A STUDY OF THE IMPACT OF SCHOOL ENVIRONMENT ON THE MENTAL HEALTH OF ADOLESCENTS OF STANDARD IX OF VADODARA CITY

A dissertation submitted in partial fulfilment of
the requirements for the degree of
Master of Education

GUIDE
MS. VALLI PILLAI

INVESTIGATOR
MS. GARGI MAHURE

SCHOOL OF SCIENCE AND EDUCATION
NAVRACHANA UNIVERSITY
BHAYLI, VADODARA – 390012

2014-15

DECLARATION

I, GARGI MAHURE, declare that the study conducted on the topic- "A study of impact of school environment on the mental health of the adolescents of standard IX in Vadodara city" is the result of the original study carried out by me, under the supervision and guidance of Ms. Valli Pillai, Assistant Professor, School of Science and Education, at Navrachana University, Vadodara. All the sources that I have used or quoted have been indicated or acknowledged by means of complete reference. This dissertation has not been previously submitted in part or in full for the award of any other degree or diploma of any university.

April, 2015

Vadodara Ms. Gargi Mahure

CERTIFICATE

This to certify that Ms. Gargi Mahure has been working for her M.Ed dissertation under my guidance and supervision on the topic "A STUDY OF IMPACT OF SCHOOL ENVIRONMENT ON THE MENTAL HEALTH OF THE ADOLESCENTS OF STANDARD IX IN VADODARA CITY"

This is her genuine and original work. She has worked under my guidance. I find it fit for submission and evaluation.

Ms. VALLI PILLAI

15 April, 2015
VADODARA

Assistance Professor
School of Science & Education
Navrachana University
Vadodara

ACKNOWLEDGEMENT

I take this opportunity to express my sincere gratitude to the Almighty for his blessings, who made my dream come true.

It gives me immense pleasure to express my gratitude to all those who have been associated with me in the successful completion of this dissertation.

I wish to express my sincere appreciation to those who have contributed to this dissertation and supported me in one way or the other during this amazing journey.

First of all, I am extremely grateful to my guide, Ms.Valli Pillai, for her guidance and all the useful discussions and brainstorming sessions, especially during the difficult conceptual development stage. Her deep insights helped me at various stages of my research. I also remain indebted for her understanding and support during the times when I was really down and depressed due to personal family problems.

I am grateful to Dr. P. V. Xavier, Principal, School of Science and Education for his support during the research work. My sincere gratitude is reserved for Dr. Vandana Talegaonkar for her insights and suggestions. She has provided me with every minute details and the techniques to be followed. I also thank the faculty members of Navrachana University, especially Archana Madam, Mandira Madam, Shilpa Madam, Pratibha Madam, Rishi Sir for guidance related to Research Methodology to be undertaken for my dissertation.

I would also like to thank to all the principals who allowed me to undertake my research and students who actively participated and helped me to complete my research with relevant findings.

I warmly thank my friend Kavita Dixit, for her support whenever I needed and all my M.Ed classmates for their co-operation and fruitful discussion. I thank all the members of library for their support for finding survey and dissertation whenever I needed.

I would like to express my gratitude to the faculty of M.S.U, who devoted their time and validated my tools of research

I also thank my family members - my parents Mr and Mrs Mahure and my brother and sister-in-law. Special thanks to my husband Anil Verma for his support and guidance without him my journey of M.Ed was not possible and lastly I would like to thank and beg my pardon to my daughter Vanya, for not taking enough care of her.

Ms. Gargi Mahure
April, 2015

TABLE OF CONTENTS

SR NO.	TITLE	PAGE NO
1	Declaration	i
2	Certificate	ii
3	Acknowledgement	iii
4	Table of contents	iv
5	References	viii
6	Appendices	viii
7	List of tables	ix
8	List of figures	x

CHAPTER-I

CONCEPTUAL FRAMEWORK

1.0	Introduction	1
1.1	Meaning of school	1
1.1.1	Schools as per NCF	1
1.2	Environment	2
1.2.1	School environment	2
1.2.2	Components of school environment	3
1.2.3	Physical school environment	4
1.2.4	Social environment of school	5
1.2.5	Emotional environment of school	6
1.3.0	Meaning of adolescence	7
1.3.1	Growth and development during adolescence	7
1.3.2	Characteristics of adolescents	10
1.3.3	Needs of adolescents	12

1.3.4	Problems of adolescents	13
1.4.0	Meaning of mental health	14
1.4.1	Importance of mental health	15
1.4.2	Symptoms of good mental health	17
1.4.3	Symptoms of poor mental health	18
1.4.4	Mental health of the students	19
1.4.5	Important of children's mental health	20
1.4.6	Kinds of mental health difficulties children experience	21
1.4.7	Causes of children's mental health difficulties	22
1.4.8	Risk and Protective factors for children	23
1.4.9	Schools and mental health	24
1.4.10	School bullying	24
1.4.11.	The effects of low self-esteem in children	26
1.4.12	Peer relationship	27
	Conclusion	28

CHAPTER- II

REVIEW OF RELATED LITERATURE

2.0	Introduction	29
2.1	(A) Studies related to the mental health of the adolescents	30
	(B) Studies related to the adolescents problems, stress and adjustments	33
	(C) Studies related to school environment	37
2.2	Over view of related literature	39
2.2.1	Over view of studies related to the mental health of the adolescents	39
2.2.2	Over view of studies related to the adolescents problems, stress and adjustment	40
2.2.3	Over view of studies related to the school environment	40
2.3	Implications for the present study	41

2.4	Rationale	41
	Conclusion	43

CHAPTER- III

METHODOLOGY OF THE STUDY

3.0	Introduction	44
3.1	Research questions	44
3.2	Objectives of the study	44
3.3	Title of the study	45
3.4	Design of the study	45
3.5	Explanation of the term	45
3.6	Population of the study	45
3.7	Samples and sampling technique	45
3.8	Tools used in the study	46
3.9	Delimitations of the study	46
3.10	Nature of the data	46
3.11	Sources of data	47
3.12	Validation of tool	47
3.13	Process of data collection	47
3.14	Process of data analysis	47
	Conclusion	48

CHAPTER- IV

DATA ANALYSIS AND INTERPRETATION

4.0	Introduction	49
4.1	Analysis of data	49
4.2	Objectives of the study	49
4.3	Analysis of objective 1	50
4.4	Interpretation of objective 1	57
4.5	Analysis of objective 2	58
4.5.1	Analysis of physical environment	58

4.5.2	Interpretation of physical environment	61
4.5.3	Analysis of social environment	62
4.5.4	Interpretation of social environment	66
4.5.5	Analysis of emotional environment	67
4.5.6	Interpretation of emotional environment	72
4.6	Analysis and interpretation of open ended and close ended questionnaire	73
	Conclusion	85

CHAPTER- V

SUMMARY

5.0	Introduction	86
5.1	Back ground of the study	86
5.2	Rationale	87
5.3	Title of the study	89
5.4	Research questions	89
5.5	Objectives of the study	89
5.6	Design of the study	89
5.7	Explanation of the term	89
5.8	Population of the study	90
5.9	Samples and sampling technique	90
5.10	Tools used in the study	90
5.11	Delimitations of the study	90
5.12	Nature of the data	90
5.13	Sources of data	91
5.14	Validation of tool	91
5.15	Process of data collection	91
5.16	Process of data analysis	91
5.17	Major findings	92
5.18	Discussion	93
5.19	Implication of the study	94
5.20	Suggestions for further studies	94
	Conclusion	95

REFERENCES 96

APPENDICES

List of experts 102

List of schools 103

Permission letter for collection of data 104

Sample of tool 105

LIST OF TABLES

Table 4.1: Responses of the students on their feelings and attitude towards themselves 50

Table 4.2: Responses of the students on the physical environment 58

Table 4.3: Responses of the students on the social environment 62

Table 4. 4: Responses of the students on the emotional environment 67

Table 4.5: Responses when the student had quarrelled with the teacher 73

Table 4.6. Responses on what the child felt after scolding, threatening and humiliation 75

Table 4.7. Responses on getting punishment such as standing, beating by fist or other object, or kicked 76

Table 4.8. Responses on serious quarrels with fellow friends 77

Table 4.9. Responses on involvement in physical fighting, with the fellow friends 79

Table 4.10. Responses on fellow students bullied emotionally at school 80

Table 4.11. Responses on whether the school is environmental friendly 81

Table 4.12. Responses on design of the school building 82

Table 4.13. Responses on the places where the students feel comfortable to learn 83

Table 4.14. Responses on the places in the school where the students can go during the break 84

LIST OF FIGURES

Fig 1.1: Biological, psychological and social factors Influencing children's mental health 22

Fig 1.2: Risk and Protective factors for children's Mental health 23

CHAPTER I

CONCEPTUAL FRAME WORK

1.0 INTRODUCTION

Learning takes place within a web of social relationships as teachers and pupils interact both formally and informally. Schools are institutional spaces for communities of learners, including both students and teachers. Play and scuffle with one's friends on the school grounds, free time to sit on the benches and chat with one's friends during breaks, gathering together for morning assembly and other festive and significant occasions in the school, studies carried out in the classroom, anxious turning of pages before a class test, and trips made with one's classmates and teachers to places outside the school — all these are activities bringing the community together, giving it the character of a learning community. Behind the scenes, but still significant in giving the school its character, are the teachers and the headmaster, planning and carrying out daily routines, examinations and special events that mark the school calendar. How can we organise the environment in the school and classroom so that such interactions support and enhance both teaching and learning? (NCF 2005)

1.1 SCHOOL

The school is a very important agency of education. We may understand school as a field of social forces and system of formal, informal education. School learning is planned and scheduled. Here the aim is to impart proper education to child for his all-round development. School is the main setting where the child spends his maximum time away from home. School is specially developed to carry out the work in a systematic manner.

1.1.1 SCHOOLS AS PER NCF 2005

As public spaces, schools must be marked by the values of equality, social justice and respect for diversity, as well as of the dignity and rights of children. These values must be consciously made part of the perspective of the school and form the foundation of school practice. An enabling learning environment is one where

children feel secure, where there is absence of fear, and which is governed by relationships of equality and equity.

We can say that school is the place where the child receives equal opportunities, where the child is accepted as he is, where moral values are imparted to the child, where the child has right to speak. The basic foundation for the school practice should be the values which will make the child a human being.

1.2 ENVIRONMENT

Environment stands for all those circumstances which are influencing the child since conception to death. The environment moulds the personality, behaviours, aptitude and level of aspiration of the child. Environment consists of physical, intellectual, social, moral, economic, political and cultural forces. The child's harmonious development depends upon his/ her ability to adjust himself/ herself to his/ her environment. Environment literally means surrounding and everything that affect an organism during its lifetime is collectively known as its environment. In another words "Environment is sum total of water, air and land interrelationships among themselves and also with the human being, other living organisms and property". It includes all the physical and biological surrounding and their interactions.

1.2.1 SCHOOL ENVIRONMENT

The school is the most significant social context in the life of a child as almost one third of a day is spent here. The school is not only an organization to teach cognitive skills and to impart information; it is also asocial system in which the child learns the rules of morality, social conventions, attitudes and modes of relating to each other. Thus, for an adolescent, the school life signifies both adjustment and achievement, entailing the emotional as well as the cognitive aspects of life.

As school is the second most intimate environment next to the home it has fascinating influence on the child's academic performance, it acts as an agency equipped with multiple opportunities that stimulates the child to explore, investigate and experiment in many ways.

School takes the child on well guided tour into areas beyond the home circle. School experiences play an important value formation. Many values learnt at home will be reinforced, some will be challenged or shaken, and other will perhaps be discarded. The school serves as a testing ground on which the child develops and strengthens his sense of identity.

1.2.2 COMPONENTS OF SCHOOL ENVIRONMENT

The school environment comprises of physical, social and emotional.

Children are constantly interacting with the physical environment of their schools during structured or unstructured time, consciously or unconsciously. Yet not enough attention is paid to the importance of physical environment for learning. Often classrooms are overcrowded, with no alternative spaces to learn, nor are they attractive, inviting or sensitive towards children's needs. Many schools lack playgrounds for outdoor learning activities. This compromise the quality of learning provided through the curriculum.

It includes those elements such as noise, temperature, and lighting as well as physical, biological, or chemical agents. The psychosocial school environment encompasses the attitudes, feelings, and values of students and staff. Physical and psychological safety, positive interpersonal relationships, recognition of the needs and success of the individual, and support for learning are all part of the psychosocial environment. The emotional environment includes safety, care, hope and security. Other factors that can affect a school's environment include: the economy; social, cultural, and religious influences; geography; socioeconomic status of students' families; tax bases; and legal, political, and social institutions. Creating a healthy school environment requires the involvement of virtually everyone in the school—students, administrators, teachers, custodial and maintenance staff, school counselors, school nurses, nutrition services workers. In addition, schools need involvement of families and environmental, public health, public safety, public welfare, and other community agencies

1.2.3 PHYSICAL SCHOOL ENVIRONMENT

The physical school environment encompasses the school building and all its contents including physical structures, infrastructure, furniture, and the use and presence of chemicals and biological agents; the site on which a school is located; and the surrounding environment including the air, water, and materials with which children may come into contact, as well as nearby land uses, roadways and other hazards.

Components of a healthy school environment

(a) Provision of basic necessities

The school environment can be considered healthy if it provides basic necessities like providing shelter, providing warmth, supply of water, supply of hygienic food, proper light, proper ventilation facilities, sanitary facilities, emergency medical care and similar other provisions.

(b) Protection from biological threats

The school environment can be considered healthy if it provides protection from biological threats like Molds, Unsafe or insufficient water, unsafe food, Vector-borne diseases, Venomous animals, Rodents and hazardous insects, other animals (e.g. dogs)

(c) Protection from physical threats

The school environment can be considered healthy if it provides protection from physical treats like the school should be away from traffic and not much transportation is needed, where there is no violence and crime in the nearby school area, where the students does not get any injuries while coming to the school, where the school building does not experience extreme heat and cold, Radiation

(d) Protection from chemical threats

The school environment can be considered healthy if it provides protection from chemical threats like where there is no air pollution which is caused by smoke, where there is no water pollution, where there is protection from pesticides, Hazardous waste, Hazardous materials and finishes, Asbestos, and cleaning agents

1.2.4 SOCIAL ENVIRONMENT OF SCHOOL

The socio-culture aspect refers to friendliness, acceptance of others, openness, less hierarchy, no groupism, the ability to speak politely, listen attentively, warmth, genuiness, and empathy. The opportunities created in the school for interactions among learners and learners, and between teachers and learners create this social aspect. This social aspect of the enabling environment for learning gets developed as opportunities for group work for learners and teachers are created. The field trips, the picnic, tours all offer this opportunity to develop the social aspect.

Students need environments with a clear structure and a sense of safety. When students feel afraid and unprotected, they often take matters into their own hands and display risky and dangerous behaviors as a means of self-protection. Therefore it becomes necessary to provide an environment that allows students an opportunity to express their feelings, fears, and anxieties about issues that concern them. To develop and fairly enforce rules for bullying, hazing, harassment, or discrimination with student. A daily, meaningful and positive interaction with an adult at school who is capable of having positive expectations for each student's ability to succeed will help each student feel valued. Schools can achieve this in various ways. For example, schools may match each student to a counsellor, teacher, administrator, coach or other adult to be their mentor.

Involving students in various decision making processes, help students find opportunities in the community where they can engage in positive roles, perhaps as part of community service, recreation or other enrichment experiences. By having a range of non-academic activities at school (e.g., athletics, arts, special interest clubs, vocational training).A school's infrastructure can provide students with opportunities to learn and practice social skills, such as communication, problem solving, anger management, mediation, leadership, management and planning skills. Each student should have a sense of ownership, attachment, responsibility, and input into school life (e.g., school government, peer mediation, involvement of students in formal school committees and activities).

1.2.5 EMOTIONAL ENVIRONMENT OF SCHOOL

The environment is more than physical space because it contains the emotions of the children who spend time in it, the staff that work there and the parents who leave their children there. The emotional environment is an invisible measure of 'feelings' – sometimes it can have a 'feel-good' factor where the children, staff and parents feel positive, and at others it can have a 'not-so-good' feel about it when children, staff or parent are down or unhappy. Maintaining positive feelings is important for staff, children and parents, but equally if they feel safe in the emotional environment children can express their feelings safely, knowing that their parents or staff are nearby to help them if they feel overwhelmed by these. Teaching children ways to talk about and express their feelings allows them to externalise them safely, rather than to cover them up and leave them hidden away. Feelings which are expressed in safety are far easier to deal with than those which are left unresolved.

Emotionally safe schools can be established through creating environments where children feel safe, can take risks, are challenged but not overly stressed, and where play, pleasure, and fun are facilitated.

The emotional health and well-being of the learners is very important. Some very significant emotions that need to be part of the enabling environment are:

1. A sense of security: The learners must feel an emotional security that they are accepted as they are.

2. A sense of care: The enabling environment for learning must have the care as a guiding principle for the development of learners as well as the teacher.

3. A sense of hope: As the learners area engaged in the process of learning there must be a feeling of hope that one can do better and improve. More than anything else, sometimes, it is hope which works wonders for the learners.

4. A sense of trust: There must be a feeling of trust among the learners, between the teachers and the learners and the principal and the teachers. The trust is about the fact that everything is for their benefit and wellbeing.

1.3 MEANING OF ADOLESCENCE

The term adolescence is derived from the Latin word Adolescence, which means to grow to maturity. During adolescence boys and girls move from childhood to adulthood- mentally, emotionally, socially and physically.

It is the most impressionable period of human life. As the child enters adolescence, there are marked changes both in its physical and mental life. Adolescence comes approximately in between the years 12 to 18. This is a period of recapitulation of infancy which no longer shows the stability of later childhood.

NCF 2005 has stated that adolescence is a critical period for the development of self-identity. The process of acquiring a sense of self is linked to physiological changes, and also learning to negotiate the social and psychological demands of being young adults. Responsible handling of issues like independence, intimacy, and peer group dependence are concerns that need to be recognised, and appropriate support be given to cope with them. It is important to recognise that adolescents need social and emotional support that may require reinforcement of norms of positive behaviour, acquisition of skills essential to cope with the risky situations that they encounter in their lives, manage peer pressure and deal with gender stereotypes. The absence of such support can lead to confusion and misunderstanding about these changes, and affect their academic and extracurricular activities.

