INTERACTIONS BETWEEN HIGHER SECONDARY STUDENTS IN NADIA DISTRICT AND THEIR PERSONALITY AND MENTAL HEALTH

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Abstract - The current study was conducted to (i) examine the relationship between higher secondary students' personalities and mental health and (ii) look into any gender disparities in these students' personality and mental health scores. From four higher secondary schools in the West Bengali district of Nadia District, 252 pupils were chosen at random. To gather the necessary data, the Five-factor Personality Trait Scale (FPTS) created by Sarkar & Halder (2014) and the Mental Health Inventory created by Jagadish and Srivastava (2011) were both adopted and used in this study. According to the study, higher secondary students' personalities and mental health are positively correlated. The results of the analyses by gender are also consistent. Gender differences in personality were not seen, however there were notable differences between boys and girls' mental health scores.

Key Words: Education, Epistemology, Philosophy, Pragmatism

1.INTRODUCTION

The period of adolescence is when a child's physical and mental health change. Adolescent children experience a variety of crises for the first time, which has an effect on the child's personality development as well as their physical and mental health. This stage is therefore regarded as the turning point in the growth of a positive personality and strong mental health. The success of the pupils in their academic career and in later life is also determined by this stage. According to Nanda (1999), a student's mental health is a crucial sign of their overall growth and development. According to Eysenck (1971), a person's personality is the more or less stable and persistent structure of his character, temperament, intellect, and physical make-up that determines his individual response to the environment. Therefore, both of these factors can have an impact on a student's academic career. Therefore, the current researchers undertook this study to investigate the relationship between higher secondary students' personalities and mental health.

CONFIDENCE AND MENTAL HEALTH

According to Hadfield (1950), mental health is the complete and unrestricted expression of our natural and acquired capacities in harmony with one another while being coordinated towards a typical end or point of the personality overall. Maslow (1968) used the phrase self-actualization to describe mental health, but Allport (1961) used the term matured personality, and Roger (1961) describes it as a fully functional human being. According to study by Goodwin, Hoven, Lyons, and Stein from 2002, neuroticism is significantly linked to a higher risk of using mental health services. Extraversion and scrupulosity were linked to a lower propensity to use mental health services. Higher neuroticism and lower extraversion scores were linked to worse reported mental health, according to Benjamin's (2006) analysis of the relationships between the five-factor model of personality traits and mental health. Personality characteristics were also linked to mental health, according to Goodwin and Friedman's (2006) research. According to research by Sangeeta (2006), introversion tends to worsen mental health while extroversion tends to improve it. Personality affects the occurrence, reporting, and outcome of mental health issues, according to research by Abbott, Croudace, Ploubidis, Kuh, Wadsworth, Richards, and Huppert (2008). Although there are numerous research on the chosen issue, there is none on the higher secondary pupils in West Bengal's Nadia District . In order to better understand the relationship between personality and mental health among West Bengal's higher secondary

stud
ents
in the Nadia District, the researcher conducted this study.

OBJECTIVES OF THE STUDY

Keeping in view the scope and broad objective of the study, the specific objectives of the study are as under:

- To explore the relation between personality and mental health of the total sample and sub samples based on the background variables of the students of Class XI.
- To explore the mean differences of personality and mental health among the students of class XI in terms of their gender.

HYPOTHESES OF THE STUDY

The null hypotheses of the present study were as follows:

Ho.1: There is no significant relation between personality and mental health of higher secondary students.

Ho.2: There is no significant difference among the personality of higher secondary students due to their gender.

Ho.3: There is no significant difference among the mental health of higher secondary students due to their gender.

METHOD OF THE STUDY

Normative survey method of descriptive research was employed in conducting the present study.

POPULATION AND SAMPLES OF THE STUDY

The higher secondary students studying at all H. S. Schools of the Uttar Dinajpur, West Bengal, were treated as the population of the present research. The total sample of the research was consisted of 252 higher secondary students from four higher secondary schools.

VARIABLES OF THE STUDY

In this study, the relation of Personality and Mental Health of higher secondary students was considered as the research variable and the gender of the students was considered as the demographic variable.

TOOLS USED IN THE STUDY The Five-factor Personality Trait Scale (FPTS) developed by Sarkar, S. & Halder, U. K. (2014) and Mental Health Inventory developed by Jagadish and Srivastava (2011) were adopted and employed in this research.

ANALYSIS AND INTERPRETATION OF THE STUDY The researchers analysed the data collected from sample groups. Here researchers used descriptive and inferential statistics to analysed the data as follows:

Ho.1: There is no significant relation between personality and mental health of higher secondary students.

Table 1 Correlation between personality and mental health of higher secondary students

Total Sample	Personality	Pearson r		.527**
		Sig. (2-tailed)		000

		N	252	252
	Mental Health	Pearson r	.527**	1
		Sig. (2-tailed	.000	
		N	252	252
Boys	**Mental Health**	Pearson r	1	.479**
		Sig. (2-tailed		.000
		N	126	126
	Personality	Pearson r	1	.593**
		Sig. (2-tailed		000
		N	126	126
Girls	**Mental Health**	Pearson r	.479**	1
		Sig. (2-tailed)	.000	
		N	126	126
	Personality	Pearson r	1	.593**
		Sig. (2-tailed)		000
		N	126	126

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows a significant positive correlation ($r = .527$, $p < 0.001$) between personality and mental health of the students of class XI. It also shows significant positive correlations between personality and mental health of the boy students ($r = .479$, $p < 0.001$) and girl students ($r = .593$, $p < 0.001$) of class XI. Hence, it may be interpreted that the null hypothesis ($H_{0.1}$) is rejected and may be stated that there are positive and statistically significant correlations between personality and mental heal th of total sample as well as boy and girl students. **H₀.2:** There is no significant difference among the personality of higher secondary students due to their gender.

Independent Samples Test						
Gender		t-test for Equality of Means				
		N	Mean	SD Mean Diff.	SED t df	*Sig. (2-tailed)*
Persona lity	*Boys*	126167.37	13.957	0.810	2.01 2.40225 0	.688ns
	Girls	126166.56	17.760			

Results of the independent samples t-test (Table 2) shows that mean personality scores did not differ between boy

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stud ents (M = 167.37, SD = 13.96, n = 126) and girl students (M = 166.56, SD = 17.76, n = 126) as the t-value was found insignificant (t = .402, df = 250, p > .05). Hence, the null hypothesis (Ho.2) is rejected.

Table 2 Results of t-tests for mental health scores of male and female students of higher secondary.

Independent Samples Test						
Gender		t-test for Equality of Means				
		N	Mean	SD Mean Diff.	SED t df	*Sig. (2-tailed)*
Personality	*Boys*	126 153.66	13.270	-8.70	2.084 - 2.402250	.000
	Girls	126 162.36	19.267			

Results of the independent samples t-test (Table 3) shows that mean mental health scores differs between boy students (M = 153.66, SD = 13.27, n = 126) and girl students (M = 162.36, SD = 19.267, n = 126) as the t-value was found significant (t = -4.174, df = 250, p < .001). Hence, the null hypothesis (Ho.3) is rejected.

DISCUSSION

The study reveals that personality and mental health are positively related with each other. The correlation between personality and mental health of male and female students are also positive and significant. In case of the personality, gender difference is statistically not significant. But, in mental health, there was a significant gender difference, where girl students scored higher score in mental health than their boy counterpart.

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