



## Analysis of Mental Health of among School Students of Cuddalore District

**Dr. K. Rajendran**

Assistant Professor, Department of Physical Education and Sports Sciences, Annamalai University, Chidambaram, Tamilnadu, India.

Received 6th April 2016, Accepted 16th May 2016

### Abstract

The purpose of the study was to analyse the mental health among school students of Cuddalore district, Tamilnadu, India. To achieve the purpose of the study, the investigator, 125 boys and 125 girls each from both private and government schools rural and urban area totally 1000 school students from Cuddalore district, Tamilnadu were selected as subjects for this study and their age ranged between 14 and 17 years. The Trier Personality inventory was devised by Peter Becker (1989) and it was used to assess mental health of the subjects. The descriptive statistics and 2 x 2 factorial analysis was used to analyse the data. The results revealed that rural boys and urban boys are having better mental health than the rural and urban girls.

**Keywords:** Mental Health, School Students, Cuddalore.

© Copy Right, IJRRAS, 2016. All Rights Reserved.

### Introduction

Mental health is for everyone; no one is excluded. How we feel and how we think are paramount importance everyday of our lives. Whether we are “u” or “down” makes a difference. Although we live in a world of not line communication, knowledge explosion, scientific miracles, and expeditions to mars, people are still the center of the universe and mental well-being is pivotal in the lives of people. Mental health is not of value to individuals but is of paramount importance to others, especially families. How a person feels and thinks, whether it is positive or negative or vacillating, influences those at home, at the office, professions are now interested in mental health. In particular, psychiatry, social work, psychology, physical education and nursing have developed training programs for providing mental health services. Other professions and interested individuals are participating in mental health services. The world of today emphasizes mental well-being as one of its most important values. Mental health is very much related to physical performance and fitness. Today mental health is recognized as an important aspect of total fitness and total health status, it is a basic factor that contributes to the maintenance of physical health as well as social ineffectiveness. Mental health or mental fitness is one of the objectives of total development or wholesome development of the individual. Mental development objectives deal with higher mental activity such as acquisition of knowledge, ability to think correctly, to intellectualize and to interpret the things around in a right manner. Besides this, accumulation of

knowledge about health, fitness, and diseases games skills is also an important aspect of physical education (Silva & Weinberg, 1984).

### Methodology

The purpose of the study was to analyse the mental health among school students of Cuddalore district, Tamilnadu, India. To achieve the purpose of the study, the investigator, 125 boys and 125 girls each from both private and government schools rural and urban area totally 1000 school students from Cuddalore district, Tamilnadu were selected as subjects for this study and their age ranged between 14 and 17 years. The Trier Personality inventory was devised by Peter Becker (1989) and it was used to assess mental health of the subjects. The descriptive statistics and 2 x 2 factorial analysis was used to analyse the data.

### Results

The descriptive statistics and 2 x 2 factorial analysis of mental health on boys and girls at rural and urban area school students are presented the following tables.

### Correspondence

Dr.K.Rajendran,  
E-mail:drkr978@gmail.com, Ph. +9194433 28490

**Table I.** Descriptive statistics of mental health of boys and girls at rural and urban area school students

Locality	Gender	Mean	SD (±)
Rural	Boys	41.63	4.15
	Girls	39.21	4.36
Urban	Boys	41.07	3.84
	Girls	40.01	4.74
Total	Boys	41.35	3.48
	Girls	39.61	4.54

Table I showed the descriptive statistics — urban boys and girls. Mean and Standard deviation of rural boys and girls &