1.3.1 GROWTH AND DEVELOPMENT DURING ADOLESCENCE

Physical Development: During Adolescence, the physical growth and development reaches its peak and human body finds its final shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to the greatest possible extend leading to a great increase in our activities. The growth and function of all other outer and inner organs also reach its maximum and almost all the glands become extremely active at this stage. Boys and girls develop the characteristic features of their respective sexes. There is a distinct change in voice among the two sexes. While the girls' voice acquires shrillness and become sweet, the boys' voice deepens and become harsher.

Social Development: Adolescence is the period of increased social relationships and contacts. While a child cares very little for the society, an adolescent develops a good amount of social sense. He ceases to be egocentric, selfish and unsocial. Now he wants to mould his behaviour according to the norms of the society. The social circle of an adolescent is very wide. Contrary to childhood, he becomes interested in opposite sex. The friendships are no longer nominal. He believes in making intimate friendships and attaches himself closely to a group. Peer group relationship controls the social behaviour of this age. The child develops strong sense of loyalty towards his group. He wants to be accepted by the group of which he is a member.

Another significant change in the social aspect of a child during adolescence lies in his relationship with his parents and the family. Now there is a craving for independence. He wants that his personality should be recognized by the parents and elderly members of the family. He must not be treated as child. He gives more importance to the values and beliefs maintained by his peer group than to the advice of his parents. There may even be hidden or open rebellion if the parents try to impose their opinion and values on their adolescent children.

Social development of adolescence depends upon or is influenced by the degree of intimacy with the group in which he/she lives. Numerous changes in social attitude and behaviour occur during adolescence. For example, interests which were varied and unstable during childhood now become fewer, deeper and specialized. The individual turns from a talkative, noisy, active mode to a more defined, controlled and masculine/feminine role.

Emotional Development: Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love, anger, etc. Once again like an infant, an individual experiences emotional instability and intensity during adolescence. The physical growth and development begin maximum, the strength of the boys gives them the opportunity for maximum motor activity. Therefore, in the matters of emotional expression and experiences, adolescence provides the highest peak. During adolescence emotions take their roots into sentiments. Self-consciousness, self-respect and personal pride soars. Group loyalty and sentiments of love etc. are developed making an adolescent sentimental

and passionate. What he feels, he feels very strongly and when he reacts, he reacts vigorously.

As the period of adolescence is the period of great stress and strain, there are many activities which heighten the emotionality of an adolescent. It may be conflict with home, school and society which may include unfavourable relations at home or with peers. It may result due to adjustment problems with members of opposite sex in the society. Adolescents at this age develop critical attitude towards religion and moral code dictated by elders. He becomes emotionally attached to a great religious leader, patriot or hero to whose ideals he wants to shape his life. The love impulse of the adolescent is easily directed towards the ideal person.

Mental Development: Adolescence is a period of maximum growth and development with regard to mental functioning. Intelligence reaches its climax during this period. Intellectual powers like logical thinking abstract reasoning and concentration are almost developed by the end of this period. An adolescent learns to reason and seek answer to 'how' and 'why' of everything scientifically. His power of critical thinking and observation is much developed. His ability to see relationship and to solve problems increase at this stage. Adolescence is the period of imagination. Writers, artists, poets, philosophers, and inventors are all born in this period. Improper channelization of imagination and dissatisfied needs may turn an adolescent to daydreaming. He gains increasing confidence in his own opinion and he can take decisions on important matters. He has the ability to think about his future. The memory of adolescents develops greatly with the growth in vocabulary. It is a period of building castles in the air. Therefore, to great care is to be taken for properly cultivating their power of imagination.

Development of interest: In adolescence boys and girls have a variety of interests. With the development of intellectual and social growth, their field of interests considerably expand. They start taking interest in international and national affairs. In adolescence interest in reading reaches its climax. Adolescents love to read novels, adventure stories and biographies of great men.

Cinema, T.V. and radio have great impact on interests of adolescents in recent years. They have affected the behaviour of adolescents in both positive and negative

directions. Children at this age are interested in showing off their personal beauty. With multi-coloured clothes, styles of hair and facial beauty they want to attract the attention of others. During adolescence, most boys and girls show a spurt in physical growth. They become conscious of their physical health and show interest in improving physical strength through games and other physical activities.

1.3.2 CHARACTERISTICS OF ADOLESCENTS

Intensification of self-awareness

Self-consciousness is extremely developed in the stage of adolescence. There is a strong desire in an adolescent that his or her bodily changes should be noticed by the elders as well as by the members of his own age group. Adolescence can be described as an age of self-decoration. Boys and girls pay more attention to their dresses, make-up, manner of talking, walking, eating etc. In fact, there is a craving for recognition in adolescents. Every adolescent desires that he or she should be the centre of attraction for the opposite sex and his abilities, intelligence, and capabilities should be recognized by the peer group and elders. Moreover, adolescent are very sensitive, touchy and inflammable. They aim to maintain at any cost their concept of themselves and whenever possible to enhance their status among their peers. An attack on their phenomenal self invites strong reactions and behavioural problems. It makes an adolescent either aggressive or withdrawn depending upon the circumstances.

Intensification of sex-consciousness

Sex-consciousness becomes too intense at this stage. Most of the adolescent's problems are concerned with the sudden functioning of their glands, secretion of sex hormones and the awakening of the sex instinct.

Firstly, menstruation and ejaculation through natural occurrences at puberty give a shock to most of the adolescents. Afterwards every adolescent feels a sort of strong sensation in the sex organs. This motivates him to seek satisfaction through masturbation and homosexual relations. In the third stage of their sexual development, adolescents are attracted to the opposite sex. Sex sensation combined with curiosity about sex draws the members of the two opposite sex nearer and

nearer. This nearness is sometimes developed into relationships and creates many problems and complexes for the future.

These activities create many worries and complexes in the minds of the adolescents. They become perturbed and developed a sense of guilt. In most of such cases, they opine that by acquiring these habits they have ruined their lives and they will now remain unfit for future sexual life.

Independence v/s dependence

An adolescent is on the boundary line of childhood and adulthood. So he is typically a person who needs security, guidance and protection like a child and independent views, maturity of opinion and self-support like an adult. He is still immature. His abilities and capacities are still in the process of growth and development. He depends for the satisfaction of his so many needs - physical, emotional etc. – on his parents and elders. The emotional instability of his behaviour and difficulty in coming in terms with the somatic changes make him quite restless and often insecure.

He needs security and complete freedom from unnecessary worries and anxiety at this stage and in some ways he is again in search of mother's lap and father's affection. Also, his intense love for thrill and adventure, coupled with his uncontrolled emotions, need to be guided, and his unbridled flow of energy should be checked.

On the other hand, as his social circle is widening, he tries to emancipate himself from the care and look after of his parents and elders. He thinks himself a mature and full-fledged adult. He reacts strongly when the parents and the elders still consider him a child. He tries to assert or show that he is now a mature person and not a child. His opinion should now be given weightage. He has every right to give suggestions and direction in family matters. He can very well manage his own affairs and the elders should not interfere unnecessarily. He begin to feel ashamed and embarrassed about the protection and care shown by the parents.

It is not only the adolescent who suffers from the duality in his behaviour, but even the parents are not clear about the roles of their child at this stage. Sometimes, they expect him to behave as an adult and at other times, they treat him like child. Therefore, the poor adolescent is caught between the role of a child and an adult. He

possesses a strange mix of the needs of dependence and independence which creates conflicting situations and problems for him.

Peer-group relationship

Peer group relationship plays a substantial role in the life of an adolescent. He drifts away from his parents and elders and spends much of his time with the members of his peer group. He values the ideals of the group and develops a sense of loyalty towards it. He is now directed by the standard and norms of his peer group and pays least attention to the desires and advice of his parents and elders. He is more concerned with gaining prestige and recognition in the eyes of his peers. Every child at this stage wants that he should be fully accepted by his peers. Nothing can be more devastating to adolescent than to be rejected by his age mates. There is sure to exist a difference in the opinions, views, liking and disliking of the elders and adolescents. It is here that the difficulty arises. The adolescents find themselves the victims of the conflicting demands of social and culture norms of adults and their peer group and they often become confused and perplexed with regard to any decision making. (Mangal, 2007)

1.3.3 NEEDS OF ADOLESCENTS

During adolescents the child becomes somewhat perplexed due to sudden appearance of physical, mental and social needs. The general patterns of needs of adolescents are:

Need for freedom: The young adolescents need freedom in their life. They do not like to maintain a strict routine life. They do not like disciplined life which is imposed on them by their parents. They love freedom regarding taking decisions related to their life. During this age, adolescents want to work independently.

Need for self-expression: Children of this age intend to express themselves through study, games, dance, music, drama and other activities. They aspire for social status.

Need for adventure: At this age, adolescents love adventurous activities. The adolescent wants to do something so that he is remembered by all. He wants to explore something which others do not know. Sometimes he is misunderstood and

sometimes misdirected. In the absence of proper direction it takes the form of aimless wandering.

Need for philosophy of life: At this age, adolescents develop critical attitude towards established mores, customs and moral and religious values. They need satisfying answers to their enquiries.

Need for acquiring new knowledge: The adolescents with the growing intellectual capacities find a great interest in acquiring new knowledge. This spontaneous urge for knowledge should be properly guided.

Need for vocation: The adolescents at this age starts thinking about their future career. They want to stand on their own feet without seeking help from others. They need vocational guidance at this stage. Boys are usually more seriously concerned about an occupation than girls. Boys want jobs with high prestige and of higher social status. But the girls, on the other hand normally show a preference for occupations with greater security and less demand on their time.

Need for moral values: Adolescents are anxious to know which is right or which is wrong. They form an idea of moral values. But when they see that the adults are not following the moral standards, they are perplexed. They need very much a satisfying philosophy of life.

1.3.4 PROBLEMS OF ADOLESCENTS

Adolescents have many problems and these mainly centre round the following:

Adjustment in home: At this stage the child is reminded about his duty and responsibilities by the adult members of the family. The adolescent meets with the new demands and this confuses him and he fails to meet these demands. The parent's holds high expectation from them, and when the adolescent is not able to meet those demands there arises conflicts with the parents. This may result in truancy from home or, in extreme case, suicide.

Adjustment in school: Students face many adjustments in school. From year to year, there are changes in teachers, classrooms, school and class rules and procedures, performance expectations, difficulty of the work, and peers. Adolescents face great problem to adjust with the time table and syllabus. There is hardly any scope for extracurricular activities in schools.

Adjustment in society: Adolescents are expected to learn social customs and manner and behave like an adult in a society. When they fail to obey the dictate of the adult members of the society, they are ridiculed. They have no freedom to act according to their conscience. All these result in severe mental conflicts in adolescents.

Vocational problem: When the child reaches adolescence he starts thinking of his future career. He wants money to satisfy his wants. He feels ashamed of always begging money from the parents. Under such circumstances, he craves for an occupation which will give him money. But his future seems uncertain as there are thousands of unemployed people roaming on the street. This thought of uncertain future haunts the mind of the adolescents.

Many adolescents today have problems and are getting into trouble. After all, there are a lot of pressures for kids to deal with among friends and family. For some youth, pressures include poverty, violence, parental problems, and gangs. Kids may also be concerned about significant issues such as religion, gender roles, values, or ethnicity. Some children are having difficulty dealing with past traumas they have experienced, like abuse. Parents and their teenagers are struggling between the youth's wanting independence while still needing parental guidance. Sometimes all these conflicts result in behaviour problems.

1.4 MEANING OF MENTAL HEALTH

Mental health is concerned with the health of one's mind and its functioning in the same way as the physical health is concerned with the health of one's physical organs and their functioning.

According to J.A. Hadfield -Mental health is the full and harmonious functioning of the whole personality.

According to Cutts and Moslay- Mental health is the ability which helps us to seek adjustment in the difficult situations of our life.

A mentally healthy individual is an adjusted person. He is able to seek adequate adjustment with his self and his environment. He is able to adjust his needs as per the demands of the situations and will being of the society. Hence

mental health helps the individual to seek a harmonious relationship with his self and his environment.

1.4.1 IMPORTANCE OF MENTAL HEALTH

Health is rightly called wealth. It involves one's physical as well as mental health. Mental health has much wider scope than physical health as it aims for the development of wholesome balanced and integrated personality. The acquisition of such personality is indeed a great asset and privilege for a normal individual. He can be able to actualize his self, live his life to his satisfaction and happiness and strive as well as attain the goals of his life to his satisfaction in the perfect tune of taking and giving something to the society. It is possible when one enjoys good mental health and one can enjoy good mental health only when one is cautious about his mental health and knows its value and importance along with the knowledge of means and ways for achieving and maintaining it. For this, let us first discuss the importance or value of mental health.

1. Helps in the development of desirable personality: Mental health helps in the development of a wholesome, well-balanced and integrated personality. Such individual maintains a proper balance between his self and the environment situation, his needs and the needs of the society and provides as example of an integrated personality instead of the splitted one.

2. Helps in proper emotional development: There is a close relationship between one's mental health and emotional behaviour. The individuals who enjoy good mental health are supposed to demonstrate proper emotional maturity in their behaviour. On the other side, those who are tense disintegrated and mentally unhealthy demonstrate sudden emotional outburst and emotional immaturity.

3. Helps in proper social development: One's mental health helps one in becoming sociable and establishing proper social relationship in the society. One who is not in conflict with oneself has sufficient time and energy available for attending others and it helps one in one's proper social behaviour and adequate social adjustment.

4. Help in proper moral development: The individual who enjoy sound mental health are usually found to behave as a man of integrity and character by following the ethical standards of the society. The proper functioning of their intellect guards then

against the immoral and unsocial behaviour. They are able to exercise reasonable control over their emotions and channelize their energy to the noble tasks.

5. Helps in proper aesthetic development: Proper mental health helps the individual in the development of appropriate aesthetic sense, artistic taste and refined temperament. A mind free of any tension, conflict, frustration, inferiority, guilt or hostile feelings, may have better chance of drifting towards aesthetics, artistic and creative channel than the mind torn between complexities and conflicts.

6. Helps in actualizing one's potentialities: Every one of us has a fund of natural abilities and potentialities that can be actualized through proper efforts. Exercising such efforts and striving towards the actualization of one's potentialities depend, to a great extent, on the state of one's mental health. While the children having good mental health can strive well for the actualization of their potentialities, the mentally unhealthy children fail to do so on account of the malfunctioning of their intellectual powers, disintegrated personality and maladapted behaviours.

7. Helps in seeking proper adjustment: A mentally healthy individual is an adjusted person. He is able to seek adequate adjustment with his self and his environment. He is able to adjust his needs as per the demands of the situations and well being of the society. Hence mental health helps the individual to seek a harmonious relationship with is self and his environment.

8. Helps in seeking goals of life: Mental health helps the individual to strive properly for the realization of the goals of his life. These goals may differ from person to person depending upon their lifestyles and philosophy of life. But an optimum mental health always helps the individuals to divert his energies in full capacity for the realization of these goals and live a life to his satisfaction aiming towards happiness to his self and others.

9. Helps in the progress of the society: Mental health helps the individuals to develop as well-balanced useful citizens who are conscious not only of their rights but also of their responsibilities. They take essential from the society for their proper development and living but are also ready to give something to the society for its progress and development. Actually the prosperity and progress of the society is linked with the health, particularly the mental health, of its members. The desired peace, progress and happiness in the society can only be possible when its members enjoy the same in terms of their sound mental health.

10. Helps in the prevention of mental illness: Mental health helps an individual in protecting him against abnormalities of behaviour, maladjustment, illness and mental diseases in the same way as physical health is helpful in saving him from the physical illness, ailments and diseases.

A sound mind and balanced personality has enough resistance to fight against the odds of life and bear the accidental stresses and strains of life in comparison to those with impaired mental health. Therefore, adequate preservation of mental health by the individual and proper education about it may help in a big way in reducing the cases of mental illness and diseases in the society.

1.4.2 SYMPTOMS OF GOOD MENTAL HEALTH (Aggarwal 2006)

- He has adequate ability to make adjustments in the changed circumstances and situations.
- He is emotionally mature and stable as he is able to express his emotions in a desirable way and exercise proper control over them.
- He always lives in the world of reality rather than that of imagination and fantasy.
- He possesses enough courage and power of tolerance for facing failures in his life. He never repents and worries over his failures and mistakes.
- He possesses desirable social and health habits. He is regular and punctual in performing his duties and does not suffer from forgetfulness.
- His intellectual powers are adequately developed. He is able to think independently and take proper decision at the proper time.
- He is free from undesirable mental disturbance, disorders, conflicts, anxieties, frustrations, ailments and diseases.
- He is self-confident and optimist. He does not exhibit undue fear and anxiety for a new dissatisfaction.
- He leads a well-balanced life of work, rest and recreation.
- He possesses socially desirable healthy interests and aptitudes.

1.4.3 SYMPTOMS OF POOR MENTAL HEALTH

Emotionally unstable and easily upset, apprehensive, suspicious and insecure, self-critical, empowered with a feeling of guilt, lacks self-confidence and will power, no adequate adjustment with the self and the environment- Physical, social and professional, failure in setting a proper level of aspiration, suffers from frustrations, unresolved conflicts, strains and stresses, lacks enduring power and tolerance, lacks decision making ability, poor self-concept and achievement motivation, unrealistic attitude towards life and people, suffers from mental disturbances, disorders, ailments and diseases, always dissatisfied with his achievements and tries to seek perfection in his or other's work, lives in his own world of imagination and fantasy.(**Aggarwal, 2006**)

Mental health problems affect the way you think, feel and behave. They are problems that can be diagnosed by a doctor. Mental health problems are very common. About a quarter of the population experience some kind of mental health problem in any one year.

A person living with a mental health problem may experience numerous effects as they face a number of difficulties in day-to-day living. Depending on the mental health problem and its debilitating nature, a person may experience difficulties with any or all of the following:

- Coping with day-to-day activities – preparing meals, getting dressed, personal hygiene, cleaning the house, looking after children and adhering to schedules.
- Coping financially – People living with a mental health condition may find budgeting, planning, coping with unforeseen financial needs and paying bills more difficult.
- Employment – Mental health conditions may make it more difficult for a person to engage with workplace activities and colleagues, meeting and managing deadlines and managing their own role at work.
- Self-image – A mental health problem can lead to an inferiority complex, a negative body image, intense feelings of self-hate, anger or disgust and uselessness, which could mutate into extreme depression, psycho-social disorders or eating disorders.

