dilemma of how to perform and harmonize the social and family responsibilities well, which has been a heavy burden on them and has a bad effect on their health. He made a classification of the mental health of the female teachers.

Suresh and BhaskarRao (2009) conducted the study on social intelligence of student teachers. The result concludes that the student teachers possessed high level of social intelligence. Gender, qualification, methodology of teaching, background of the student teachers' possessed high social intelligence with no significance between them.

Abu Amsha, (2013) conducted the study the social intelligence and emotional intelligence and their relationship with happy feeling among university students at Gaza governorate, the sample consisted of (603) university students in the Gaza Strip, the researcher used the social

intelligence scale ,emotional intelligence scale in addition to happiness scale .The results indicated that the level of emotional and social intelligence between the members of the sample was good, more than medium, and there is also a positive relationship between social intelligence, emotional intelligence and dimensions besides happy feeling among the members of the sample.

Prathima H. P. & Dr. U. Kulsum (2013) carried out the study, relationship between secondary school teachers' social intelligence and their mental health and also finds out the effect of different level of social intelligence of teachers on their Mental Health. A sample consisted of 150 secondary school teachers. The result indicates that there was a significant relationship between secondary school teachers social intelligence and their mental health. The significant difference exists between male and female secondary school teachers mental health. The results indicated that higher the social intelligence the teachers had the better mental health they possessed.

SoodBhushan (2013) conducted the study on 'Teacher's Mental Health in relation to Personality Development of Students'. The study result shows that the teachers with good mental health induce more dominantly the extrovert trait of personality whereas in the case of teachers with ill mental health; Psychotic and neurotic traits of personality induced among the students.

Ramesh Singh Bartwal(2014) carried out the study, relationship between the Mental Health and Social Intelligence of senior secondary students. A sample of four hundred students was drawn adopting simple random sampling technique from Government senior secondary schools of Chamoli district of Utrakhand and Saharanpur district of Uttar Pradesh. Descriptive survey method was employed to collect the data. The 't'- test and correlation were used for finding the significance of means and significance of relationship between dependent and independent variables. The study revealed that there were no significance differences in mental health of rural and urban students. The study additionally explored that there was a positive relationship between mental health and social intelligence.

Faisal Issa Al –Nawasrah (2019) conducted the study, relationship between the mental health and the emotional social intelligence among the talented students from schools at Ajloun city. In order to attain the objectives of the study. The study showed that the talented students have high degrees at the mental health scale, the social intelligence and its dimensions, the emotional intelligence and its dimensions, the results also assured that there was a positive correlation between the degrees at the mental health scale, the social intelligence and its dimensions, and the emotional intelligence and its dimensions.

2.1 Objectives of the study:

1. To find out the significant different between the mean scores of mental health among higher secondary school students based on gender, locality and type of family.
2. To find out the significant different between the mean scores of social intelligence among higher secondary school students based on gender, locality and type of family.
3. To find out the relationship between mental health and social intelligence among higher secondary school students.

2.2 Hypotheses of the study:

Following hypotheses were framed for testing the present study:

1. There is no significant different between the mean scores of mental health among higher secondary school students based on gender.
2. There is no significant different between the mean scores of social intelligence among higher secondary school students based on gender.
3. There is no significant different between the mean scores of mental health among higher secondary school students based on locality.
4. There is no significant different between the mean scores of social intelligence among higher secondary school students based on locality.
5. There is no significant different between the mean scores of mental health among higher secondary school students based on type of family.
6. There is no significant different between the mean scores of social intelligence among Higher Secondary school students based on type of family.

7. There is no significant relationship between mental health and social intelligence among higher secondary school students.

3. Method and procedure:

3.1 Design of the Study:

For the purpose of the present investigation, normative survey method was employed.

3.2 Sample of the Study:

The sample of the study consisted of 300 higher secondary students out of which 162 students were taken from urban and 138 from rural areas. A simple random technique of sampling was used. The investigators collected data from the selected higher secondary school students of Vellore District in Tamilnadu.

3.3 Tools of Data Collection:

In the present study the following tools were used:

1. Mental Health inventory (MHI) developed by Peter Becker (1989).
2. Social Intelligence Scale (SIS) prepared and standardized by Dr. N. K. Chadha and Ms. UshaGanesan (1993).

3.4 Statistical techniques used:

The Statistical Techniques are employed to give concise picture of the whole data for its better comprehension and in this study suitable statistical procedure and techniques were applied to analyze the data. The following statistical techniques were used in the study:

1. Mean, Standard Deviation, to study the nature of distribution of scores.
2. t- Value to investigate the significance of difference between various groups.
3. Co-efficient of correlation to investigate relationship between various groups.

4. Analysis of data and interpretation of results:

The present section deals with the analysis of data and discussion of result in order to test the various hypotheses.

Hypotheses - 1

There is no significant different between the mean scores of mental health among higher secondary school students based on gender (Boys, Girls).

Table 1: Mean, S.D and t-value to locate difference in mental health scores of higher secondary school students based on gender

Factor	Gender	N	Mean	S.D	t-Value	Level of significance
Mental Health	Boys	165	23.04	4.910	0.909	NS
	Girls	135	22.49	5.507		

Table 1 shows the mean value different between mental health of boys and girls students. The t-value testing the significance of mean difference observed in mental health between boys and girls students is 0.909, which is less than the table value (1.96) at 0.05 level of significance. Therefore there is no significance difference between boys and girls on their mean scores of mental health.

