

# A Comparative Study On Various Dimensions Of Mental Health Of U.P. (Uttar Pradesh, India) Board And CBSE (Central Board Of Secondary Education, India) Board Muslim Girl Students At Adolescent Level

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## Abstract

Mental health problem is a prevalent disorder in the present age at global level in which the person affected is not able to contribute either to his own benefit or to the society. The students with this problem are not able to concentrate on their studies or take care of their well-being and they are not able to contribute in the national development. The problem if not attended to will result in heavy loss to the economic and social conditions of the nations. The study was targeted on the Muslim as the Muslim community is a community at risk due to poor economic and educational prospects. The nation cannot progress without mainstreaming this important segment of the society. The girls have been selected to form the sample of this study because they are the future mothers and will nurture the society and thus have the capacity to take a nation to great heights. A generation with mentally unhealthy mothers cannot develop to their full potentiality and are also at risk of becoming mentally unhealthy. The comparison has been made between the adolescent girls of U.P. Board schools and CBSE Board schools on six dimensions of mental health. The findings show that on the first three dimensions, i.e., Emotional Stability, Overall Adjustment and Autonomy there was no significant difference between the two samples while U.P. Board girls performed better on fourth and fifth dimensions of Security-Insecurity and Self Concept. The CBSE Board girls performed better on the sixth dimension of Intelligence.

**Keywords:-** Mental health, board, adolescent, emotional stability, overall adjustment, autonomy, security-insecurity, self-concept, intelligence.

## INTRODUCTION

The Muslims constitute the largest minority group in India but have been the most neglected group. The situation of this group is grim and they are considered to be relatively backward [1]. This educationally and economically deprived section will not be able to form a part of national mainstream and hence special measures should be taken for the educational, social, economic and cultural progress of this community [2]. The United Nations Declaration of the Rights of Persons belonging to National, Ethnic, Religious and Linguistics Minorities says that suitable conditions of these minorities will enhance the political and social stability of a country [3]. In addition to the special initiative taken by the government and public bodies, efforts should also be undertaken to improve the mental health of this group to facilitate better physical health and low stress level which will obviously improve their output in academic and performance. [4]. A main criteria of sound mental health is the ability to continuously adapt to the changing circumstances and achieving a balance between the internal needs of an individual and the ever-changing situations [5]. Adolescence is a period of great mental stress as is evident by the fact that about 25.5% adolescents may suffer from mental health problems [6]. It has been shown in studies that Muslim females are at higher risk of suffering from Mental Disorders in comparison to males and show one or more symptoms of this disorder and the reason can be cited as their poorer status [7].

## MATERIAL AND METHOD:

The survey method is used in this research in which the present data was collected from the students through their responses to the questionnaire. The survey method is concerned with the present status of the situation. The subject for the study are the Muslim adolescents drawn from selected schools of U.P. Board and CBSE Board, Meerut on the basis of "Purposive sampling" In purposive sampling, sample is selected by the discretion of the researcher and no theoretical basis is taken into consideration here. While selecting the sample the researcher only thinks where he will get the required

data to serve his purpose. That is why it is called purpose sampling. The Muslim population is small, so this method of sampling has been selected. The structure or size of sample is 8 schools affiliated to U.P. Board and CBSE Board of Meerut city. From the list of U.P. Board schools, 4 schools have been selected purposively. In the same manner, 4 schools have been selected from the list of CBSE Board schools. Schools selected were- female and coeducational types. After selecting the schools, 170 students were selected from these schools in total. Students from these schools have been selected by purposive sampling for the survey according to their availability. 100 female students were selected from the U.P. Board schools while 70 female students were selected from the CBSE Board schools.

To collect the data for the mental health, a standardized tool is used. The detail of this test is given below:

Details of the test: The test is known as Mental Health Battery and has been prepared by Dr. Arun Kumar and Dr. AlpanaSengupta of Patna, Bihar, India. The test is intended to assess the mental health of persons in the age range of 13 to 22 years. It is a battery of six tests.

Part I.: Emotional stability (ES)	15 items
Part: II : Over- all adjustment (OA)	40 items
Part III: Autonomy (AY)	15 items
Part IV: Security-Insecurity (SI)	15 items
PartV: Self concept (SC)	15 items
Part VI: Intelligence (IQ)	<u>30 items</u>
Total =	<u>130</u>

Statistical technique of ‘t’ test is used to test the significance of difference of means of the two groups of girls of U.P. Board and CBSE Board.