- Education – People who are living with mental health problems may socially isolate themselves and develop anxiety disorders and concentration problems.
- Relationships – Mental health largely contributes to the functioning of human relationships. Mental health problems can effect even basic interactions with family, friends and colleagues. Most people suffering from mental health problems find it difficult to nurture relationships, have problems with commitment or intimacy and frequently encounter sexual health issues.
- Physical health – A person's mental state can directly affect the body. For example, stress can lead to high blood pressure or stomach ulcers. People with more serious mental health problems are often not registered with a GP. They may be too unwell to realise their physical state of health or too depressed to attempt to get help. This lack of attention can worsen physical health problems further, which can then further impact on their mental health problems. Individuals with more serious health problems are also not likely to be registered with a dentist and are more likely to experience problems with oral health.

1.4.4 MENTAL HEALTH OF STUDENTS

Good mental health is obtained and maintained by helping pupils to overcome serious conflicts and frustrations. They are to be helped to understand their own potentialities, abilities, aptitudes, interests and the environmental conditions such that the can work harmoniously at an optimum level of functioning.

Thorpe and Clark devised a 'Mental Health Analysis' instrument. It provides two broad categories of information like 'Assets' and 'liabilities'. Assets are emphasised to promote a more positive approach in the use of the results. High scores on 'Liabilities' indicate the presence of undesirable qualities.

Mental Health 'Assets' emphasize-

Close personal relationship, inter-personal skills, social participation, satisfactory work and recreation, healthy outlook and life goal.

Mental Health assets are-Formation of strong emotional bonds with others, self-confidence and respect for family and friends, participation in personal decisions,

feeling of security and desirable relationship with others including authorities, desirable inter-personal relations, sensitivity to the feelings of others, hopefulness, genuine interest in others, participation in a variety of activities involving others and sharing of group responsibilities, possession of generally positive and constructive attitudes in developing personal long-range plans and goals.

Mental Health Liabilities are suggested by the presence of such aspects as behavioural immaturity, emotional instability, and feelings of inferiority, physical defects and nervous manifestations. They are indicated by:- 1.Behavioural immaturity, 2. Unacceptable or socially disapproved behaviour for the chronological age and social immaturity, 3. Proneness for selfishness, rudeness, impatience and lack of consideration for others, 4. Non-adjustive behaviour, 5. Disturbances in emotional tone, 6. Extreme swings of mood,7.Lack of responsiveness, 8. Oversensitivity, 9. Mutual fears, 10. Feelings of personal insecurity, 11.Failure to cope adequately with everyday problems and Tendencies to underrate oneself because of imagined weaknesses and inferiorities.

When students experience mental health problems, they often struggle to attend school, have difficulty completing assignments, and have more frequent conflicts with peers and adults. Increasingly, schools are recognized as places where students receive mental health service.

1.4.5 IMPORTANCE OF CHILDREN'S MENTAL HEALTH

Mental health — an essential part of children's overall health — has a complex interactive relationship with their physical health and their ability to succeed in school, at work and in society. Both physical and mental health affect how we think, feel and act on the inside and outside.

For instance, an overweight young boy who is teased about his weight may withdraw socially and become depressed and may be reluctant to play with others or exercise, which further contributes to his poorer physical health and as a result poorer mental health. These issues have long-term implications on the ability of children and youth to fulfil their potential as well as consequences for the health, education, labour, and criminal justice systems of our society.

1.4.6 KINDS OF MENTAL HEALTH DIFFICULTIES CHILDREN EXPERIENCE

Children's mental health difficulties are generally classified as being one of two types: 'internalising' and 'externalising'. Children with internalising difficulties show behaviours that are inhibited and over-controlled. They may have a nervous or anxious temperament and be worried, fearful and/or withdrawn. Children with externalising difficulties show behaviours that are under-controlled. They may have a more challenging temperament, shown in impulsive or reactive behaviour.

Sometimes this pattern can lead to difficulties with attention, aggression or oppositional behaviour. Externalising behaviours cause difficulties for others as well as for the children themselves. It is not uncommon for children to show behaviours associated with both internalising and externalising patterns of behaviour.

The typical features associated with each pattern are summarised below. Features associated with children's 'internalising' difficulties include:

- Nervous/anxious temperament
- Excessive worrying
- Pessimistic thinking
- Withdrawn behaviour
- Peer relationship difficulties (e.g. can be isolated).

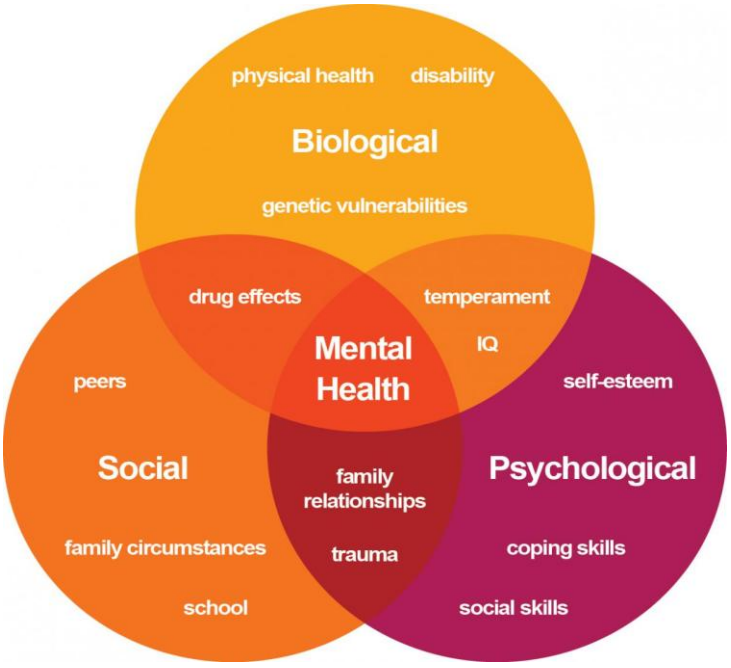
Features associated with children's 'externalising' difficulties include:

- Challenging temperament
- Reduced problem-solving skills
- Attention difficulties, hyperactivity
- Oppositional behaviour (e.g. doesn't like to be told what to do; won't follow rules)
- Aggressive behaviour.

1.4.7 CAUSES OF CHILDREN'S MENTAL HEALTH DIFFICULTIES

Understanding what causes children's mental health difficulties is complex. Unlike some medical conditions that have a direct cause (e.g. the flu is caused by a virus), mental health difficulties are considered to be caused by multiple factors that interact in different ways depending on the individual child, family and social circumstances.

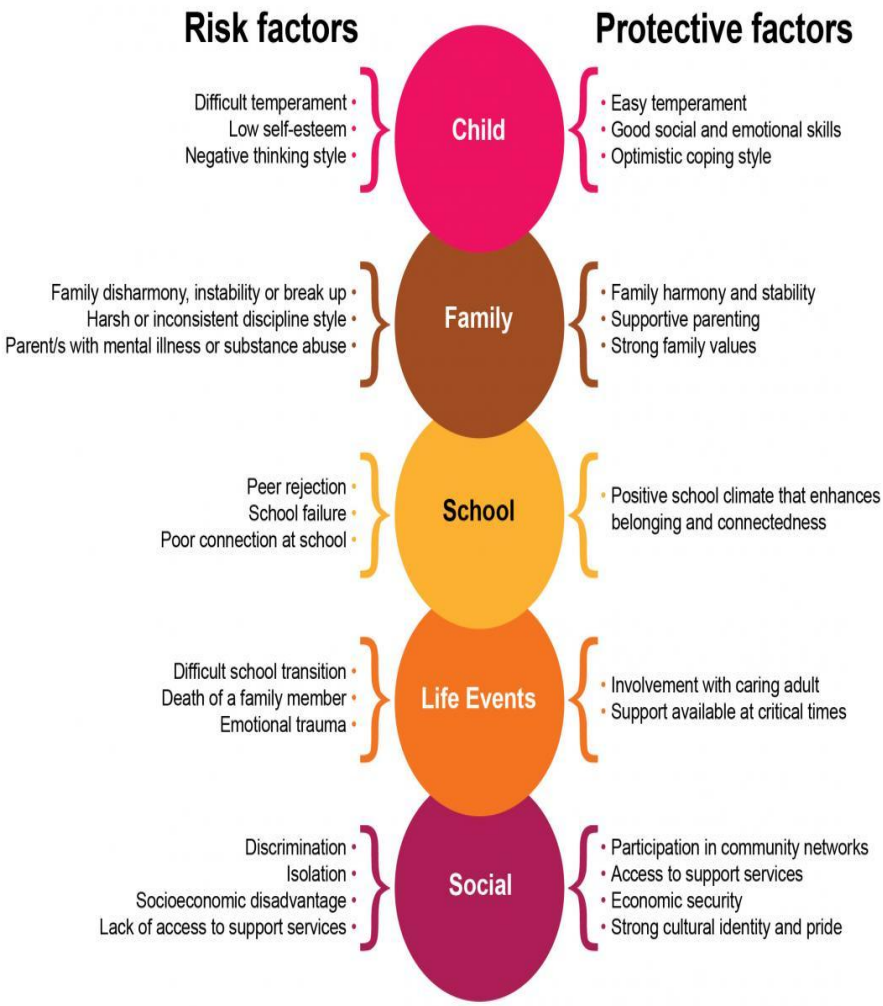
The diagram below shows some of the biological, psychological and social factors that influence children's mental health. Any one of these factors can have either a positive or negative infl23uence on a child's mental health. For example, self-esteem may be high or low, family circumstances may be positive or difficult, and both may vary at different times.



Source: www.kidsmatter.edu.au

1.4.8 RISK AND PROTECTIVE FACTORS FOR CHILDREN'S MENTAL HEALTH

One way to understand mental health in children is through risk and protective factors. A number of specific factors have been identified through research that increase the risk of children experiencing poor mental health. Other factors have been identified as having a protective effect. Protective factors act to strengthen children's mental health and wellbeing, making them less likely to develop mental health difficulties. They help to balance out the risk of developing mental health difficulties and build resilience; the ability to cope with life's difficulties.



Source: www.kidsmatter.edu.au

The diagram above shows some key examples of risk and protective factors that influence children's mental health. It is important to note that just because a child is exposed to mental health risk factors, it does not mean he or she will experience mental health difficulties. However, when multiple risk factors are present this likelihood is significantly increased. The relationship between risk and protective factors is complex. However, it is known that reducing risk factors and building protective factors in children has a positive effect on their mental health and wellbeing.

1.4.9 SCHOOLS AND MENTAL HEALTH

School environments can affect the mental health of students through the academic and social stresses experienced by students. In addition, schools are places where mental health problems can be identified for possible treatment. School activity can be a source of stress for many students. Unsafe environments can also have direct effects on the health of students. Students in dangerous school environments are more likely to get into fights, to be injured, and to experience emotional stress. Adolescents who are involved in bullying (a common form of violence in schools) either as a perpetrator or victim, are more likely to suffer from depressive symptoms such as loneliness and difficulty making friends, and more likely to face psychosocial adjustment issues. Involvement in bullying as a bully or victim is also associated with poorer health outcomes, while being a bully is associated with more frequent alcohol use.

1.4.10 SCHOOL BULLYING

School bullying is a type of bullying that occurs in an educational setting. Bullying can be physical, sexual, verbal or emotional in nature. School bullying may be more specifically characterized by: An intention to harm: intention suggests that the harm caused by bullying is deliberate, not accidental.

Effects of Bullying

Bullying can affect everyone—those who are bullied, those who bully, and those who witness bullying. Bullying is linked to many negative outcomes including impacts on mental health, substance use, and suicide. It is important to talk to kids to determine whether bullying—or something else—is a concern.

Kids who are bullied

Kids who are bullied can experience negative physical, school, and mental health issues. Kids who are bullied are more likely to experience:

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
- Health complaints
- Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.
- A very small number of bullied children might retaliate through extremely violent measures. In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.

Kids Who Bully Others

Kids who bully others can also engage in violent and other risky behaviors into adulthood. Kids who bully are more likely to:

- Abuse alcohol and other drugs in adolescence and as adults
- Get into fights, vandalize property, and drop out of school
- Engage in early sexual activity
- Have criminal convictions and traffic citations as adults
- Be abusive toward their romantic partners, spouses, or children as adults

Kids who witness bullying are more likely to:

- Have increased use of tobacco, alcohol, or other drugs

- Have increased mental health problems, including depression and anxiety
- Miss or skip school

1.4.11 THE EFFECTS OF LOW SELF-ESTEEM IN CHILDREN

The children self-esteem reflects how they feel about themselves and contributes to how they approach the world. Although their level of self-esteem can vary slightly from day to day, they have a general feeling about their value and self-worth. Low self-esteem will be reflected in their behaviour, body language, approach to life and overall demeanor.

Avoidance Behaviours

If the children have low-self esteem, they likely don't feel comfortable around new people or situations. If this is the case, they may feel awkward and tend to avoid anything unfamiliar. Often, they will be hesitant to take risks or move out of their comfort zone. With this type of behaviour, the children may miss valuable social opportunities and situations where they could learn and grow from a new experience.

Low Confidence Level

A lack of confidence often goes hand in hand with low self-esteem. Children talking negatively about themselves and their abilities they may be overly critical of the skills they possesses or how they look. They probably use pessimistic phrasing about the world in general.

Lack of Effort

The children with low self-esteem may view themselves as being unskilled or incapable of completing tasks. If they actually attempts a new activity but fails, the may just give up and walk away. The children with a higher level of self-esteem are more likely to be confident enough to try again even if the first attempt didn't work.

The Emotional Toll

The children with low self-esteem may experience any number of negative emotions. Unhappiness, depression, anxiety, shame, anger and hostility can come with the territory.

1.4.12 PEER RELATIONSHIP

Peer relationships are thought to play an important role in children's development. They offer unique opportunities for getting acquainted with the social norms and processes involved in interpersonal relationships, and for learning new social skills. They also provide contexts in which capacities for self-control may be tested and refined. Childhood peer relations are also multi-faceted: children experience peer interactions through their participation in group activities, as well as through their dyadic (i.e. one-on-one) associations with friends.

Unfortunately, peer relationships are not always beneficial to the child: between 5% and 10% of children experience chronic peer relationship difficulties, such as peer rejection and peer harassment.

Age when children start experiencing peer relationship difficulties

Pre-schoolers gradually form their perceptions about their friends and peers. At least by age four, they will reliably identify best friends, peers they like and peers they dislike. The aggregation of these perceptions reveals a coherent and consistent peer status structure within the larger group, with specific children being disliked and negatively perceived by the peer group. This form of peer rejection may lead to various forms of negative behaviours toward the child, such as controlling and dominating a child, excessive teasing and general peer harassment or victimization. Peer harassment refers to a child being exposed, repeatedly and over time, to negative treatment by one or more children.

There are many factors affecting the mental health of the children, such as- Difficult temperament (overly shy and aggressive), low self-esteem, low intelligence, peer rejection and bulling, academic failure, poor attendance,

isolation, discrimination, less effective time management, not getting content clarity, sitting arrangement, over burden of studies, examination pressure, pressure of home assignment and so on. Care has to taken to diagnose the reason for poor mental health and remedy has to be taken up.

CONCLUSION

The chapter brings out the detailed background of school environment, adolescents and mental health. School environment is one where the child feels comfortable to learn without any fear, where he feels secure, where the child is acceptable by all. School is the place where the child spends much of his time. During his stay the child undergoes through various phases. The child becomes obedient or becomes mischief. He makes friends, involves in mischievous acts, may become popular among his friends, and may experience high or low academic pressure. With the changing scenario, needs and problems of the adolescents has been changed. These adolescents undergo through various changes and develop different perspective way of thinking. If the needs of the adolescents are not met, they may experience negative feelings. These feelings may bring negative impact on their mind and the child may experience mental health problems. School environment can affect the mental health of the students through physical, social, emotional and academic experienced by the students. If the child suffers with any mental health problem than it is difficult for the child to cope up with his life and the environment, which may affect the way he behave, think and feel. So it is necessary to understand the problem of the adolescents of today.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Review of related literature is a critical summary and an assessment of the current state of knowledge or current state of the art in a particular field. It provides the researcher with an up to date account and discussion of the research findings in a particular topic. It also enables the researcher to detect conflicting points of view which are the indicators of diverging theories within the same topic. There are certain benefits that results from literature review efforts.

- It can reveal investigations similar to one's own, and can show the way other researchers handled methodological and design issues.
- It may describe methods of dealing with the problem situations they may be similar to difficulties the researcher is facing.
- It can reveal the sources of data that may not have known.
- It can introduce one to important research personalities whose work and collateral writings one may not have known.
- It can help one to see one's own research in historical and associational perspectives and in relation to earlier approaches to the same problem perspective.
- It can help one to evaluate one's own research efforts by comparing them with the similar efforts of others.
- It can increase one's confidence in ones selected topic by finding that others have an interest in the same topic and have found value in investing time, effort and resources into its study.

To know the types of research work undertaken in investigators field, the investigator made an attempt to review the studies done in India. The studies were focused on adolescent's problem, adjustment, stress, loneliness, mental

health of the adolescents. All the studies were classified under three broad categories. The categories are shown below.

(A) Studies related to the mental health of the adolescents

(B) Studies related to the adolescents problems, stress and adjustments

(C) Studies related to school environment

2.1. (A) Studies related to the mental health of the adolescents

Anand, S.P. (1989) Studied mental health of high school students. **Problem**: The mental health of class X students in the age group 14-15 years age was investigated. **Objective**: To study the mental health of high school students. **Methodology**: A sample of 262 high school students (169 boys and 93 girls) participated in the study. A likert-type Mental Health scale developed by the author was used. Correlation and Chi- square were used for data analysis. **Findings**: The mental health of adolescents, their academic achievement, and the educational and occupational status of parents were positively related.