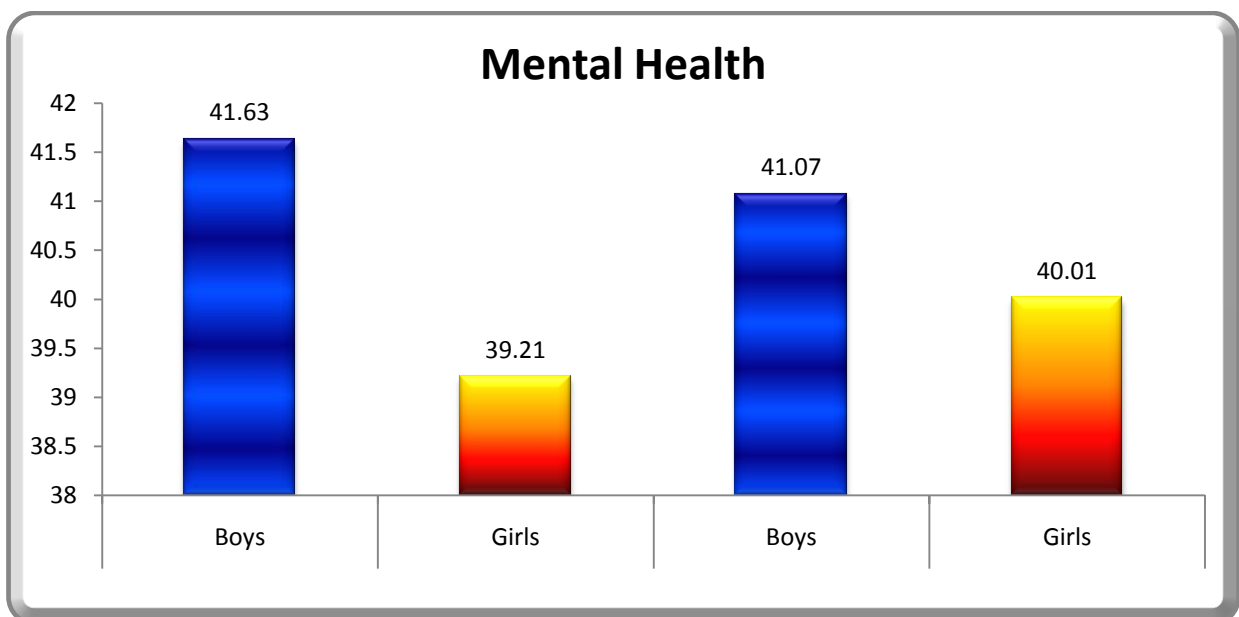
**Table II.** 2 x 2 Factorial analysis of variance for mental health of boys and girls at rural and urban area school students

Source of Variance	Sum of Squares	df	Mean Square	F
Factor 'A' (Locality)	82.764	1	82.764	2.74
Factor 'B' (Gender)	379.326	1	379.326	12.57*
Factor 'AxB' (Interaction)	3.456	1	3.456	0.11
Error	30055.714	996	30.17	

Table II shows the analysed data on mental health. Factor 'A' shows the two categories of locality namely rural and urban. Factor 'B' shows the two categories of gender namely boys and girls. Factor 'AxB' (interaction) shows the two categories of locality and two categories of gender. The obtained F-ratio of mental health for factor 'A' was 2.74 and the table F-ratio was 3.85. As the obtained F-ratio was lesser than the table F-ratio the study was insignificant at 0.05 level of confidence for the degrees of freedom 1 and 996. The obtained F-ratio of mental health for factor 'B' was 12.57

and the table F-ratio was 3.85. As the obtained F-ratio was greater than the table F-ratio the study was significant at 0.05 level of confidence for the degrees of freedom 1 and 996. The obtained F-ratio of mental health for factor 'AxB' was 0.11 and the table F-ratio was 3.85. As the obtained F-ratio was lesser than the table F-ratio the study was insignificant at 0.05 level of confidence for the degrees of freedom 1 and 996. The mean values of mental health of boys and girls at rural and urban area school students as shown in Figure I.

**Figure I.** Bar diagram shows the mental health of boys and girls at rural and urban area school students



## Conclusion

The results revealed that rural boys and urban boys are having better mental health than the rural and urban girls.

## References

1. Anne, L. Rothstein. (1985). *Research Design and Statistics for Physical Education* (Englewood Cliffs, N.J: Prentice Hall, Inc.).
2. Barrow, H.M., Mc. Gee. M. and Kathleen A. Tritschler (1989). *Practical measurements in Physical Education and Sports*, Philadelphia: Lea Fibiger.
3. Basch CE. (2011). Physical activity and the achievement gap among urban minority youth. *J Sch Health*. 81(10):626-34.
4. Bass RW, Brown DD, Laurson KR. & Coleman MM. (2013). Physical fitness and academic performance in middle school students. *Acta Paediatr*. 102(8):832-7.
5. Carter T, Callaghan P, Khalil E. & Morres I. (2012). The effectiveness of a preferred intensity exercise programme on the mental health outcomes of young people with depression: a sequential mixed methods evaluation. *BMC Public Health*. 12:187.
6. Gao Z, Hannan P, Xiang P, Stodden DF. & Valdez VE. (2013). Video game-based exercise, Latino children's physical health, and academic achievement. *Am J Prev Med*. 44(3 Suppl 3):S240-6.
7. Silva, J. M. & Weinberg, R. S. (1984). *Psychological Foundations of Sports*. Illinois: Human Kinetics.