Hypotheses - 2

There is no significant different between the mean scores of social intelligence among higher secondary school students based on gender (Boys, Girls).

Table 2: Mean, S.D and t-value to locate difference in social intelligencescores of higher Secondary school students based on gender

Factor	Gender	N	Mean	S.D	t-Value	Level of significance
Social Intelligence	Boys	165	25.62	3.574	1.767	NS
	Girls	135	24.88	3.679		

Table 2 shows the mean value different between social intelligence of boys and girls students. The t-value testing the significance of mean difference observed in social intelligence between boys and girls students is 1.767, which is less than the table value (1.96) at 0.05 level of significance. Therefore there is no significance difference between boys and girls on their mean scores of social intelligence.

Hypotheses - 3

There is no significant different between the mean scores of mental health among higher secondary school students based on locality (Rural, Urban).

Table 3: Mean, S.D and t-value to locate difference in mental health scores of higher secondary school students based on locality

Factor	Locality	N	Mean	S.D	t-Value	Level of significance
Mental Health	Rural	162	76.44	14.21	5.78	S
	Urban	138	66.69	14.91		

Table 3 shows the mean value different between mental health of rural and urban students. The t-value testing the significance of mean difference observed in mental health between rural and urban students is 5.78, which is more than the table value (1.96) at 0.05 level of significance. Therefore there is significance difference between rural and urban on their mean scores of mental health.

Hypotheses - 4

There is no significant different between the mean scores of social intelligence among higher secondary school students based on locality (Rural, Urban).

Table 4: Mean, S.D and t-value to locate difference in social intelligencescores of higher secondary school students based on locality

Factor	Locality	N	Mean	S.D	t-Value	Level of significance
Social Intelligence	Rural	162	76.60	15.54	5.29	S
	Urban	138	67.43	14.43		

Table 4 shows the mean value different between social intelligence of rural and urban students. The t-value testing the significance of mean difference observed in social intelligence between rural and urban students is 5.29, which is more than the table value (1.96) at 0.05 level of significance. Therefore there is significance difference between rural and urban on their mean scores of social intelligence.

Hypotheses - 5

There is no significant different between the mean scores of mental health among higher secondary school students based on type of family (Nuclear, Joint)

Table 5: Mean, S.D and t-value to locate difference in mental health scores of higher Secondary school students based on type of family

Factor	Type of family	N	Mean	S.D	t-Value	Level of significance
Mental Health	Joint	63	22.62	5.704	0.294	NS
	Nuclear	237	22.84	5.051		

Table 5 shows

the mean value different between mental health of the nuclear and joint family students. The t-value testing the significance of mean difference observed in mental health between the nuclear and joint family students is 0.294, which is less than the table value (1.96) at 0.05 level of significance. Therefore there is no significance difference between the nuclear and joint family students on their mean scores of mental health.

Hypotheses - 6

There is no significant different between the mean scores of social intelligence among higher secondary school students based on type of family (Nuclear, Joint).

Table 6: Mean, S.D and t-value to locate difference in social intelligencescores of higher secondary school students based on type of family

Factor	Type of family	N	Mean	S.D	t-Value	Level of significance
Social Intelligence	Joint	63	25.14	4.079	0.361	NS
	Nuclear	237	25.33	4.079		

Table 6 shows the mean value different between social intelligence of the nuclear and joint family students. The t-value testing the significance of mean difference observed in social intelligence between the nuclear and joint family students is 0.361, which is less than the table value (1.96) at 0.05 level of significance. Therefore there is no significance difference between the nuclear and joint family students on their mean scores of social intelligence.

Hypotheses - 7

There is no significant relationship between mental health and social intelligence among higher secondary school students.

Table 7: Coefficient of Correlation between mental health and social intelligence of higher secondary school students

Research Variables	Level of significance	
	Mental Health	Social Intelligence
Mental Health	1	0.713
Social Intelligence	0.713	1

Table 7, the coefficient of correlation between mental health and social intelligence 0.713, it shows positive relationship them. Therefore there is a significance relationship between mental health and social intelligence among higher secondary school students.

Conclusions:

The investigators also found that, there was no significant gender (boys and girls) difference with regard to mental health and social intelligence among higher secondary school students. Since socially intelligent is the one who is cooperative with others, who can make friends, who has wholesome recreational, interests, who gets mixed with members of opposite sex, who has good manners and who has good control, therefore both the sexes having approximately equal level of average mental health and social intelligence. It should be dealt as equal by the teachers as well as society. There was significant locality of resistance (rural and urban) difference with regard to mental health and social intelligence among higher secondary school students which shows that the mental health and social intelligence is present in different level in locales. There was no

significant different between the mental health and social intelligence among higher secondary school students based on type of family (Joint and Nuclear) which shows that the mental health and social intelligence is present in same amount in type of family.

The present study was conducted by the aim of investigate the relationship between mental health and social intelligence among higher secondary school students. The research findings showed that there is a positive significant relationship between mental health and social intelligence. This means that increase of mental health lead to increase of social intelligence. The similar findings support by Prathima H. P. & Dr. U. Kulsum(2013), on their study to examine the relationship between secondary school teachers' social intelligence and their mental health and also find out the effect of different level of social intelligence of teachers on their Mental Health. The findings of the study showed that there was a significant relationship between secondary school teachers' social intelligence and their mental health. The similar findings also support by Ramesh Singh Bartwal (2014) on their study aims to compare the mental health and social intelligence of senior secondary students. The study also explored that there was a positive connection between mental health and social intelligence.

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