Patha, R.P., and Rai, V.K. (1993). Studied "Mental health of higher secondary students in relation to socio-economic status". **Methodology:** Descriptive survey method was followed with a random sample of 501 students of classes IX-XII drawn from two urban and two rural higher secondary schools. The tools used were 1.Mental Health Scale by Anand and 2. Socio-Economic Status Index by Bhattacharya. **Findings**: 1) The present study revealed that the mental health of low socio-economic status students was lower than that of the students of higher socio-economic status. 2) Female students were mentally healthier than male students, when SES was controlled. 3) Urban and rural students did not differ significantly on mental health, when SES was controlled. 4) Science student were mentally healthier than arts students when SES was controlled.

Manjuvani, E. (1995). Studied "Sex, Type of school, Standard and mental health status of high school students". **Methodology:** Descriptive survey method was followed with multi stage random sample of students, from 8th to 10th classes, 514 (271 boys and 243 girls) 12 to 16 age group. The tools used were Mental Health Inventory and a modified version of Mental Health Analysis developed by Thorpe and Clark (1959). **Findings** 1) Girls had better mental health status compared to boys 2) Mental health status of boys of unisex schools was low compared to that of the boys of co-education schools. 3) There was no significant difference in the mental health status of girls of unisex and co-education schools. 4) Mental health status of 10th standard students was low compared to the 9th standard students.

Saritha, Sanwal, Sudha, D., and Bharathi, B. (2005). Studied "Mental Health of Adolescents with specific reference to integration of personality". **Methodology:** Descriptive survey method was followed with a random sample of 120 adolescents between the age groups 13 to 15 years. 60 girls (30 from IX and 30 from X) and 60 boys (30 from IX and 30 from X) were taken as samples. The tool used was Mental Health inventory (MHI) by Jagadish and Srivastava A.K. **Findings**: 1) It was found that the balance of Psychic force in the individual and the ability to understand and share other people's emotions, the ability to concentrate at work and had interest in several activities were contributive to the IP. 2) The finding of the present study revealed that girls were leading in this category than boys as the girls had more patience, tolerance, emotional stability and were better adjustable than boys.

Perumal, R. (2008). Studied about mental health status and locus of control related to the achievement of eighth Standard English medium students. **Methodology**: The sample of the study constituted of a representative group of 450 VIII 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. **Findings:** 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 basedon gender and locale.

Tejpreet, K., and Asha, C. (2009). Studied the Mental Health of Rural Adolescents. **Methodology**: 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. **Findings:** 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. (2009). Studied the Mental Health and Life Satisfaction of Irani and Indian students. **Methodology**: 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) was used. **Findings:** 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. Furthermore rich mental health causes life satisfaction and poor mental health life dissatisfaction.

Usha, P., and Rekha (2009). Studied the Emotional Competence and Mental Health as predictors of Academic Achievement. **Methodology**: 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. **Findings:** 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.

Srivastava, S.K., Deepesh Chand, P., and Vipin, K. (1999). Studied Mental Health of Hindi and English medium students. **Methodology**: 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 a 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. **Findings**: Symptoms of egocentrism, and emotional instability in English medium students were more in comparison to Hindi medium students.

2.1 (B) Studies related to adolescents problems, stress and adjustment

Sundarajan, S., and Vyskula Mary, S. (1992). Studied "Adjustment problems of High School Pupils as related to certain variables". **Methodology**: Descriptive survey method was followed with a random sample of 500 students of IX class pupils. The tool used was the Adjustment Inventory for High School students (A I S S) constructed and standardized by Sinha and Singh. **Findings:** 1) The various categories of standard IX pupil involved in this study had satisfactory levels of adjustment in the three areas. viz. emotional, social, and educational adjustment, However in the area of social adjustment, comparatively a large number of them did not show a satisfactory

level of adjustment. Schools should pay more attention in the socialization of the children and the need for it. This was revealed by this study. 2) It is encouraging that very large numbers of the subjects involved in this investigation showed a satisfactory level of educational adjustment. 3) Though not comparable with the educational adjustment, large number of the pupils had a satisfactory emotional adjustment.

Verma, Suman, and Reed, L. (1999). Studied "Are adolescents more emotional?" It was a study of the daily emotions of middle class Indian adolescents. **Methodology:** Descriptive survey method was followed with Experience sampling method and a sample of100 VIII Graders and their parents from urban middle class families. The tools used were 1. Parental Acceptance Scale. 2. Family Cohesion Scale, 3. Stress Management Scale, 4. Child Behavior Checklist, 5.A measure of Academic Anxiety and 6.Scale of Clinical Depression. **Findings**: 1) Out of the fourteen scales on the ESM self-report form, girls reported significantly more positive average 78 states only on the scale friendly-to-angry than did boys. 2) Although Indian middle class adolescent's average emotions and activation states differed little from those of their parents, they experience wider emotional swings with more negative in extreme positive states. 3) Negative states of ten stemmed from the stress of school, while positive states were more often related to the joys of peer association and leisure activities. 4) Adolescents who experienced more negative emotions were found to manifest higher rates of psychological problems.

Srikanth Reddy, V., Bala Koteswari, V., and Trumala Rao, T. (2005). Studied "Sources of stress among Adolescents". **Methodology:** Descriptive survey method was followed with a random sample of 100 adolescents. The tool used was Mooney's Problems Check List. **Findings**: 1) Boys scored high in the areas of Health and psychological development, financial conditions and social and psychological relations. 2) Girls comparatively scored high in the areas of social and recreational activities followed by personal psychological

relations and Adjustment to college/school. 3) Gender differences were seen in the stress experience.

Kaur, F. (1990). Studied adolescent's loneliness: correlates, attribution and coping. **Problem**: The experience of, and coping with, loneliness among adolescents was investigated. **Objectives**: (i) To study what the adolescents feel and do when they are lonely, and (ii) to study the meaning and attributes of loneliness among adolescents. **Methodology**: A sample of 300 adolescents (150 males and 150 females) participated in the study. The tools used were, Loneliness Scale, UCLA Loneliness Scale, differential Loneliness Scale, Differential Loneliness Scale, IPAT Anxiety Scale, Rotter's I-E Control Scale, Bem Sex-Role Inventory, Torrance Test of Creative Thinking, Zung Self-Rating Depression Scale, Hopelessness Scale and Automatic Thought questionnaire. Correlations, factor analysis and 't' test were used for data analysis. **Findings**: (1) Females experienced greater loneliness, anxiety and depression than males. (2) Males expressed more hopelessness. (3) In males, loneliness was positively related to hopelessness and external locus of control. (4) Emptiness and isolation were major causes of loneliness. (5) Males attributed loneliness to a selfish world and uncertain future, while females stressed on low esteem. (6) Watching TV and doing work were the main coping strategies.

Sudha, B.G. and Parveen, T. (1992) Studied "Insecurity among high school students: Effects of Intelligence and traditionality–modernity". **Methodology:** Descriptive survey method was followed with a random sample of 300 students studying in Standards VIII to X in Bangalore city. The tools used were 1. Insecurity Scale, Traditionality -modernity Scale developed by Sudha and Satyanarayana and 2. A Group Test of General Mental Ability of Jalota. **Findings**: 1) The more intelligent students were less insecure than other groups, while students with low intelligence were highly insecure. 2)The low-progressive and low-intelligent students expressed the highest economic insecurity, while high- intelligence and low-progressive showed the least degree of economic insecurity.

Shah, B. (1991). Studied Adolescents school adjustment: The effect of family climate. **Problem**: This is an attempt to study the effect of family climate on school adjustment among adolescents. **Objectives**: To explore the effect of family climate on school adjustment as related to SES, intelligence, sex and region. **Methodology:** Descriptive survey method was followed with a random sample of 1000 adolescents of standard IX in the age range of 14 to 17. The tools used were 1.Family climate scale by MP, Vnayal and Beenashah, 2.Socoio-Economic Status scale by Beena shah, 3.Ahujas Intelligence Test, and 4. Adjustment Inventory by Beena shah and Anshu sharma. **Findings**: 1) Students from the unsatisfactory family climate showed better adjustment in schools than students from a satisfactory climate. 2) After controlling SES and intelligence, the relationship became positive in boys and negative in girls. Among the rural adolescents, a negative relationship was noted. 3) Among rural adolescents a negative and significant association between the variables was noted irrespective of SES and IQ.

Reeta, S. (2009) studied on Role of Emotional Intelligence in Academic Success and Adjustment of Higher Secondary Level Students. **Objectives:** 1. To find out the relationship between emotional intelligence and academic achievement of 12th graders. 2. To find out the relationship between emotional intelligence and adjustment of 12th graders. 3. To find out the relationship between academic achievement and adjustment of 12th graders. It is a co-relational study. The sample of 400 Boys and Girls has been drawn through stratified random sampling from various BSP and Non-BSP schools of Bhilai city situated in Durg district of Chattisgarh State. The tools employed by the investigator for data collection were Mangal Emotional Intelligence Inventory and Adjustment Inventory by Dr. R.K. Ojha. The percentage scores obtained by the students in XII Class CBSE examination were treated as their Achievement Scores. Pearson's Product Moment Correlation and 2*2*2 Factorial Design were the techniques suitably employed for data analysis. **Findings:** 1. A significant correlation was found between Emotional Intelligence and Adjustment of both, male as well as female XII Class Students. 2. No significant relation was found between EI and Achievement of

both, the male as well as female XII Class Students. 3. Adjustment and Achievement were not found to be significantly correlated. 4. Overall EI was not found to have a significant impact on achievement of XII Class Students.

2.1 (C) Studies related to the school environment

Manjuvani, E. (1990). Studied Influence of home and school environment on the mental health status of children. **Problem**: The link between the home and school environments on the one hand and three components of mental health, i.e., assets, liabilities and mental health index on the other, was investigated. **Objective**: To establish home and school environment influences on mental health status. **Methodology**: A sample of 514 students from classes VIII to X (27 boys and 243 girls) from Tirupati High School participated in the study. The tools used included three inventories dealing with home environment, School environment and mental health. Multiple regression analysis was used to analyse the data. **Findings**: (1) The home environment was a major significant contributor to all the three components of mental health. (2) The school environment contributed to liabilities and the mental health index.

Reddy Viswanatha, S., and Nagarathnamma, B. (1994) studied about relationship between perceived school environment and mental health status among school children. **Methodology**: 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. **Findings:** 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.

Dwivedi, R.D. (2005). Studied on Influence of School Environment and Approval Motive on Academic Achievement of Students. **Objectives**: (i) To compare educational attainments of students belonging to different categories of schools according to their environment; and (ii) to observe variability of

achievement of high approval seekers and low approval seekers, coming from different 12 Indian Educational Abstracts institutions. **Methodology**: The sample consisted of 400 class students drawn randomly from sixteen different institutions situated in Gorakhpur and Varanasi regions of Uttar Pradesh. The tools used for collection of the data were: School Environment Scale developed by the researcher; Approval Motive Scale by Tripathi and Tripathi; Group Test of Mental Ability by Jalota and Socio-Economic Status Scale by Kulshreshtha. The data was analysed using F-ratios. **Findings**: (1) The students from schools with enriched environment had significantly better academic achievement than the students from poor school environments. (2) The students who were high approval seekers had significantly greater achievement than the students who were low approval seekers. (3) Academic achievement of students of the urban schools was significantly higher than that of students of the rural schools.

Singh (2010). Studied mental health in relation to spiritual intelligence, altruism, school environment and academic achievement of senior secondary students. **Findings**: Male students had significantly higher level of academic achievement than female students; students residing in urban area had significantly higher academic achievement than students residing in rural area; academic achievement of students studying in aided schools was significantly higher than students studying in government schools; academic achievement of students studying in unaided schools was significantly higher than students studying in government school; academic achievement of students studying in aided schools was significantly higher than students studying in unaided schools.

Kasinath. (2003). Studied interactive effect of mental health, school adjustment and socio economic status on academic achievement. **Objective:** To find out the difference among students who were well adjusted and mal-adjusted to school environment differ in their academic achievement by taking a sample of 200 students (102 boys and 98 girls) with the age range of 15-16 years. **Findings:** Mental health had significant determinant effect on

achievement in school subjects; students having better social and emotional adjustment attain good academic scores.

2.2 OVERVIEW OF RELATED LITERATURE

2.2.1 Overview of Studies related to the mental health of the adolescents

Several researcher have studied the mental health of the students. The samples in all the studies varies: class X (Anand, S.P 1989); class IX-XII (Pathan, R.P., Rai, V.K. 1993); class VIII-X (Manjuvani, E.1995); class IX and X (Saritha, Sanwal, Dube, S.; Bhatnagar, B. 2005); class VIII (Perumal, R. 2008); rural adolescents (Tejpreet, K.; Chawla, A. 2009); Irani and Indian students (Bahman Kord Tamini; Mohammad Ali Mohammady Far. 2009); secondary students (Usha, P.; Rekha 2009); 14 to 17 years boys and girls (Srivastava; Deepesh Chand Prasad; Kumar, V. 1999); But the objectives of their studies are different. Anand (1989) focuses on study of mental health of high school students, Pathan, R.P., Rai, V.K. (1993) focuses on mental health of the higher secondary students in relation to socio-economic status, Manjuvani, E. (1995) focuses on sex, type of school, standard and mental health status of high school students, Saritha, Sanwal, Dube, S., Bhatnagar, B. (2005) focuses on mental health of adolescents with specific reference to integration of personality, Perumal, R. (2008) focuses on mental health status and locus of control related to the achievement of English medium students, Tejpreet, K.; Chawla, A. (2009) focuses on mental health of rural adolescents, Bahman Kord Tamini; Mohammad Ali Mohammady Far. (2009) focuses mental health and life satisfaction of Irani and Indian students, Usha, P.; Rekha (2009) focuses on emotional competence and mental health as predictors of academic achievement, Srivastava; Deepesh Chand Prasad; Kumar, V. (1999) focuses on mental health of English and Hindi medium students.

All the studies enlisted in this category mainly focuses on the mental health of the adolescents in relation to the socio-economic status, integration of personality, academic achievement, life satisfaction.

2.2.2 Overview of Studies related to the adolescents problems, stress and adjustments

Several researchers have studied on the adolescent's problems, stress and adjustments. The samples in all the studies varies: class IX (Sundarajan, S.; Vyskula, S. 1992); class VIII (Verma; Suman; Reed, R. 1999); adolescents (Srikanth Reddy, V.; V. BalaKoteswari T; Trumala Rao 2005); Adolescents (Kaur, F. 1990); (Sudha, B.G.; Taj, P. 1992); class IX (Shah, B. 1991); class XII (Reeta, S. 2009). But the objectives of their studies are different. Sundarajan, S.; Vyskula, S. (1992) focuses on adjustment problems of high school pupils as related to certain variables, Verma; Suman; Reed, L. (1999) focuses on daily emotions of middle class Indian adolescents, Srikanth Reddy, V.; V. Bala Koteswari T; Trumala Rao (2005) focuses on sources of stress among adolescents, Kaur, F. (1990) focuses on experiences of and coping with loneliness among adolescents, Sudha, B.G.; Taj, P. (1992) focuses on insecurity among high school students, Shah, B. (1991) focuses on the effect of family climate on school adjustment among adolescents. Reeta, S. (2009) focuses on relationship between emotional intelligence and adjustment of class XII.

2.2.3 Overview of Studies related to the school environment

Several researcher have studied on the school environment. The samples in all studies vary: class VIII-X (Manjuvani, E 1990); VIII-X (Vishwanath, R., Nagarathnamma, B. 1994); senior secondary students (Singh 2010); 15-16 years adolescents (Kasinath 2003); class students (Dwivedi, R.D. 2005). But the objectives of their studies are different. Manjuvani (1990) focuses on influence of home and school environment on mental health status of children, Vishwanath, R., Nagarathnamma, B. (1994) focuses on relationship between perceived school environment and mental health status among school children, Singh (2010) focuses on mental health in relation to spiritual intelligence, altruism, school environment and academic achievement of senior secondary students, Kasinath (2003) focuses on differences among students who were well adjusted and mal-adjusted to school environment in their academic achievement.

From the above review it is evident that very few studies have been conducted on the impact of school environment on the adolescents. The researcher could not come across any kind of impact of school environment on the mental health of the student. So, Researcher took up this study to make an effort to work in this area.

2.3 IMPLICATION FOR THE PRESENT STUDY

The researcher was able to identify the studies done by various researcher such as the study done by Sundarajan, S and Vyskula, S (1992) which study on adjustment problems of high school pupils as related to certain variables. Two of the findings of the research that is a "large number of students did not show a satisfactory level of adjustment and large number of the pupils had a satisfactory emotional adjustment" are related to the researchers study.One of the findings of Verma, Suman and Reed, L. (1999) that adolescents who experienced more negative emotions were found to manifest higher rates of psychological problems in their study "Are adolescents more emotional?" is related to the researchers study. One of the findings of Kaur, F. (1990) that emptiness and isolation were major causes of loneliness in the study adolescents loneliness: correlates, attribution and coping. Baham Kord Tamini and Mohamad Ali Mohammady Far (2009) studied the mental Health and life satisfaction of Irani and Indian students and one of the findings which is related to the researcher's study that is life dissatisfaction of students gives rise to emotional and psychological problems. The researcher has also mentioned that life satisfaction improves student's mental health.

2.5 RATIONALE

Environment stands for all those circumstances which are influencing the child since conception to death. The environment moulds the personality, behaviours, aptitude and level of aspiration of the child. Environment consists of physical, intellectual, social, moral, economic, political and cultural forces. The child's harmonious development depends upon his/ her ability to adjust himself/ herself to his/ her environment. Environment literally means surrounding and everything that affect an organism during its lifetime is collectively known as

its environment. In another words “Environment is sum total of water, air and land interrelationships among themselves and also with the human being, other living organisms and property”. It includes all the physical and biological surrounding and their interactions.

An adolescent is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically. It comes approximately in between the years 12 to 18. Both boys and girls show a sudden spurt in growth during this period. Adolescents have many needs and problems. They have adjustment problems. They have vocational problems and problems related to sex. To solve these problems they need sympathetic guidance from parents and teachers.

A person is said to have a good mental health when he succeeds to maintain harmonious relationship between himself and his environment. Every person has certain needs, for instance, need for affection and love, need for safety and security and so on. An individual tries to establish a balance between his needs and his capacity for realising these needs. As long as this balance is satisfactorily maintained, the person remains adjusted and his mental health is retained. But when this balance is lost, he drifts towards maladjustment.