## RESULTS:

**Table 1** Showing Mean Difference between Girls of U.P. and CBSE Board on Dimensions of Mental Health

Dimensions	Board	Mean	S.D.	t
ES	U.P.	8.80	1.46	0.93
	CBSE	8.54	2.03	
OA	U.P.	26.91	3.41	0.96
	CBSE	26.39	3.42	
AY	U.P.	11.04	1.61	1.23
	CBSE	10.77	1.32	
SI	U.P.	10.92	2.03	3.2
	CBSE	9.96	1.84	
SC	U.P.	9.79	2.32	3.28
	CBSE	8.61	2.33	
IQ	U.P.	15.95	3.72	9.63
	CBSE	20.86	2.86	

Data presented in the table no.1 exhibits mean difference between UP Board and CBSE Board Muslim girls at adolescent level on emotional stability (ES). The mean of U.P. Board is 8.80 and the mean of CBSE Board is 8.54 with corresponding SDs of 1.46 and 2.03 respectively. Data clearly shows the mean of U.P. Board girls is slightly better than that of CBSE Board girls. This means that emotional stability of U.P. Board girls is better than that of CBSE Board girls. The t-value calculated on the basis of mean is 0.93. This value is insignificant at both the levels i.e. 0.05 and 0.01 levels of significance as the required value for significance at 0.05 level is 1.97 and at 0.01 level is 2.60. Thus the hypothesis “there is no significant difference in first dimension of mental health i.e., Emotional Stability (ES) between U.P. Board and CBSE Board Muslim girls at adolescent level” is accepted at both the levels.

Data presented in the table no.1 exhibits mean difference between U.P. Board and CBSE Board Muslim girls at adolescent level on overall adjustment (OA). The mean of U.P. Board girls is 26.91 and the mean of CBSE Girls is 26.39 with the corresponding SDs of 3.41 and 3.42 respectively. Data clearly shows that the mean of UP Board girls is slightly greater than that of CBSE Board girls. It means that overall adjustment of U.P. Board girls is slightly better than that of CBSE Board girls. The t-value calculated on the basis of mean is 0.96. This value is insignificant at both the levels i.e. 0.05 level and 0.01 level of significance as the required value for significance at 0.05 level is 1.97 and at 0.01 level is 2.60. The hypothesis “there is no significant difference in second dimension of mental health, i.e., Overall Adjustment (OA) between U.P. Board and CBSE Board Muslim girls at adolescent level” is accepted at both the levels.

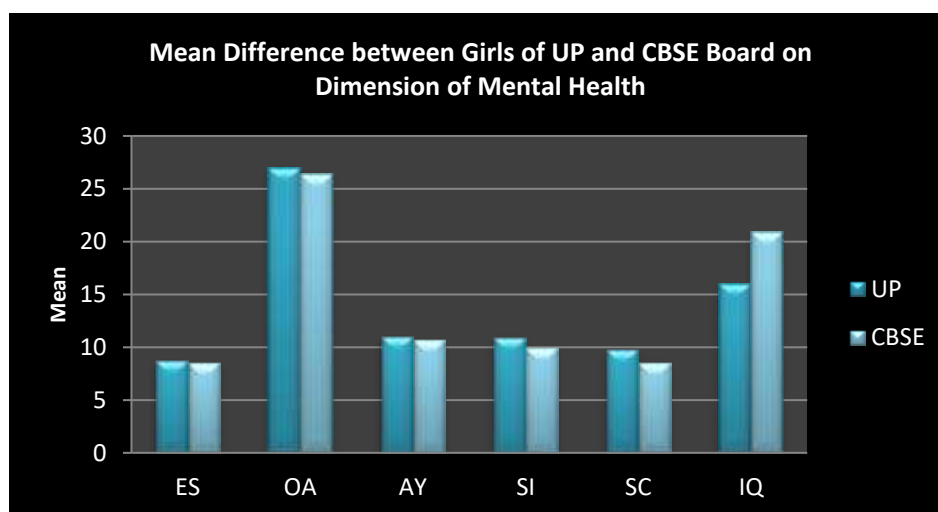
Data presented in the table no. 1 exhibits mean difference between U.P. Board and CBSE Board Muslim girls on Autonomy (AY). The mean of U.P. Board girls is 11.04 and the mean of CBSE Board girls is 10.77 with corresponding SDs of 1.61 and 1.32 respectively. Data clearly shows that mean of U.P. Board girls is greater than that of CBSE Board girls. It means autonomy of U.P. Board girls is better than that of CBSE Board girls. The t value calculated on the basis of mean is 1.23. The t-value is insignificant at both the levels i.e. 0.05 and 0.01 levels of significance as required value for significance at 0.05 level is 1.97 and at 0.01 level is 2.60. Thus the hypothesis “there is no significant difference in

third dimension of mental health i.e., Autonomy (AY) between U.P. Board and CBSE Board Muslim girls at adolescent level” is accepted at both the levels.

Data presented in the table no. 1 exhibits mean difference between U.P. Board and CBSE Board Muslim girls at adolescent level on security –insecurity (SI). The mean of U.P. Board girls is 10.92 and the mean of CBSE Board girls is 9.96 with corresponding SDs of 2.03 and 1.84 respectively. Data clearly show that mean of U.P. Board girls is greater than that of CBSE Board girls. It means that security-insecurity of U.P. Board girls is better than that of CBSE Board girls. The t-value calculated on the basis of mean is 3.2. This value is significant at both the levels of significance i.e. 0.05 and 0.01 levels of significance as required value for significance at 0.05 level is 1.97 and at 0.01 level is 2.60. The hypothesis “there is no significant difference in fourth dimension of mental health i.e., Security-Insecurity (SI) between U.P. Board and CBSE Board Muslim girls at adolescent level” is rejected at both the levels.

