

# A STUDY ON PERSONALITY AND MENTAL HEALTH OF HIGHER SECONDARY STUDENTS OF UTTAR DINAJPUR DISTRICT

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Received: May 02, 2019

Accepted: June 01, 2019

**ABSTRACT:** *The present study was undertaken to (i) explore the relation between personality and mental health of higher secondary students and (ii) investigate the gender differences in the personality and mental scores of the higher secondary students. 252 students were randomly selected from four higher secondary schools in Uttar Dinajpur district of West Bengal. The Five-factor Personality Trait Scale (FPTS) developed by Sarkar & Halder (2014) and Mental Health Inventory developed by Jagadish and Srivastava (2011) were adopted and employed in this research to collect the required data. The study reveals a positive correlation between personality and mental health of higher secondary students. The gender-wise analysis also shows similar results. In personality, gender difference was not found but in mental health scores, boys and girls differed significantly.*

**Key Words:** *Personality, Mental Health, Higher Secondary Students, Gender.*

## INTRODUCTION

Adolescence is the period of changes in child's physiological and psychological state. Adolescent child faces a number of crisis for the first time which has its impact on the development of personality as well as the physical and mental health of the child. Therefore, this stage is treated as the milestone in development of a good personality and sound mental health. This stage is also the determiner of the success of the students in their academy as well as in future life. Mental health is an important indicator of all-round growth and development of students (Nanda, 1999).

Personality is the more or less stable and enduring organization of a person's character, temperament, intellect and physique which determine his unique adjustment to the environment (Eysenck, 1971). Hence, both of these variables have influential role in academic life of a student. Therefore, the present researchers conducted this study to explore the relation between personality and mental health of higher secondary students.

## PERSONALITY AND MENTAL HEALTH

According to Hadfield (1950), mental health represents the full and free articulation of our regular and obtained possibilities in concordance with each other by being coordinated towards a typical end or point of the personality all in all. In describing mental health, Maslow (1968) used the term self-actualization whereas Allport (1961) used the matured personality and Roger (1961) represents it as a full functioning person.

Goodwin, Hoven, Lyons and Stein (2002), in their research, indicated that neuroticism was associated significantly with increased likelihood of mental health services. Conscientiousness and extraversion were associated with decreased likelihood of use of mental health services. Benjamin (2006) examined the associations between five factor model of personality traits and mental health and found that higher neuroticism and lower extraversion score was associated with worse perceived mental health. Goodwin and Friedman (2006) also found that personality traits were associated with mental health. Sangeeta (2006) explored that extroversion tendencies enhance the mental health and introversion tendencies deteriorate mental health. Abbott, Croudace, Ploubidis, Kuh, Wadsworth, Richards and Huppert (2008) showed that personality influence the occurrence, reporting and outcome of mental health problems. Though there are several studies on the selected problem, but there is no study on the same on the higher secondary students of Uttar Dinajpur district in West Bengal. Hence, the researcher conducted this study to explore the relation between personality and mental health of the higher secondary students of Uttar Dinajpur district in West Bengal.

OBJECTIVES OF THE STUDY

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

- i) 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.
- ii) 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:
- H<sub>0.1</sub>: There is no significant relation between personality and mental health of higher secondary students.
  - H<sub>0.2</sub>: There is no significant difference among the personality of higher secondary students due to their gender.
  - H<sub>0.3</sub>: 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:

H<sub>0.1</sub>: 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.

Correlations			
Gender		Personality	Mental Health
Total Sample	Personality	Pearson r	1
		Sig. (2-tailed)	.527**
		N	.000
	Mental Health	Pearson r	.527**
		Sig. (2-tailed)	.000
		N	252
Boys	Personality	Pearson r	1
		Sig. (2-tailed)	.479**
		N	.000
	Mental Health	Pearson r	.479**
		Sig. (2-tailed)	.000
		N	126
Girls	Personality	Pearson r	1
		Sig. (2-tailed)	.593**
		N	.000
	Mental Health	Pearson r	.593**
		Sig. (2-tailed)	.000
		N	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 health of total sample as well as boy and girl students.

**H<sub>0.2</sub>:** There is no significant difference among the personality of higher secondary students due to their gender.

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

		Independent Samples Test					
		t-test for Equality of Means					
Personality	Gender	N	Mean	SD	Mean Diff.	SED	t df Sig. (2-tailed)
	Boys	126	167.37	13.957			
	Girls	126	166.56	17.760	.810	2.012	4.402250 .688 <sup>ns</sup>

Results of the independent samples t-test (Table 2) shows that mean personality scores did not differ between boy students ( $M = 167.37, SD = 13.96, n = 126$ ) 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 ( $H_{0.2}$ ) is rejected.

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

		Independent Samples Test					
		t-test for Equality of Means					
Mental Health	Gender	N	Mean	SD	Mean Diff.	SED	t df Sig. (2-tailed)
	Boys	126	153.66	13.270			
	Girls	126	162.36	19.267	-8.70	2.084	4.174250 .000 <sup>**</sup>

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 ( $H_{0.3}$ ) 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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