The samples for the study are IX standard students. These students will go to standard X and will be facing the board examinations. Depending upon their board examinations results, they will be choosing the subjects for higher studies. Many students are able to and may not able to perform well, the reason can be any. They might be having any physical, social or emotional difficulties in school. They may be and may not be able to cope up these difficulties, which may affect or may not affect their mental health. As stated earlier school is the place where child spends much of his time. So it is necessary to know whether the school environment affects their mental health which in turn may affect and may not affect their way of thinking, and behaving

The researcher underwent internship during her B.Ed program. While interacting with the students she came to know that the students were not satisfied with the institution and was not socially and emotionally attached to the institution. The students did not face any mental health disorder. But the researcher wanted to know whether the students undergo any kind of mental health disorder. This gave the researcher an interest to know that whether all the students of the Vadodara city possess the same attitude or their perception towards the life is different.

CONCLUSION

This chapter explains the researches done in various fields, such as research done on mental health, adolescences and school environment. This chapter explains literature review in detail and the implication for the present study. The next chapter explains methodology adopted for the present study in detail.

CHAPTER III

METHODOLOGY

3.0 INTRODUCTION

Methodology is considered as an important aspect in the research work. It shows the objective, design, sampling, data collection and data analysis of the study. While dealing with methodology one has to be very careful as the result may mislead the study, if the methodology is inappropriate. The methodology gives the clear idea and structure of how the study has been conducted, depending upon the methodology the findings will be give the true picture of the study. The objective of the study was to know the impact of school environment on the mental of the adolescence of standard IX. For this purpose the researcher had developed tools for the students. The following sections will give the clear picture as to how the study was conducted.

3.1 RESEARCH QUESTIONS

1. Has the school environment contributed to students' levels of motivation and engagement?
2. Has the school environment affected student's way of thinking, feeling and behaving?
3. How has the school environment affected the student's relationship with their peers and teachers?
4. Do students feel that the school environment will have any impact on their learning outcomes?

3.2 OBJECTIVES OF THESTUDY

1. To examine the mental health of the students.

2. To find out the relationship between school environment and mental health among adolescents of standard IX of Vadodara city.

3.3 TITLE OF THE STUDY

A study of the impact of school environment on the mental health of the adolescents of standard IX of Vadodara city.

3.4 DESIGN OF THE STUDY

The design of the study is descriptive survey.

3.5 EXPLANATION OF THE TERM

Mental health: Refers to the adolescent's Mental Health. Where the individual realizes his or her potential, and make adjustment in his or her environment and along with the people.

School environment: It refers to the adolescence perception of social, emotional and physical climate of the educational institution in which he/she is studying.

3.6 POPULATION OF THE STUDY

The population of the study consists of all the IX standard students of all English medium schools, following the Gujarat Secondary and Higher Secondary Education Board and Central Board of Secondary Education of Vadodara city in the academic year 2014-15.

3.7 SAMPLES AND SAMPLING TECHNIQUE

The sample of the study consisted of 200 adolescents from seven different schools in Vadodara City. From seven schools, four schools were Gujarat Secondary and Higher Secondary Education Board and three schools were Central Board of Secondary Education. The age of the adolescents approximately ranged from 14 to 15 years. The number of the samples taken from both the boards i.e. GSHSEB and CBSE is given in the table below.

SCHOOLS IN VARODARA CITY			
GSHSEB		CBSE	
1st school	35 students	5th school	31 students
2nd school	30 students	6th school	31 students
3rd school	30 students	7th school	31 students
4th school	12 students		

Total numbers of students were 200. The sampling technique used by the investigator for this study was purposive sampling.

3.8 TOOLS USED IN THE STUDY

For the collection of data it is very necessary to have appropriate tools that will be helpful in data analysis of the study with proper valid information. The researcher had developed rating scale and questionnaire for the students.

3.9 DELIMITATIONS

The study is delimited only on the impact of school environment on adolescence of IX standard of Vadodara city.

3.10 NATURE OF DATA

The data is both qualitative and quantitative in nature. For the two objectives that is (i) to examine the mental health of the students, (ii) to examine the impact of school environment on the metal health of the adolescence. For these two objectives rating scale was used. The options provided in rating scale were in numeric form. Therefore the nature of data is quantitative.

For the second objective another tool was developed that was questionnaire, comprising both close ended and open ended questions. Therefore here the nature of data is both quantitative and qualitative.

3.11 SOURCES OF DATA

For both the objective the sources of the data were the adolescence of standard IX of Vadodara city for the academic year 2014-15.

3.12 VALIDATION OF TOOL

For validation of tool five experts were consulted. Out of five experts three experts were from Navrachana University and two experts were from MSU. The suggestions given by the experts were incorporated in the tools. Suggestions given by the NUV experts were adding observation as another tool, few suggestions were given to change some of the statements, and to add more statements on the physical environment. Based on the suggestions given by the NUV experts the researcher then thought of adding questionnaire as another tool for the second objective. One of the experts gave suggestion to make the questionnaire open ended one. After getting the suggestions from the experts the tools were modified accordingly.

3.13 PROCESS OF DATA COLLECTION

The rating scale and questionnaire were distributed to the students. The students were made comfortable by giving the researchers introduction and the intention of the researcher. They were made assure that the information provided by them will be kept confidential. Even the school management were also given assurance that the name of their school and findings from their school will not be revealed to anyone.

The researcher was personally presented during the data collection. The researcher explained every statement to the students to avoid any confusion in the sentences.

3.14 PROCESS OF DATA ANALYSIS

The data procured from the rating scale was analysed quantitatively with calculation of percentages, which provided base for interpretations. The data obtained from open ended questionnaire were analysed qualitatively employing the technique of content analysis. The responses were read repeatedly, the points emerging were identified and broad categories were developed on the basis of similarity of responses. Also, the number of respondents who did not give responses was counted.

CONCLUSION

This chapter explain the methodology used to conduct the research. It explains the design of the study, tools developed, data analysis procedure. In the next chapter, chapter IV data analysis and interpretation is provided.

CHAPTER IV

DATA ANALYSIS AND INTEPRETATION

4.0 INTRODUCTION

The present chapter deals with data analysis and data interpretation. Data was collected through rating scale for students and open and close ended questionnaire for the students. The data was analysed quantitatively using percentage and qualitatively using content analysis technique. Data analysis and interpretation of data is presented objective wise in this chapter.

4.1 ANALYSIS OF DATA

The data procured from the rating scale was analysed quantitatively with calculation of percentages, which provided base for interpretations. The data obtained from close ended questionnaire were analysed quantitatively with calculation of percentages. The data obtained from open ended questionnaire were analysed qualitatively employing the technique of content analysis. The responses were read repeatedly, the points emerging were identified and broad categories were developed on the basis of similarity of responses. Those were then quantified as percentages. Also, the number of respondents who did not give responses was counted. This number was converted into percentage to present the data quantitatively.

4.2 OBJECTIVES OF THE STUDY

The objectives of the study are stated below:

1. To examine the mental health of the students.
2. To find out the relationship between school environment and mental health among adolescents.

4.3 ANALYSIS OF OBJECTIVE 1

Analysis and interpretation of data with respect to the mental health of the students.

Table 1: Responses of the students on their feelings and attitude towards themselves

Sr. No	Statements	Mostly	Sometimes	Rarely	No Response
1.	I feel satisfied and happy in my life	46.5%	49%	4.5%	0
2.	It is easy for me to stick to my aims and accomplish my goals	34%	55.5%	9%	1.5%
3.	I am able to adjust in any given circumstance	43%	46.5%	10.5%	0
4.	I can remain calm when facing difficulties because I can rely on my coping abilities	29%	46%	23%	2%
5.	I feel whatever happens is for good	50.5%	36%	12.5%	1%
6.	When I fail to live up to my expectations, I feel I am not good enough	22.5%	46%	29.5%	2%
7.	I am a steady person and make decisions easily	35.5%	47%	16.5%	1%
8.	I feel bored with life	10%	25.5%	63.5%	1%
9.	If I am in trouble I can usually think of the solution	53%	35.5%	9%	2.5%
10.	I feel fearful for my future	25%	38%	34%	3%

11.	I take disappointment so keenly that I can't put them out of my mind	17.5%	40%	38.5%	4%
12.	I get angry with others when things get wrong	31.5%	46.5%	21%	1%
13.	I am not disturbed by criticism	25%	36.5%	32.5%	6%
14.	I feel frightened and completely confused about things in general	8.5%	36.5%	54%	2%
15.	I feel people dislike me and are unfriendly towards me	6.5%	29.5%	64%	0
16.	Some unimportant thoughts runs through my mind and bothers me.	19.5%	43%	37%	0.5%
17.	I enjoy good physical health	72.5%	18%	9.5%	0
18.	I feel stressed when I do not live up to my own standards	21%	52%	25%	2%
19.	I sleep soundly	26%	15%	56%	3%
20.	I like being with my friends and family	89%	4%	6%	1%

Analysis of the responses stated by the students

1. I feel satisfied and happy in my life

46.5% of the students mostly feel happy and satisfied in their life.

49% of the students sometimes feel happy and satisfied in their life.

4.5% of the students rarely feel happy and satisfied in their life.

2. It is easy for me to stick to my aims and accomplish my goals

34% of the students are mostly able to stick to their aims and accomplish their goals.

55.5% of the students are sometimes able to stick to their aims and accomplish their goals.

9% of the students are rarely able to stick to their aims and accomplish their goals.

1.5% did not respond the statement.

3. I am able to adjust in any given circumstance.

43% of the students are mostly able to adjust themselves in any given circumstance.

46.5% of the students are sometimes able to adjust themselves in any given circumstance.

10.5% of the students are rarely able to adjust themselves in any given circumstance.

4. I can remain calm when facing difficulties because I can rely on my coping abilities

29% of the students mostly remain calm when facing difficulties because they can rely on their coping abilities.

46% of the students sometimes remain calm when facing difficulties because they can rely on their coping abilities.

23% of the students rarely remain calm when facing difficulties because they can rely on their coping abilities.

5. I feel whatever happens is for good.

50.5% of the students mostly feel that whatever happens is for good.

36% of the students sometimes feel that whatever happens is for good.

12.5% of the students rarely feel that whatever happens is for good.

1% of the students did not give their responses.

6. When I fail to live up to my expectations, I feel I am not good enough.

22.5% of the students mostly feel that they are not good enough when they do not live up to their expectations.

46% % of the students sometimes feel that they are not good enough when they do not live up to their expectations.

29.5% of the students rarely feel that they are not good enough when they do not live up to their expectations.

2% of the students did not give their responses.

7. I am a steady person and make decisions easily.

35.5% of students mostly remains steady and make decisions easily.

47% of students sometimes remains steady and make decisions easily.

16.5% of students rarely remains steady and make decisions easily.

1% students did not give their responses.

8. I feel bored with life.

10% of the students mostly feel bored with their life.

25.5% of the students sometimes feel bored with their life.

63.5% of the students rarely feel bored with their life.

1% of the students did not give their responses.

9. If I am in trouble I can usually think of the solution.

53% of the students can mostly think of the solution if they are in trouble.

35.5% of the students can sometimes think of the solution if they are in trouble.

9% of the students can rarely think of the solution if they are in trouble.

2.5% of the students did not give their responses.

10. I feel fearful for my future.

25% of the students mostly feel fearful for their future.

38% of the students sometimes feel fearful for their future.

34% of the students rarely feel fearful for their future.

3% of the students did not give their responses.

11. I take disappointment so keenly that I can't put them out of the mind.

17.5% students mostly take disappointment so keenly that they can't put them out of their mind.

40% students sometimes take disappointment so keenly that they can't put them out of their mind.

38.5% students rarely take disappointment so keenly that they can't put them out of their mind.

4% did not give their responses.

12. I get angry with others when things get wrong.

31.5% students mostly get angry with others when things get wrong.

46.5% students sometimes get angry with others when things get wrong.

21% students rarely get angry with others when things get wrong.

1% of the students did not give their responses.

13. I am not disturbed by criticism.

25% of the students are mostly disturbed by criticism.

36.5% of the students are sometimes disturbed by criticism.

32.5% of the students are rarely disturbed by criticism.

6% of the students did not give their responses.

14. I feel frightened and completely confused about things in general.

8.5% of the students mostly feel frightened and completely confused about things in general.

36.5% of the students sometimes feel frightened and completely confused about things in general.

54% of the students rarely feel frightened and completely confused about things in general.

2% of the students did not give their responses.

15. I feel people dislike me and are unfriendly towards me.

6.5% of the students mostly feel that people dislike them and are unfriendly towards them.

29.5% of the students sometimes feel that people dislike them and are unfriendly towards them.

64% of the students rarely feel that people dislike them and are unfriendly towards them.

16. Some unimportant thought run through my mind and bothers me.

19.5% of the students mostly feel that some unimportant thought run through their mind and bothers them.

43% of the students sometimes feel that some unimportant thought run through their mind and bothers them.

37% of the students rarely feel that some unimportant thought run through their mind and bothers them.

0.5% of the students did not give their responses.

17. I enjoy good physical health.

72.5% of the students mostly enjoy good physical health.

18% of the students sometimes enjoy good physical health.

9.5% of the students rarely enjoy good physical health.

18. I feel stressed when I do not live up to my own standards.

21% of the students mostly feel stressed when they don't live up to their own standards.

52% of the students sometimes feel stressed when they don't live up to their own standards.

25% of the students rarely feel stressed when they don't live up to their own standards.

2% of the students did not give their responses.

19. I sleep soundly.

26% of the students mostly sleep soundly.

15% of the students sometimes sleep soundly.

56% of the students rarely sleep soundly.

3% of the students did not give their responses.

20. I like being with my friends and family.

89% of the students mostly like to be with their friends and family.

4% of the students sometimes like to be with their friends and family.

6% of the students rarely like to be with their friends and family.

1% of the students did not give their responses.

4.4 MAJOR FINDINGS RELATED TO THE FIRST OBJECTIVE: TO EXAMINE THE MENTAL HEALTH OF THE ADOLESCENCE

- Majority of the students feel that they feel satisfied and happy in their life and feels whatever happens is for good. This shows that the adolescence are emotionally mature and stable as they are able to express their emotions in a desirable way and exercise proper control over them.

- Majority of the students enjoy good physical health and they like to be with their friends and family. This shows that the adolescence always lives in the world of reality rather than that of imagination and fantasy and possess social and healthy habits.

- Majority of the students are able to adjust in any given circumstance, they are steady person and make decisions easily can think about the solution when they are in trouble. This shows that the adolescence has adequate ability to make adjustments in the changed circumstances and situations and the adolescence is able to think independently and take proper decision at the proper time.

- Majority of the students are not disturbed by the criticism and are not frightened and completely confused about things in general. This shows that the adolescence is free from undesirable mental disturbance, disorders, conflicts, anxieties, frustrations, ailments and diseases and they possesses enough courage and power of tolerance for facing failures in their life.

- Majority of the students doesn't feel bored with life and doesn't feel fearful for their future. This indicates that the adolescence is self-confident and optimist. He does not exhibit undue fear and anxiety for a new dissatisfaction as stated.

4.5 ANALYSIS OF OBJECTIVE 2.

ANALYSIS OF DATA WITH RESPECT TO THE EFFECT OF SCHOOL ENVIRONMENT ON THE MENTAL HEALTH OF THE STUDENTS.

The tool prepared by the researcher had 35 questions related to perception of students about school environment. The statements from 2 to 8 are related to the physical environment.

4.5.1 STUDENT'S PERCEPTION TOWARDS THE PHYSICAL ENVIRONMENT OF THE SCHOOL:

Table 2: Responses of the students on the physical environment

Statement Sr. No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2.	I feel comfortable in my classroom as it is well lightened	36.5%	34%	17%	1%	5%
3.	I feel enjoyable in my school as there are big open spaces where I can play or talk with friends	60%	23.5%	8.5%	6.5%	1.5%
4.	There is a good range of ICT equipment which help me to learn	22%	38%	19%	11.5%	9.5%
5.	The classroom has appropriate furniture which is comfortable for me	23%	33%	19.5%	15.5%	9%
6.	My school has good dining facilities for healthy eating	16%	17.5%	28.5%	20%	18%
7.	My school has good	13%	15.5%	22.5%	24%	25%

	ventilation and clean toilets					
8.	I feel the location of my school is good	36%	32.5%	18.5%	5%	8%

2. I feel comfortable in my classroom as it is well lightened.

36.5% of the students strongly agree that they feel comfortable in their classroom as it is well lightened.

34% of the students agree that they feel comfortable in their classroom as it is well lightened.

21.5% remained neutral.

4.5% of the students disagree that they feel comfortable in their classroom as it is well lightened.

3.5% of the students strongly disagree that they feel comfortable in their classroom as it is well lightened.

3. I feel enjoyable in my school as there are big open spaces where I can play or talk with friends.

60% of the students strongly agree that they feel enjoyable in school as there are big open spaces where they can play or talk with friends.

23.5 of the students agree that they feel enjoyable in school as there are big open spaces where they can play or talk with friends.

8.5% of the students remained neutral.

6.5% of the students disagree that they feel enjoyable in school as there are big open spaces where they can play or talk with friends.

1.5% of the students strongly disagree that they feel enjoyable in school as there are big open spaces where they can play or talk with friends.

4. There is a good range of ICT equipment which help me to learn.

22% of the students strongly agree that there is a good range if ICT equipment which help them to learn.

38% of the students agree that there is a good range if ICT equipment which help them to learn

19% of the students remained neutral

11.5% of the students strongly disagree that there is a good range if ICT equipment which help them to learn

9.5% of the students disagree that there is a good range if ICT equipment which help them to learn

5. The classroom has appropriate furniture which is comfortable for me.

23% of the students strongly agree that the classroom has appropriate furniture which is comfortable for them.

33% of the students agree that the classroom has appropriate furniture which is comfortable for them.

19.5% of the students remained neutral.

15.5% of the students strongly disagree that the classroom has appropriate furniture which is comfortable for them.

9% of the students disagree that the classroom has appropriate furniture which is comfortable for them.

6. My school has good dining facilities for healthy eating.

16% of the students strongly agree that their school has good dining facilities for healthy eating.