Data presented in table no. 1 exhibits the mean difference between U.P. Board and CBSE Board Muslim girls at adolescent level on self-concept (SC). The mean of U.P. Board girls is 9.79 and the mean of CBSE girls is 8.61 with corresponding SDs of 2.32 and 2.33 respectively. Data clearly reveals that the mean of U.P. Board girls is greater than that of CBSE Board girls. It means that self-concept of U.P. Board girls is better than that of CBSE Board girls. The t-value calculated on the basis of mean is 3.28. This value is significant at both the levels i.e. 0.05 and 0.01 levels of significance as required value for significance at 0.05 level is 1.97 and at 0.01 level is 2.60. Thus the hypothesis “there is no significant difference in fifth dimension of mental health i.e., Self-Concept (SC) between U.P. Board and CBSE Board Muslim girls at adolescent level” is rejected at both the levels.

Data presented in table no. 1 exhibits the mean difference between U.P. Board and CBSE Board Muslim girls at adolescent level on intelligence (IQ). The mean of U.P. Board is 15.95 and the mean of CBSE Board is 20.86 with corresponding SDs of 3.72 and 2.86 respectively. Data clearly reveals that mean of CBSE Board is much greater than that of U.P. Board girls. It means that CBSE girls are more intelligent than the U.P. Board girls. The t-value calculated on the basis of mean is 9.63. This value is significant at both the levels i.e 0.05 and 0.01 level of significance as required value for significance at 0.05 level is 1.97 and at 0.01 level is 2.60. Thus the hypothesis “there is no significant difference in sixth dimension of mental health i.e., Intelligence (IQ) between U.P. Board and CBSE Board Muslim girls at adolescent level” is rejected at both the levels.



## DISCUSSION

The study has shown no significant difference between the means of U.P. Board and CBSE Board girl students in the first dimension- Emotional Stability (ES). The reason may be the girls of both the groups were from the same age group, i.e., adolescence so the same biological conditions operating in both the groups has the similar impact on their emotional stability. Moreover, the girls of both the groups of U.P. Board and CBSE Board are from the same religion which also impacts the emotional stability in similar ways. Being students, the girls of both the groups are equally better equipped to handle the adverse situations of life.

The study also has shown no significant difference between the means of the two groups of girls in the second dimension- Overall Adjustment (OA). The reason can be cited as them being equally emotionally stable as proved from the comparison on the first dimension of mental health, i.e., Emotional Stability.

The study also has shown that there is no significant difference between the girls of U.P. Board and CBSE Board on the third dimension- Autonomy (AY). The reason can be that being equally emotionally stable, they are able to control the matters pertaining to them in equally better way.

Significant difference was shown on the fourth dimension, i.e., Security-Insecurity (SI) between the girls of U.P. Board and CBSE Board with the results showing that the girls from U.P. Board are more secure than those of CBSE Board. The reason can be the fact that the girls from U.P. Board are usually from joint family or from areas where close relations are maintained with the relatives and neighbors. The presence of many people around them right since their childhood adds to the level of Security among the girls of U.P. Board.

Significant difference was also shown on the fifth dimension, i.e., Self-Concept (SC) with the self-concept of U.P. Board girls being better than that of CBSE Board girls. The same reason as above can be cited again for this difference. The more number of people around not only adds to the sense of security but this sense of security also adds to the self-concept of an individual, more so in the case of girls as they are more emotional than the boys.

Significant difference was visible in the sixth dimension, i.e., Intelligence (IQ) but in this case, the intelligence level of CBSE Board girls was higher than that of U.P. Board girls. The girls of CBSE Board are usually from families which are highly educated indicating higher level of intelligence in the parents which naturally will be transmitted through heredity to their offspring. Moreover, the standard of education in CBSE Board schools is usually better than that of U.P. Board schools and this may also be the reason for higher level of intelligence of CBSE Board girls.

## CONCLUSION

The study showed that of the six-dimensions of the mental health, no significant differences were noted in the first three dimensions of Emotional Stability, Overall Adjustment and Autonomy. The reason may be same age group and same religion. But, in the fourth and fifth dimensions of Security-Insecurity and Self Concept, the U.P. Board Muslim girl adolescents showed better results than those of CBSE Board students and the reason may be that students from U.P. Board are usually from joint family who maintain close relation with relatives and friends. While in the sixth dimension, the CBSE Board Muslim girl adolescents showed better performance than those of U.P. Board Muslim girl adolescents and the reason may be that girls from CBSE Board are from highly educated families and the schools are of higher standard.

## APPROVAL

The study was carried out in the schools of U.P. Board and CBSE Board after taking the approval of the Headmaster/Principals of the concerned schools and with the consent of the students. The data was obtained from the students of these schools on various dimensions of mental health.

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## CONFLICT OF INTEREST STATEMENT

Disclosure of author's potential conflicts of interest: there is no conflict of interest in publishing of this article as far as the author is concerned.

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