17.5% of the students agree that their school has good dining facilities for healthy eating.

28.5% of the students remain neutral.

20% of the students strongly disagree that their school has good dining facilities for healthy eating.

18% of the students disagree that their school has good dining facilities for healthy eating.

7. My school has good ventilation and clean toilets.

13% of the students strongly agree that their school has good ventilation and clean toilets.

15.5% of the students agree that their school has good ventilation and clean toilets.

22.5% of the students remain neutral.

24% of the students strongly disagree that their school has good ventilation and clean toilets.

25% of the students disagree that their school has good ventilation and clean toilets.

8. I feel the location of my school is good.

16% of the students strongly agree that the location of their school is good.

17.5% of the students agree that the location of their school is good.

28.5% of the students remain neutral.

20% of the students strongly disagree that the location of their school is good.

18% of the students disagree that the location of their school is good.

MAJOR FINDINGS FROM SECOND OBJECTIVE:

4.5.1 INTERPRETATION OF STUDENTS PERCEPTION ON THE PHYSICAL ENVIRONMENT

It can be stated on the basis of the data analysis presented that majority of the students strongly agree that they feel comfortable and enjoyable in school and have good range of ICT equipment, appropriate furniture and satisfied with the location of the school. For good ventilation and clean toilets it was found that majority of the students disagree, as the school is not providing good facility for ventilation and clean toilets. Majority of the students also disagree that they have good dining for healthy eating; the reason can be the same, as the school is not providing the dining facilities. Apart from the appropriate furniture, and open space the student's desire for good ventilation, clean toilets and good dining facilities.

Appropriate ventilation, clean toilets and good dining are the basic requirement of the adolescence, if these requirements are not met than the students may face mental health problems.

4.5.3 STUDENT'S PERCEPTION TOWARDS THE SOCIAL ENVIRONMENT OF THE SCHOOL:

The statements 9, 13, 16, 17, 18, 22, 23, 24, 27, 29, 34 are related to the social environment of the school

Table 3: Students response on the social environment

Statement Sr. No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9	I feel I am accepted by all as I am	33%	40.5%	22%	2.5%	2%
13.	I feel I am popular among peers	22.5%	33%	36%	5%	8.5%
16.	I don't understand when instruction is given in English.	6.5%	3.5%	8%	19.5%	62.5%
17.	I feel close to the people at this school	25.5%	40%	26.5%	4.5%	3.5%
18.	The teachers at this school treat students fairly	21%	35%	20%	15%	9%
22.	I feel sad if my teachers don't pay attention to me	23.5%	22.5%	23%	15%	16%
23.	I feel that my teachers are not cooperative	8%	9%	26%	31%	26%
24.	Sometimes I feel my teachers neglect me	10.5%	20.5%	17.5%	29%	22.5%
27.	I feel neglected when I am not given chance during school functions	22%	22.5%	23.5%	17%	15%
29.	I am unable to understand the content taught by teachers	6%	13.5%	28%	26%	26.5%
34.	There is too much competition among classmates which brings me a lot of academic pressure	28.5%	32.5%	20.5%	11%	8.5%

1. I feel positive when I am at school.

34% of the students strongly agree that they feel positive when they are at school.

43% of the students agree that they feel positive when they are at school.

17% of the students remained neutral

1% of the students disagree that they feel positive when they are at school.

5% of the students strongly disagree that they feel positive when they are at school.

9. I feel I am accepted by all as I am.

33% of the students strongly agree that they are accepted by all as they are.

40.5% of the students agree that they are accepted by all as they are.

22% of the students remain neutral.

2.5% of the students strongly disagree that they are accepted by all as they are.

2% of the students disagree that they are accepted by all as they are.

13. I feel I am popular among my peers.

22.5% of the students strongly agree that they are popular among their peers.

33% of the students agree that they are popular among their peers.

36% of the students remain neutral.

5% of the students strongly disagree that they are popular among their peers.

8.5% of the students disagree that they are popular among their peers.

16. I don't understand when instruction is given in English.

6.5% of the students strongly agree that they don't understand when instruction is given in English.

3.5% of the students agree that they don't understand when instruction is given in English.

8% of the students remain neutral.

19.5% of the students strongly disagree that they don't understand when instruction is given in English.

62.5% of the students disagree that they don't understand when instruction is given in English.

17. I feel close to the people at this school.

22.5% of the students strongly agree that they feel close to the people at this school.

40% of the students agree that they feel close to the people at this school.

26.5% of the students remain neutral.

4.5% of the students strongly disagree that they feel close to the people at this school.

3.5% of the students disagree that they feel close to the people at this school.

18. The teachers at this school treat students fairly.

21% of the students strongly agree that the teachers at their school treat students fairly.

35% of the students agree that the teachers at their school treat students fairly.

20% of the students remain neutral.

15% of the students strongly disagree that the teachers at their school treat students fairly.

9% of the students disagree that the teachers at their school treat students fairly.

22. I feel sad if my teachers don't pay attention to me.

23.5% of the students strongly agree that they feel sad if their teachers don't pay attention to them.

22.5% of the students agree that they feel sad if their teachers don't pay attention to them.

23% of the students remain neutral.

15% of the students strongly disagree that they feel sad if their teachers don't pay attention to them.

16% of the students disagree that they feel sad if their teachers don't pay attention to them.

23. I feel that my teachers are not cooperative.

8% of the students strongly agree that they their teachers are not cooperative.

9% of the students agree that they their teachers are not cooperative.

26% of the students remain neutral.

31% of the students strongly disagree that they their teachers are not cooperative.

26% of the students disagree that they their teachers are not cooperative.

24. Sometimes I feel my teachers neglect me.

10.5% of the students strongly agree that they feel that sometimes their teachers neglect them.

20.5% of the students agree that they feel that sometimes their teachers neglect them.

17.5% of the students remain neutral.

29% of the students strongly disagree that they feel that sometimes their teachers neglect them.

22.5% of the students disagree that they feel that sometimes their teachers neglect them.

27. I feel neglected when I am not given chance during school function.

22% of the students strongly agree that they feel neglected when they are not given chance during school function.

22.5% of the students agree that they feel neglected when they are not given chance during school function.

23.5% of the students remain neutral.

17% of the students strongly disagree that they feel neglected when they are not given chance during school function.

15% of the students disagree that they feel neglected when they are not given chance during school function.

29. I am unable to understand the content taught by teachers.

6% of the students strongly agree that they are unable to understand the content taught by the teachers.

13.5% of the students agree that they are unable to understand the content taught by the teachers.

28% of the students remain neutral.

26% of the students strongly disagree that they are unable to understand the content taught by the teachers.

26.5% of the students disagree that they are unable to understand the content taught by the teachers.

34. There is too much competition among classmates which brings me a lot of academic pressure.

28% of the students strongly agree that there is too much competition among classmates which brings lot of academic pressure for them.

32% of the students agree that there is too much competition among classmates which brings lot of academic pressure for them.

20.5% of the students remain neutral.

11% of the students strongly disagree that there is too much competition among classmates which brings lot of academic pressure for them.
8.5% of the students disagree that there is too much competition among classmates which brings lot of academic pressure for them.

4.5.4 INTERPRETATION OF STUDENTS PERCEPTION ON THE SOCIAL ENVIRONMENT IN SCHOOL

It can be stated on the basis of the data analysis presented that majority of the students agree that they feel positive in school, are accepted by all and feel close to the people at school, they are popular among their peers, the teachers treats every student fairly even feel sad when their teacher doesn't pay attention to them and feel neglected when they are not given chance during school functions and feels lots of academic pressure as there is too much competition among classmates. Majority of the students also disagree that their teacher neglect them and is not cooperative, they also disagree that they don't understand the content and instruction given in English.
The responses stated by majority of the students indicate that the adolescence possess desirable inter-personal relations and are sensitivity to the feelings of others. Few of the students feel sad when their teacher doesn't pay attention to them and feel neglected when they are not given chance during school functions and feels lots of academic pressure as there is too much competition among classmates. The teacher should take care of these. If the child doesn't get required response from the teacher then they may face mental health problems.

4.5.5 STUDENT'S PERCEPTION TOWARDS THE EMOTIONAL ENVIRONMENT OF THE SCHOOL:

The statements 10, 11, 14, 15, 19, 20, 21, 25, 26, 28, 30, 31, 32, 33, 35 are related to the emotional environment of the school.

Table 4: Responses of the students on the emotional environment

Statement Sr. No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10.	I feel motivated by my teachers	36.5%	29%	22.5%	7%	5%
11.	I have strong bonding with my best friend	63.5%	22.5%	7.5%	4%	7.5%
12.	I feel secure in my school	47%	28.5%	17.5%	2%	5%
14.	I feel sometimes my peers makes fun of me	15.5%	31.5%	33.5%	12%	7.5%
15.	I feel due to my popularity some of my peers are jealous of me	21.5%	16.5%	27.5%	17%	17.5%
19.	I feel hopeful in my school	27.5%	37%	27%	5%	3.5%
20.	I feel my teachers understand me	26%	35%	21%	8.5%	9.5%
21	I feel my teachers trust me that I won't lie.	26.5%	37%	21.5%	7.5%	7.5%
25.	I feel I have disappointed my teacher when I do badly in my school	26%	36.5%	20%	9%	8.5%
26.	I feel upset when my teacher scolds me	23.5%	28.5%	23.5%	11.5%	13%
28.	I feel stressed due to too much of home assignment	26.5%	23.5%	29%	12%	9%

30.	I feel a lot of pressure in my daily studies	15%	18.5%	32.5%	22.5%	11.5%
31.	I almost have no time to do other things except studying	17.5%	16%	29%	21%	16.5%
32.	I always feel very nervous during tests/exams	275	27%	20%	14%	12%
33.	Future education and employment bring me a lot of academic pressure	20.5%	27%	26%	16%	10.5%
35.	I usually cannot sleep because I worry a lot that my performance won't get down.	19%	17.5%	21%	16.5%	25.5%

10. I feel motivated by my teachers

36.5% of the students strongly agree that they feel motivated by the teachers.
29% of the students agree that they feel motivated by the teachers.
22.5% of the students remain neutral.
7% of the students strongly disagree that they feel motivated by the teachers.
5% of the students disagree that they feel motivated by the teachers.

11. I have strong bonding with my best friend.

63.5% of the students strongly agree that they have strong bonding with their best friend.
22.5% of the students agree that they have strong bonding with their best friend.
7.5% of the students remain neutral.
4% of the students strongly disagree that they have strong bonding with their best friend.
7.5% of the students disagree that they have strong bonding with their best friend.

12. I feel secure in my school

47% of the students strongly agree that feel secure in their school.
28.5% of the students agree that feel secure in their school.

17.5% of the students remain neutral.

2% of the students strongly disagree that feel secure in their school.

5% of the students disagree that feel secure in their school.

14. I feel sometimes my peers make fun of me.

15.5% of the students strongly agree that they feel sometimes their peers make fun of them.

31.5% of the students agree that they feel sometimes their peers make fun of them.

33.5% of the students remain neutral.

12% of the students strongly disagree that they feel sometimes their peers make fun of them.

7.5% of the students disagree that they feel sometimes their peers make fun of them.

15. I feel due to my popularity some of my peers are jealous of me.

21.5% of the students strongly agree that they feel due to their popularity some of their peers are jealous of them.

16.5% of the students agree that they feel due to their popularity some of their peers are jealous of them.

20% of the students remain neutral.

17% of the students strongly disagree that they feel due to their popularity some of their peers are jealous of them.

17.5% of the students disagree that they feel due to their popularity some of their peers are jealous of them.

19. I feel hopeful in my school.

27.5% of the students strongly agree that they feel hopeful in the school.

37% of the students agree that they feel hopeful in the school.

27% of the students remain neutral.

5% of the students strongly disagree that they feel hopeful in the school.

3.5% of the students disagree that they feel hopeful in the school.

20. I feel my teachers understand me.

26% of the students strongly agree that they feel that their teachers understand them.

35% of the students agree that they feel that their teachers understand them.

21% of the students remain neutral.

8.5% of the students strongly disagree that they feel that their teachers understands them.

9.5% of the students disagree that they feel that their teachers understands them.

21. I feel my teachers trust me that I won't lie.

26.5% of the students strongly agree that they feel that their teachers trust them that they won't lie.

37% of the students agree that they feel that their teachers trust them that they won't lie.

21.5% of the students remain neutral.

7.5% of the students strongly disagree that they feel that their teachers trust them that they won't lie.

7.5% of the students disagree that they feel that their teachers trust them that they won't lie.

25. I feel I have disappointed my teacher when I do badly in my school.

26% of the students strongly agree that they feel that they have disappointed their teacher when they do badly in school.

36.5% of the students agree that they feel that they have disappointed their teacher when they do badly in school.

20% of the students remain neutral.

9% of the students strongly disagree that they feel that they have disappointed their teacher when they do badly in school.

8.5% of the students disagree that they feel that they have disappointed their teacher when they do badly in school.

26. I feel upset when my teachers scold me.

23.5% of the students strongly agree that they feel upset when their teachers scold them.

28.5% of the students agree that they feel upset when their teachers scold them.

23.5% of the students remain neutral.

11.5% of the students strongly disagree that they feel upset when their teachers scolds them.

13% of the students disagree that they feel upset when their teachers scolds them.

28. I feel stressed due to too much of home assignment.

26.5% of the students strongly agree that feel stressed due to too much of home assignment.

23.5% of the students agree that feel stressed due to too much of home assignment.

29% of the students remain neutral.

12% of the students strongly disagree that feel stressed due to too much of home assignment.

9% of the students disagree with the statement.

30. I feel a lot of pressure in my daily studies.

15% of the students strongly agree that they feel lot of pressure in their daily studies.

18.5% of the students agree that they feel lot of pressure in their daily studies.

32.5% of the students remain neutral.

22.5% of the students strongly disagree that they feel lot of pressure in their daily studies.

11.5% of the students disagree that they feel lot of pressure in their daily studies.

31. I almost have no time to do other things except studying.

17.5% of the students strongly agree that they have no time to do other things except studying.

16% of the students agree that they have no time to do other things except studying.

29% of the students remain neutral.

21% of the students strongly disagree that they have no time to do other things except studying.

16.5% of the students disagree that they have no time to do other things except studying.

32. I always feel very nervous during tests/exams.

27% of the students strongly agree that they feel very nervous during tests/exams.

27% of the students agree that they feel very nervous during tests/exams.

20% of the students remain neutral.

14% of the students strongly disagree that they feel very nervous during tests/exams.

12% of the students disagree that they feel very nervous during tests/exams.

33. Future education and employment bring me a lot of academic pressure.

20.5% of the students strongly agree that future education and employment bring lot of academic pressure to them.

27% of the students agree that future education and employment bring lot of academic pressure to them.

26% of the students remain neutral.

16% of the students strongly disagree that future education and employment bring lot of academic pressure to them.

10.5% of the students disagree that future education and employment bring lot of academic pressure to them.

35. I usually cannot sleep because I worry a lot that my performance won't get down.

19% of the students strongly agree that they cannot sleep because they worry a lot that their performance won't get down.

17.5% of the students agree that they cannot sleep because they worry a lot that their performance won't get down.

21% of the students remain neutral.

16.5% of the students strongly disagree that they cannot sleep because they worry a lot that their performance won't get down.

25.5% of the students disagree that they cannot sleep because they worry a lot that their performance won't get down.

4.5.6 INTERPRETATION OF STUDENTS PERCEPTION ON THE EMOTIONAL ENVIRONMENT IN SCHOOL

It can be stated on the basis of the data analysis presented that majority of the students agree that they feel that their teacher understands them and trust them that they won't lie and feel motivated by them, they also feel that they have disappointed their teacher and feels upset when their teacher scolds them. They also agree that they have strong bonding with their best friends, and due to their popularity some of

their peers are jealous of them, they also feel secure and hopeful in school. They agree that they feel stress because of too much of home assignment and feel lot of pressure in daily studies and have no time to do other things except studying. They feel nervous during exams and future education and employment bring them lot of academic pressure. Majority of the students disagree that they usually cannot sleep because they worry lot that their performance won't get down.

The responses stated by the students pertaining to the attachment with their teacher and peer were positive, they did not face any mental health difficulties. The students face difficulties with the academics, for this the teacher has to provide guidance and motivation to the students

4.6 DATA ANALYSIS AND INTERPRETATION OF OPEN ENDED AND CLOSE ENDED QUESTIONNAIRE

1. Serious quarrel with teacher or other staff member at school

TABLE 5. Responses when the student had quarrelled with the teacher

Sr. No.	Categories	Frequencies
1.	Got beating without any reason	1
2.	Due to scolding and beating	5
3.	Teacher did not allowed to participate in annual function	1
4.	Bunked the class	1
5.	Due to partiality done by teacher	2
6.	Teacher did not give permission to attend puja	1
7.	Wrote letter to female peer	1
8.	Giving remarks without reason	1
9.	Right on his own side	1

Out of 200 students, 177 students did not have any serious quarrel with teacher or other staff member at school. 21 students had quarrel with their teacher. 2 students did not respond to the question. The reason mentioned by the students are gets beating without reason, due to self-respect, due to scolding and beating, teacher did not allowed the student to participate in the annual function, due to partiality done by teacher, teacher did not give permission to go for puja, wrote a letter to a girl, the child bunked the class, got remark without reason, student felt he is right on his own side.

Here are some of the valid reasons where the teacher is right at her/his point, such as writing letter to any girl, bunking the class, not giving the permission to go for puja. These are the certain acts where the child stands guilty. Writing any informal letter to any of female peer is not allowed in the school premises, bunking the class is not the part of school, the child has no right to bunk the class, and it will give motivation to other students also. If the child wants to go to any family function, than the parents are supposed to take the permission from the school not the child, who knows whether the child will go to family function or somewhere else. Now a day's corporal punishment is an offence for the teacher. If the teacher is beating the child than this act is wrong from the teacher's side. As according to law the teacher has no right to punish any child. But 1 student has stated that he was beaten without any reason. But no teacher is willing to beat anyone without any reason. It might have happened that the child might have done any mistake and the child does not want to reveal his mistake.

The reasons given by the students are not very serious for which the parents were called or taken to any higher authority. It may be possible that some of the students may face mental health difficulties due to the arguments which they had with their teacher.

2. Scolded, threatened, or humiliated by teacher or other staff at school, what they felt after that?

Table 6. Responses on what the child felt after scolding, threatening and humiliation

Sr. No.	Categories	Frequencies
1.	Lose hope to live	1
2.	Felt guilty	31
3.	Felt bad	40
4.	Doesn't matter much	5
5.	Felt not to attend school from next day	2
6.	Felt what punishment the teacher should get	2

99 students were not scolded nor threatened neither humiliated. They did not face any of these acts in the school. The remaining 101 students had faced these acts and after facing the responses on what they felt were similar to many students and some of them vary. 20 students did not mention the reason on what they felt after the punishment that they got.

The responses were 1 student lose hope to live, 31 students felt guilty and understood their mistake and felt that it was their fault and felt to improve themselves, 40 students felt very bad, the reason was that some of them were not ready to accept their mistake, few of them felt humiliated, few got frustrated, few felt ashamed of scolding in front of the whole class. 5 students didn't felt anything, as for some it doesn't matter much and for 1 it has become a habit. 2 students felt of not attending the school from the next day, as they were very much upset and felt ashamed. 2 students felt what punishment now the teacher should get, when the teacher had scolded the student, so that he can take revenge.

The students were neither threatened nor humiliated they were simply scolded for their mistakes. It may happen that some of the students did not like their teacher when they were scolded. The response given by one of the student that he lose hope

to live, seems that the child was mentally disturbed. This may cause mental health problem.

3. Physical punishment such as standing, beat by fist or other object, or kicked by teacher of other staff member

Table 7. Responses on getting punishment such as standing, beating by fist or other object, or kicked

Sr. No.	Categories	Frequencies
1.	Not doing the home assignment	6
2.	Talking in the class	8
3.	Not brought the book, compass box	5
4.	Someone else cheated in the exam and the child got punishment	1
5.	Late coming to the school	1
6.	Not coming in proper uniform and not cutting hairs	1
7.	Not following the instruction of the teacher	4
8.	Scared the class teacher	1
9.	Got punished without reason	3

155 students did not get any physical punishment such as standing, beat by fist or other object, or kicked by teacher or other staff member.

44 students had gone through such type of punishment. The responses given by them are as follows. 14 students did not mention the reasons for the punishment.

6 students got punishment for not doing their home assignment for this one of them was hit by the duster. 8 students got punishment for talking, some of them were talking loudly and some of them were talking to their peers in the class. 5 students got punishment for not bringing the required things such as some didn't bring text

book, one didn't brought compass in maths class, one didn't brought map in the class. 1 child got punishment because of other student's mistake, as the other child was cheating in the exam and the teacher thought that this child did, so he was punished. 1 child got punished as he came late to the school. 1 child got punished for not coming in proper uniform and cutting his hair. 4 students were punished for not following the instruction of the teacher. 1 student scared the teacher for which he was punished. And 3 students were punished without reason; one of the students was punished to raise hand for 45 minutes.

The teacher did not punish the children physically such as standing, beat by fist or other objects. Only one student was hit by the duster and one was made to stand and one was told to raise hands. The punishment which the students got were not serious, it was neither taken to the parents nor to the principal.

4. Serious quarrels with fellow students at school

Table 8. Responses on serious quarrels with fellow friends

Sr. No.	Categories	Frequencies
1.	Misunderstanding	3
2.	Other student said bad about family and religion	3
3.	Making fun and teasing	15
4.	Other student abused the student	3
5.	Attitude of other students	10
6.	Fight on minute things	15
7.	Due to popularity	2
8.	Because of female friend	1
9.	Problem with the student itself	3

It was found that majority of the students that is 116 students did not have any serious quarrels with their fellow friends. 83 of the students said that they had quarrelled with their friends and the reasons given by them vary. 28 students did not mention the reasons for their fight and 2 students did not responded to the question.

Most of the students reported that other students tease and make fun of them because of this they had quarrelled with them. Most of the students also reported that due to other student's attitude and behaviour they had fight such as other students show ego, other student feel they are superior, other student beat unnecessarily, other students neglect and avoid them, other students are rude, they don't cooperate and are not responsible, other student do wrong things and steel things. Most of the students also reported that on silly things they use to have fight such as on the cricket matter, regarding classroom activity, on personal and private issues, fight on sitting arrangement, other student distract while studying, other student take things without permission, other student did not keep the conversation between friends, the student spoke in the middle of the two friends fighting. Few students reported that other student abuse them. 3 students said that other student told bad about the family and religion. 3 students told that due to misunderstanding they had fight. 2 students reported that due to their popularity they had fight. And 1 child said that because of his female friend he had fight.

The fight in which the students had undergone were not serious, they were in general. None of the student's parents were called nor was the act taken up to the teacher or higher authority. Three of the students reported that other student said bad about family. This may cause any mental health problem to the child.

5. Involvement in physical fighting, with the fellow friends

Table 9. Responses on involvement in physical fighting, with the fellow friends

Sr. No.	**Categories**	**Frequencies**
1.	Supported friend	4
2.	Other student told bad words	3
3.	Other student tease	5
4.	Other students feel they are superior	6
5.	Other student abuse	1
6.	Due to misunderstanding	2

172 students were not involved in any kind of physical fight with their fellow friends. 46 students had fight with their friends for various reasons such as majority of the students had fight due to the peer's way of behaviour such as irritating, trying to rule on others, during playing, other peers beat the students. Teasing was also one of the major acts where the student couldn't bear and they had a fight. 4 of them supported their friend, 3 students had fight as they were told bad words, and 1 student had a fight as he was abused, and 2 students had fight due to misunderstanding.

The fight in which these students were involved was not serious. None of the student was injured. One student reported that he was abuse, which is a very serious matter for today's children. If the child is abused than he may face mental health difficulties. 2 students did not respond the question. 25 students did not mention the reason for their fight

6. Fellow student ever bullied physically at school in any kind

172 reported that they were not physically bullied at school. 20 students told that they were bullied. But the reasons mentioned by them were not specified clearly and it doesn't seem that they were bullied in any kind. The responses were other student threw stone on the students head, other student harass, criticise and tease the

students, due to appearance. These reasons are of normal fight with the fellow friends. It doesn't seem that any child was hurt emotionally and went under any kind of mental health difficulties. None of the child went under any kind of mental health problem. 8 students did not respond the questions.

7. Observed fellow students been bullied physically at school in any kind.

114 students did not observed their fellow students ever been bullied physically at school in any kind. 84 students had observed such an act. The reasons mentioned by the students were less. Reasons given were opposite team lost the match so bullied the friend, other student broke the rules of the school, and junior students are bullied by the senior students. 2 students did not respond the question.

When the students saw their fellow friends been bullied, they it did not give any kind of negative impact on the students mental health.

8. Fellow students ever bullied emotionally at school

Table 10. Responses on fellow students bullied emotionally at school

Sr. No.	Categories	Frequencies
1.	Teasing for fun	8
2.	Due to appearance	6
3.	Due to popularity	2
4.	Lack of coordination among the students	13
5.	Due to surname	1

162 students were not bullied emotionally at school, such as insulting, calling names, teasing, threatening and humiliating. 79 students were bullied emotionally such as called by names, were teased. The reasons mentioned were due to surname the student was teased, due to appearance the students were teased such as 2 students were fat, 1 was thin, 2 had dark complex, and 1 had short height. 7 students were

teased for fun, 2 students were popular in the class, so other students tease them. There was lack of coordination among the students due to which they were bullied such as 2 of the students were teased as their father and mother passed away, insulting the religion and insulting the student, due to misunderstanding, other student did not know the student as he was new in the class, teasing on stupid reasons, truth was said about the other student, not taking the side of other students.

The reasons mentioned by the students are normal reasons. The students did not mentioned why they were teased, insulted, called by names. Few students reported that they were teased due to their appearance. If they were teased continuously then it may happen that they may suffer any mental health problem. 3 students did not respond the question. Few did not mention the reason and few of the students did not specify the reasons clearly.

9. Is the school environmental friendly

Table 11. Responses on whether the school is environmental friendly

Sr. No.	Categories	Frequencies
1.	Less number of trees	5
2.	People through garbage and burn the garbage and make pollution	7
3.	Bathrooms and food is not good	1
4.	School is in slum area	1
5.	Lots of noise pollution	1

162 students responded that their school is environmental friendly. 36 students did not feel that their school is environmental friendly. Majority of the students reported that people throw the garbage near the school ground and burns it, which creates air pollution. Few students reported that are less trees in the school. 1 student was of the view that the washroom is not appropriate and the food provided is not good, 1 student was of the view that the school is in slum area and 1 student responded that

there is too much noise pollution. 2 students did not respond the question and few of the students did not mention the reason for the statement.

From the responses given by the students it was seen that the students did not face any kind of mental disturbance, disorder, alignment or disease when they observed that the school environment is not environmental friendly.

10. Describe the design of the school building- comfortable, boring, colourful or scary

Table 12. Responses on design of the school building

Sr. No.	Categories	Frequencies
1.	Comfortable	108
2.	Boring	57
3.	Colourful	43
4.	Scary	23

108 students gave response that the design of the school building is comfortable, 57 students gave response that the design of the school building is boring, 43 students gave response that the design of the school building is colourful and 23 of the students felt that the design of the school building is scary. 21 students did not respond to the question.

From the responses given by the student it seems that the design of the school building did not affect the students way of think, behaving and feeling.

11. Places in the school where the students feel comfortable to learn

Table 13. Responses on the places where the students feel comfortable to learn

Sr. No.	Categories	Frequencies
1.	Library	51
2.	School class	55
3.	Garden	29
4.	Science lab	12
5.	Computer room	12
6.	Washroom	5
7.	Other places	10

175 of the students agreed that there are places in the school where they can learn. 51 students feel comfortable learning in library, 56 students feel comfortable learning in school class, 29 students feel comfortable learning in garden, 12 students feel comfortable learning in science lab, 12 students comfortable in computer room, 5 students feel comfortable in washroom and few students feel comfortable in corridor, open space, behind stage and staff room.

22 students reported that there are no such places in the schools to learn. 3 students did not give their response.

12. Places in the school where the students can go during the break

Table 14. Responses on the places in the school where the students can go during the break

Sr. No.	Categories	Frequencies
1.	School ground	107
2.	Basketball court	10
3.	Football ground	4
4.	Washroom	19
5.	Stair case	5
6.	Near canteen	7
7.	Near cycle stand	6
8.	Classroom	4
9.	Other places	21

107 students go to school ground during break, 10 students prefer to go at basketball court, 4 students prefer to go at football ground, 19 students wish to go at washroom, 5 students prefer to go meet at staircase, 7 students meet their friends near canteen, 6 students meet their friends near cycle stand, 4 students meet their friends in classroom, there are other places where the students meet their friends are assembly area, neat stage, balwadi gate, on pavements, school campus, tennis court, library, corridor, back of side of reception, behind kitchen and near cricket net.

25 students mentioned that there is no place where they can meet their friends. 3 students did not respond the question.

CONCLUSION

In this chapter analysis of the data along with the interpretation were generated. Detailed findings of both the objectives have been mentioned starting from how the adolescences feel and have perception about themselves and the people around them, what are their perceptions towards their schools. Whether they face or do not face any kind of mental health difficulties in the physical, social and emotional school environment.

CHAPTER V

SUMMARY

5.0 INTRODUCTION

This chapter presents an overall summary, findings, and conclusion of the present study. It provides a brief account of various aspects of the study. Major findings followed by implication of the study and also suggestions for future researches are given.

5.1 BACKGROUND OF THE STUDY

The school is a very important agency of education. Here the aim is to impart proper education to child for his all-round development. NCF (2005) says "School must be marked by the values of equality, social justice, and respect for diversity, as well as of the dignity and rights of children". School is the place which provides an enabling learning environment. An enabling learning environment is one where the child feels secure, where there is absence of fear.The school is the most significant social context in life of a child as almost one third of a day is spent here. If the environment of the school is healthy the child takes initiative to learn and explore new things.

The school environment encompasses of physical, social and emotional environment. Each of the aspects is important at its own place. Physical environment refers to the physical structure of the building and physical resources that form the part of enabling environment. The physical school environment encompasses the school building and all its contents including physical structures, infrastructure, furniture, and the presence of chemicals and biological agents, the site on which a school is located and the surrounding environment including the air, water and materials with which children may come into contact, as well as nearby land uses, roadways and other hazards. The socio-culture refers to friendliness, acceptance of others, openness, less hierarchy, no groupism, the ability to speak politely, listen attentively, warmth, genuiness, and empathy. Emotional environment is one where there is sense of security, care, hope, and trust. Where children feel safe, can take

risks, are challenged but not overly stresses, and where play, pleasure and fun are facilitated.

Adolescence is the most impressionable period of human life. There are various growth and development during adolescence such as physical development, social development, emotional development, mental development, and development of interest. There are various needs of adolescence such as need for freedom, need for self-expression, need for adventure, need for philosophy of life, need for acquiring new knowledge, need for vocation, need for moral values. The adolescence faces various problems such as adjustment in home, adjustment in school, adjustment in society, vocational problem.

Mental health is as important as physical health. A mentally healthy person is able to seek adjustment with his self and his environment. He is able to adjust his needs as per the demands of the situations and well being of the society. An individual with poor mental health is not able to make adjustment with the self and the environment. He lacks decision making ability, poor self-concept and achievement motivation, suffers from mental disturbances, disorders, ailment and diseases.

5.2 RATIONALE

Environment stands for all those circumstances which are influencing the child since conception to death. The environment moulds the personality, behaviours, aptitude and level of aspiration of the child. Environment consists of physical, intellectual, social, moral, economic, political and cultural forces. The child's harmonious development depends upon his/ her ability to adjust himself/ herself to his/ her environment. Environment literally means surrounding and everything that affect an organism during its lifetime is collectively known as its environment. In another words "Environment is sum total of water, air and land interrelationships among themselves and also with the human being, other living organisms and property". It includes all the physical and biological surrounding and their interactions.

An adolescent is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically. It comes approximately in between the years 12 to 18. Both boys and girls show a sudden spurt in growth during this period. Adolescents have many needs and problems. They have adjustment problems. They have vocational problems and

problems related to sex. To solve these problems they need sympathetic guidance from parents and teachers.

A person is said to have a good mental health when he succeeds to maintain harmonious relationship between himself and his environment. Every person has certain needs, for instance, need for affection and love, need for safety and security and so on. An individual tries to establish a balance between his needs and his capacity for realising these needs. As long as this balance is satisfactorily maintained, the person remains adjusted and his mental health is retained. But when this balance is lost, he drifts towards maladjustment.

The samples for the study are IX standard students. These students will go to standard X and will be facing the board examinations. Depending upon their board examinations results, they will be choosing the subjects for higher studies. Many students are able to and may not able to perform well, the reason can be any. They might be having any physical, social or emotional difficulties in school. They may be and may not be able to cope up these difficulties, which may affect or may not affect their mental health. As stated earlier school is the place where child spends much of his time. So to know whether the school environment affects their mental health which may affect and may not affect their way of thinking, behaving

The researcher went in an internship during her B.Ed program, while interacting with the students she came to know that the students were not satisfied with the institution and were not socially and emotionally attached to the institution. The students did not face any mental health disorder. But the researcher wanted to know whether the students undergo any kind of mental health disorder. This gives the researcher an interest to know that whether all the students of the Vadodara city possess the same attitude or their perception towards the life is different.

5.3 TITLE OF THE STUDY

A study on the impact of school environment on the mental health of the adolescence of standard IX of Vadodara city.

5.4 RESEARCH QUESTIONS

1. Has the school environment contributed to students' levels of motivation and engagement?
2. Has the school environment affected students' way of thinking, feeling and behaving?
3. How has the school environment affected the student's relationship with their peers and teachers?
4. Do students feel that the school environment will have any impact on their learning outcomes?

5.5 OBJECTIVES OF THE STUDY

1. To examine the mental health of the students.
2. To find out the relationship between school environment and mental health among adolescents of standard IX of Vadodara city.

5.6 DESIGN OF THE STUDY

The design of the study is descriptive survey.

5.7 EXPLANATION OF THE TERM

Mental health: Refers to the adolescent's Mental Health. Where the individual realizes his or her potential, and make adjustment in his or her environment and along with the people.

School environment: It refers to the adolescence perception of social, emotional and physical climate of the educational institution in which he/she is studying.

5.8 POPULATION OF THE STUDY

The population of the study consists of all the IX standard students of all English medium schools, following the Gujarat Secondary Education Board and Central Board of Secondary Education of Vadodara city in the academic year 2014-15.

5.9 SAMPLES AND SAMPLING TECHNIQUE

The sample of the study consisted of 200 adolescents from seven different schools in Vadodara City. From every school 30 students were selected. From seven schools, four schools were Gujarat Secondary and Higher Secondary Examination Board and three schools were Central Board of Secondary Education. The age of the adolescents approximately ranged from 14 to 15 years.

The sampling technique used by the investigator for this study was purposive sampling.

5.10 TOOLS USED IN THE STUDY

For the collection of data it is very necessary to have appropriate tools that will be helpful in data analysis of the study with proper valid information. The researcher had developed rating scale and questionnaire for the students.

5.11 DELIMITATIONS

The study is delimited only on the impact of school environment on adolescence of IX standard of Vadodara city.

5.12 NATURE OF DATA

The data is both qualitative and quantitative in nature. For the two objectives that is (i) to examine the mental health of the students, (ii) to examine the impact of school environment on the metal health of the adolescence. For these two objectives rating scale was used. The options provided in rating scale were in numeric form. Therefore the nature of data is quantitative.

For the second objective another tool was developed that was questionnaire, comprising both close ended and open ended questions. Therefore here the nature of data is both quantitative and qualitative.

5.13 SOURCES OF DATA

For both the objective the sources of the data were the adolescence of standard IX of Vadodara city for the academic year 2014-15.

5.14 VALIDATION OF TOOL

For validation of tool five experts were consulted. Out of five experts three experts were from Navrachana University and two experts were from MSU. The suggestions given by the experts vary from each other. Suggestions given were adding observation as another tool; few suggestions were given to change some of the statements, and to add more statements on the physical environment. Based on the suggestions given by the NUV experts the researcher then thought of adding questionnaire as another tool for the second objective. One of the experts gave suggestion to make the questionnaire open ended one. After getting the suggestions from the experts the tools were modified accordingly.

5.15 PROCESS OF DATA COLLECTION

The rating scale and questionnaire were distributed to the students. The students were made comfortable by giving the researchers introduction and the intention of the researcher. They were made assure that the information provided by them will be kept confidential. Even the school management were also given assurance that the name of their school and findings from their school will not be revealed to anyone.

The researcher was personally presented during the data collection. The researcher explained every statement to the students to avoid any confusion in the sentences.

5.16 PROCESS OF DATA ANALYSIS

The data procured from the rating scale was analysed quantitatively with calculation of percentages, which provided base for interpretations. The data obtained from open ended questionnaire were analysed qualitatively employing the technique of content analysis. The responses were read repeatedly, the points emerging were identified and broad categories were developed on the basis of similarity of responses. Those were then quantified as percentages. Also, the number of respondents who did not give responses was counted.

5.17 MAJOR FINDINGS

1. Majority of the students fell satisfied and happy in their life, they enjoy good physical health, they like to be with their family and friends and they feel whatever happens is for good.

2. Majority of the students are able to adjust in the given circumstances, and are able to think of the solution if they are in trouble, and makes decision easily as they are steady person.

3. Majority of the students do not feel bored with their life, they are not disturbed by the criticism, and do not take disappointment keenly

4. Majority of the students feel comfortable in classroom as it is well lightened, they feel enjoyable in school as there are big open spaces where they can play and talk with friends, and they feel that the location of their school is good.

5. Majority of the students feel positive when they are at school, they feel that they are accepted by all as they are; they feel lot of academic pressure when there is too much competition among classmates.

6. Majority of the students feels nervous during exams/ test; they feel stress due to too much of home assignment, and feel upset when their teacher scolds them.

7. Majority of the students have strong bonding with their best friend, they feel motivated by their teacher and feel secure in school.

8. Majority of the students did not had any serious quarrel with their teacher or other staff members, nor were the students physically punished, neither were the students bullied physically at school.

9. Majority of the students feel that their school is environmental friendly, and they feel that there are places in the school where they can learn and meet their friends during break.

10. Majority of the students face lots of academic pressure, and feel nervous during exams and feel stressed due to too much of home assignment.

11. Few students had quarrel with their teacher and friends. This may happen that these students may face any mental health difficulties.

5.18 DISCUSSION BASED ON FINDINGS

The study was undertaken by the investigator with the objective to examine the impact of school environment on the mental health of the adolescence. It was found that the Majority of the adolescence possesses good mental health. Few of the adolescence may likely face mental health problems.

In the study conducted by Usha, P.,& Rekha (2009) it was found that mentally healthy children accept responsibilities, make their own decisions, plan ahead and set realistic goals. The research findings established in this research support the fact that mentally healthy adolescence are able to take proper decision at proper time, lives in the world of reality and his intellectual powers area adequately developed. The adolescence were happy and satisfied with their life which is also been proved in the study by Bahma Kord Tamini and Mohammad Ali Mohammady Far (2009) that life satisfaction improves students mental health. The adolescence who were dissatisfied due to certain problems that exhibits in the school environment suffers emotional problems, which is also stated Bahma Kord Tamini and Mohammad Ali Mohammady Far (2009) that life dissatisfaction of students gives rise to emotional and psychological problems. The adolescence who were ignored and made fun of were isolated which was found to be given in Kaur, F (1990) that stated emptiness and isolation were major causes of loneliness. Adolescence were neglected by their teachers and not given chance in school function may carry negative emotions with them, which is also one of the finding of Verma, Suman and Larson Reed (1999). One of the suggestions suggested by Sundarajan, S. and Vyskual Mary that schools should pay more attention in the socialization of the children and the need for it, is also one of the suggestions of the researcher. The adolescents who are not satisfied with the school environment may contribute to the liabilities of mental health which is proven by Manjuvani, E (1990).

5.19 IMPLICATIONS OF THE STUDY

- This study will be beneficial to Members of the school community and school faculty where in the students can be counselled if the students face any mental health difficulties.
- This study is beneficial to the teachers where the teacher can take personality development test and can know the mental status of the students.
- This study is beneficial to the students where they can understand their peers and live with them harmoniously.
- This study is beneficial to school administration where they can involve the students in socialization.
- This study is beneficial to the parents where they can provide guidance to their children where they face any mental health difficulties.

5.20 SUGGESTIONS FOR THE FURTHER STUDIES

- Case study can be done on "Impact of academic pressure on the mental health of the adolescents"
- Survey can be done on "Impact of home environment on the academic performance of the adolescents".
- Phenomenology study can be done on the adolescents who have experience any mental health difficulties.
- Experimental research can be done where a package can be developed on mental health motivation.
- Tools for conducting interview for their feelings on what they feel after watching any act that happens in the school.

CONCLUSION

The present study laid emphasis on the mental health of the adolescence in relation to their school environment. Mental health is as important as physical health. If the child is facing any of the mental health difficulties than it becomes difficult for the child to cope up with himself and his environment. The findings shows that majority of the students enjoy good mental health. The school environment does not have any negative impact on the mental health of the adolescents. Few students experience negative feelings towards themselves, teachers and peers. This may happen that these children may face mental health difficulties. It is necessary to know what difficulties these children face and necessary guidance can be provided.

REFERENCES

Mangal, S.K. (2007). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.

Chauhan. S. S. (2004). *Advanced Educational Psychology*. New Delhi: Vikas Publishing house Pvt. Ltd., UPS Publishers distributors Pvt. Ltd.

Anand, S.P. (1989). *Mental health of high school*. Fifth survey of Research in Education. New Delhi: NCERT

Manjuvani, E. (1990). *Influences of home and school environment on the mental health status of children*. Fifth survey of Research in Education. New Delhi: NCERT

Shah, B. (1991). *Adolescents school adjustment: The effect of family climate*. Fifth survey of Research in Education. New Delhi: NCERT

Kaur, F. (1990). *Adolescents loneliness: correlates, attribution and coping*. Fifth survey of Research in Education. New Delhi: NCERT

Chatterjee, S.K. (2000). *Advanced Educational psychology*. Calcutta: Books and allied (P) Ltd.

Aggarwal, J.C. (2004). *Basic ideas in Educational psychology*. Delhi: Shipra publications.

Dandapani, S. (2004). *Advanced Educational Psychology*. New Delhi: Anmol publications Pvt. Ltd.

Pathak, R.P. (2012). *Educational Psychology*. Dorling Kindersley (India) Pvt. Ltd

Crow, L.D., Crow, A. (2008). *Educational Psychology*. Delhi: Surjeet Publication.

Sharma, S.P. (2006). *Fundamentals of mental health Education*. New Delhi: Kanishka publishers distributors.

Mohan, G.A. (2004). *Psychological Foundations of Education*.Hyderabad: Neelkamal Publications Pvt. Ltd.

Aggarwal, J.C. (2006). *Essentials of Educational Psychology*. New Delhi: Vikas publishing Pvt. Ltd.

Mangtam, P. (2008). *A study of relationship between self esteem and school adjustment of IX standard students*. Centre of advanced study in educational department of education. Faculty of education and psychology. MSU. Vadodara

Toral, S. (2011).*A study of stress amongst the students of standard X of Vadodara city*. Centre of advance study in educational department of education. Faculty of education and psychology. MSU. Vadodara.

Mental health: Definition from answer.com (n.d.). Retrieved from http://www.answers.com/topic/mental-health Retrieved on 19 august 14

Emotional Environment. (n.d.). Retrieved from http://earlyyearsmatters.co.uk/index.php/eyfs/enablingenvironments/emotional-environment/Retrieved on 9 September 14

Sundarajan, S. & Vyskula Mary, S.(1992). *Adjustment problems of High School Pupils as related to certain variables Chapter II. Review of related literature*. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/8083/9/09_chapter%202%20.pdf Retrieved on 20 February 15

Patha, R. P, & Rai. V.K. (1993). *Mental health of higher secondary students in relation to socio-economic status*. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/8083/9/09_chapter%202%20.pdf Retrieved on 20 February 15

Dr. E. Manjuvani (1995). *Sex, Type of school, standard and mental health status of high school students.* Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/8083/9/09_chapter%202%20.pdf Retrieved on 20 February 15

Verma, Suman, & Reed, L. (1999). *Are adolescents more emotional?* Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/8083/9/09_chapter%202%20.pdf Retrieved on 20 February 15

Saritha, Sanwal, Sudha Dube & Bharathi Bhatnagar (2005). *Mental Health of Adolescents with specific reference to integration of personality*. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/8083/9/09_chapter%202%20.pdf Retrieved on 20 February 15

Srikanth Reddy, V., V. Bala Koteswari T. & Trumala Rao (2005). *Sources of stress among Adolescents*. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/8083/9/09_chapter%202%20.pdf Retrieved on 20 February 15

How mental health difficulties affect children. Retrieved from https://www.kidsmatter.edu.au/families/about-mental-health/should-i-be-concerned/how-mental-health-difficulties-affect-children-0Retrieved on 19 March 15

Children's mental health. Retrieved from http://www.apa.org/pi/families/children-mental-health.aspx. Retrieved on 19 March 15

Effects of bullying. Retrieved from http://www.stopbullying.gov/at-risk/effects/ Retrieved on 19 March 15

The Origin of Peer Relationship Difficulties in Early Childhood and their Impact on Children's Psychosocial Adjustment and adjustment. Retrieved from http://www.child-encyclopedia.com/peer-relations/according-experts/origin-peer-relationship-difficulties-early-childhood-and-their Retrieved on 20 March 15

The effects of low esteem in children. Retrieved from http://www.livestrong.com/article/138859-the-effects-low-self-esteem-children/ Retrieved on 20 March 15

Sarita Sanwal, Shuba Dube, & Bharti Bhatnagar (2006). *Mental health of adolescents with specific reference to integration of personality* Chapter 2. Review of related literature. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/8082/9/09_chapter%202.pdf Retrieved on 20 March 15

Perumal, R. (2008). *Mental health status and locus of control related to the achievement of eighth standard English medium students* Chapter 2. Review of related literature. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/8082/9/09_chapter%202.pdf Retrieved on 20 March 15

Tejpreet Kang & Asha Chawla (2009). *Studied the Mental Health of Rural Adolescents*. Chapter 2. Review of related literature. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/8082/9/09_chapter%202.pdf Retrieved on 20 March 15

Bahman Kord Tamini & Mohammad Ali Mohammady Far, (2009). T*he Mental Health and Life Satisfaction of Irani and Indian students* Chapter 2. Review of related literature. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/8082/9/09_chapter%202.pdf Retrieved on 20 March 15

Reddy Viswanatha S. & Nagarathnamma B. (1994). *Studied the relationship between perceived school environment and mental health status among school children*. Chapter II. Review of related literature. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/8075/9/09_chapter-2.pdf Retrieved on 20 March 15

Usha, P., & Rekha (2009). *Studied the Emotional Competence and Mental Health as predictors of Academic Achievement*. Chapter 9. Review of related literature http://shodhganga.inflibnet.ac.in/bitstream/10603/8082/9/09_chapter%202.pdf Retrieved on 22 March 15

Kasinath (2003). *Studied interactive effect of mental health, school adjustment and socio economic status on academic achievement* Chapter II. Review of related literature. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/7060/7/07_chapter%202.pdf Retrieved on 22 March 15

Singh (2010). *Studied mental health in relation to spiritual intelligence, altruism, school environment and academic achievement of senior secondary students* Chapter II. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/7060/7/07_chapter%202.pdf Retrieved on 22 March 15

Dr. S.K. Srivastava, Deepesh Chand Prasad & Vipin Kumar (1999). *Study of Mental Health of Hindi and English medium students*. http://shodhganga.inflibnet.ac.in/bitstream/10603/8082/9/09_chapter%202.pdf Retrieved on 22 March 15

Dwivedi, R.D. (2005). *Studied on Influence of School Environment and Approval Motive on Academic Achievement of Students*. Retrieved From http://shodhganga.inflibnet.ac.in/bitstream/10603/8073/7/07_chapter%202.pdf Retrieved on 23 March 15

APPENDIX 1

LIST OF EXPERTS FOR VALIDATION OF THE TOOL

Dr. Vandana Talegaonkar
Associate Professor, B.Ed and M.Ed Programme,
School of Science and Education,
Navrachan University.

Dr. Mandira Sikdar
Associate Professor, B.Ed and M.Ed Programme,
School of Science and Education,
Navrachan University.

Dr. P.V. Xavier
Principal, B.Ed and M.Ed Programme,
School of Science and Education,
Navrachan University.

Dr. Reena Godhara
Associate Professor, B.Ed programme,
The Maharaja Sayaji Rao University of Baroda.

Dr. Anjali Mehta
Associate Professor, B.Ed programme,
The Maharaja Sayaji Rao University of Baroda.

APPENDIX II

List of Schools

1. Bhartiya Vidhya Bhavan
   Makarpura Road, Tarsali.

2. New Era Senior Secondary School
   Pensionpura, Nizampura.

3. Kendriya Vidyalaya No. 2
   Sama Savli

4. Don Bosco High School
   Manjalpur

5. Ambe Vidyalaya
   Sama Savli

6. Experimental school
   Sayajigunj

7. Roshan Memorial
   Channi Road

APPENDIX III

Permission letter for collection of data

NAVRACHANA UNIVERSITY Reinventing Higher Education

NAVRACHANA UNIVERSITY

Date: 21/1/15

TO WHOM SO EVER IT MAY CONCERN

This is to certify that Ms./ ~~Mr.~~ Gargi Mahure is a M.Ed student (Master of Education) of our University. As a part of the curriculum requirement the students are expected to complete their Dissertation on -

Impact of School environment on the mental health of the adolescents of standard IX of vadodara city

based on the data collected with your support.

I request you to allow her/his to visit your Institution to undertake her data collection/ observation/ implementation and discussion which will support in her/his dissertation work.

Please give the necessary support!

Dr. P.V. Xavier
Principal

Vasna-Bhayili Road, Vadodara - 391410, Gujarat, India Tel.:91 265 3020100 Tel/Fax : 91 265 3020110
Email : nuv@nuv.ac.in Website : www.nuv.ac.in

APPENDIX IV

(Rating scale and questionnaire)

INSTRUCTION: The following statements are about your feelings and attitudes towards yourself. For each statement please put a tick marks for the level of arguments that suits you the best.

Sr. No.	Statements	Mostly	Sometimes	Rarely
1.	I feel satisfied and happy in my life			
2.	It is easy for me to stick to my aims and accomplish my goals			
3.	I am able to adjust in any given circumstance			
4.	I can remain calm when facing difficulties because I can rely on my coping abilities			
5.	I feel whatever happens is for good			
6.	When I fail to live up to my expectations, I feel I am not good enough			
7.	I am a steady person and make decisions easily			
8.	I feel bored with life			
9.	If I am in trouble I can usually think of the solution			
10.	I feel fearful for my future			

11.	I take disappointment so keenly that I can't put them out of my mind			
12.	I get angry with others when things get wrong			
13.	I am not disturbed by criticism			
14.	I feel frightened and completely confused about things in general			
15.	I feel people dislike me and are unfriendly towards me			
16.	Some unimportant thoughts runs through my mind and bothers me.			
17.	I enjoy good physical health			
18.	I feel stressed when I do not live up to my own standards			
19.	I sleep soundly			
20.	I like being with my friends and family			

INSTRUCTION: The following statements are about your perception towards your school and people in the school. For each statement please put a tick mark for the level of arguments that suits you the best.

Sr. No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I feel positive when I am at school					
2.	I feel comfortable in my classroom as it is well lightened					
3.	I feel enjoyable in my school as there are big open spaces where I can play or talk with friends					
4.	There is a good range of ICT equipment which help me to learn					
5.	The classroom has appropriate furniture which is comfortable for me					
6.	My school has good dining facilities for healthy eating					
7.	My school has good ventilation and clean toilets					
8.	I feel the location of my school is good					
9.	I feel I am accepted by all as I am					

10.	I feel motivated by my teachers					
11.	I have strong bonding with my best friend					
12.	I feel secure in my school					
13.	I feel I am popular among my peers					
14.	I feel sometimes my peers makes fun of me					
15.	I feel due to my popularity some of my peers are jealous of me					
16.	I don't understand when instruction is given in English.					
17.	I feel close to the people at this school					
18.	The teachers at this school treat students fairly					
19.	I feel hopeful in my school					
20.	I feel my teachers understand me					
21	I feel my teachers trust me that I won't lie.					
22.	I feel sad if my teachers don't pay attention to me					

23.	I feel that my teachers are not cooperative					
24.	Sometimes I feel my teachers neglect me					
25.	I feel I have disappointed my teacher when I do badly in my school					
26.	I feel upset when my teacher scolds me					
27.	I feel neglected when I am not given chance during school functions					
28.	I feel stressed due to too much of home assignment					
29.	I am unable to understand the content taught by teachers					
30.	I feel a lot of pressure in my daily studies					
31.	I almost have no time to do other things except studying					
32.	I always feel very nervous during tests/exams					
33.	Future education and employment bring me a lot of academic pressure					

34.	There is too much competition among classmates which brings me a lot of academic pressure					
35.	I usually cannot sleep because I worry a lot that my performance won't get down.					

Here are certain set of questions. Answer them thinking critically.

1) Have you ever had a serious quarrel with your teachers or other staff member at school? Why?

2) Have you ever been scolded, threatened, or humiliated by your teachers or other staff at school? What did you felt after that?

3) Have you ever been physically punished such as standing, beat by fist or other objects, or kicked by your teachers or other staff at school?

4) Have you ever had serious quarrels with your fellow students at school?

5) Have your ever been involved in physical fighting with your fellow students at school?

6) Have any of your fellow students ever bullied you physically at school in any kind?

7) Have you ever observed your fellow students been bullied physically bullied at school in any kind?

8) Have any of your fellow students ever bullied you emotionally at school, such as insulting you, calling your names, teasing you, threatening you, and humiliating you?

9) Do you think your school is environmental friendly?

10) How would you like to describe the design of your school building- comfortable, boring, colourful or scary?

11) Are there places in your school where you can learn? Which place you feel comfortable to learn?

12) Are there places in your school where you can go during break time, where you can meet your friends?