

The impact of school culture on the mental health of female students

¹Dr. Vibha Nagar, ²Silkey Chaudhary

¹Teaching Assistant, Department of psychology, Ch. Charan Singh University, Meerut. Email:

²Research Scholar, Department of Psychology, Banasthali University, Rajasthan.

Abstract:

The purpose of this research paper was to find out the impact of school culture on the mental health of Vedic & Non-Vedic School girls who were studying in class 8th-12th (age range: 14 to 18 years). This is a comparative study of mental health among the girls studying in Vedic & Non-Vedic Schools. The sample consisted of 100 Vedic & Non-Vedic School girls selected randomly (50 girls from each school). Mental Health check list developed by Kumar was used for measuring the mental health. "t-Test" was used for analyzing the data. The Results showed that there is a significant difference of 0.01 among the mental health of Vedic & Non-Vedic school girls. The girls of Vedic School girls have better mental health as compared to girls of Non Vedic schools.

Keywords: Mental Health, School Culture, Vedic & Non-Vedic Schools

Introduction

Education plays an important role in the welfare of society by civilizing human beings. The teacher and the student acts as the main pillar of education system in the process of receiving and imparting education. The main aim of education revolves around overall development of student's personality so that he may be beneficial for the society. Education enhances personality by developing the physical, spiritual, moral, emotional and mental aspects of personality.

Today's modern education system emphasizes only on gaining bookish knowledge rather than the neutral aspects of education like: morality, spirituality, discipline etc. Due to this biasness these aspects are overlooked and imbalance the over-all development of the personality and mental health of an individual. WHO (2010) has also summarizes mental health as a state of well-being in which an individual knows his abilities and use them to cope with the stress of life, to act productively and can contribute to the society. It has been usually noticed that students from a very tender age gets prone to: aggression, anxiety, depression and stress. According to The Sudbury Foundation (2016) over one-third (thirty-seven percent) students between 14-21 yrs of age encounter maximum issues regarding mental health. This may be due to the system of education and upbringing style which students attain from early childhood.

Vedic education pattern provides the solution to these problems as it focus on over-all development of personality and mental health. The Gurukul system of education prefers to the students to learn a good adjustment, moral ethics, spirituality and development of a good conduct. They do not read only books but use their learning in daily life with the help of practical exposure. Rangan (2009) also emphasized through his research that “Gurukul pattern of education was responsible in creating a more balanced personality of the student as compared to modern pattern of education”.

A better mental health is an important aspect which is required for human development. According to WHO (1948) stated that “mental health is a state of complete physical, mental and social well-being and not merely the absence of diseases”. Mental Health depends on the state of body and mind. A healthy person is considered physically as well as mentally fit. Crow and Crow (1951) define mental health as “the state which deals with promotion and maintenance of human relations and is responsible for their welfare”. Maslow (1962) perceived mental health as “the process of development in life conditions, potentials and acting according to one’s nature freely without any suppression”. Hadfield (1952) said that “mental health is the complete and harmonious function of human body”. So it can be concluded that if a person is free from diseases then it’s not necessary that he’s mentally healthy but if he’s able to adjust, resilient, peaceful and harmonized in various traits of personality then he may be called mentally healthy.

Vedic education system started from Rig Vedic period. During that time period education was imparted by the teachers through Gurukul System. It was compulsory for the student to reside in Guru’s Ashram via Gurukul to learn. Fivefold education system was followed in Vedic system of education that comprised of Religious education, spiritual education, cultural education, occupational education and physical education. Vedic system of education emphasis more on moral values, discipline and education for self-sufficiency because it is said that “The highest education is that which does not merely give us information but make our life in harmony with all existence” (Rabindranath Tagore).

The concept of modern/ Non-Vedic education began from the 18th century with the introduction of western education by the British. Today’s education system is equipped with technology and gadgets. It’s enabling students to grasp fact based knowledge that may help the student in scoring good marks. It helps them in being successful at professional front. Modern Education System is creating more professional humans by turning education system merely into schooling. As said by E.M Foster “Modern Education is spoon feeding students”. It means that students are fed with facts and figures, the practical knowledge required for life is missing which helps an individual through the phases of adversities. Modern Education is able to create skilled humans but fails to make them learned human-beings. G.M Trevelyan (1942) has rightly described the objective of present day education as “Education has produced a vast population able to read but unable to distinguish what is worth reading”.

Objective

The objective of the present study was to compare mental health status of Vedic & Non-Vedic School Girls.

Hypothesis

On the basis of objective following hypothesis is formulated .There will be a significant difference between Vedic & Non-Vedic School Girls in respect to their scores on Mental Health Checklist.

Methodology

Research Design

The present research was conducted in different Vedic & Non-Vedic Schools of Uttar Pradesh i.e. – Meerut, Aligarh and Hathras. A sample of 100 girls was selected randomly and they consisted of 50 girls each from both type of schools. The students were those who studied in the respective schools for at least one year or more.

Sample

Total number of 100 girls were selected for the present study including 50 female students each from Vedic and Non-Vedic schools.

The graphical representation of the sample has been presented below-

GROUP	N	CLASS	AGE
Vedic School Girls	50	8-12 th	14-18
Non-Vedic School Girls	50	8-12 th	14-18

Tools Used

Mental Health Check List (1992) developed by Pramod Kumar was used for measuring the mental health status of Vedic & Non-Vedic School Girls. Its split-half reliability has been found to be 0.70 (N-30). The test-retest reliability has been found to be 0.65(N-30). The validity of this tool is satisfactory/ good.

Result Table

Comparison of mental health between Vedic & Non-Vedic School Girls

GROUP	MEAN	SD	t –VALUE
Vedic School Girls	16.20	1.212	3.378**
Non-Vedic School Girls	27.58	1.553	

**Significant at .01 level of significance

Discussion and Conclusion

The table above depicted that t-Value is significant at .01 level of significance. It is found that Vedic School Girls have better mental health as compared to Non-Vedic School Girls. According to Bower (1966) school culture is “The way we do things around here”. School Culture plays an important role in molding the personality of students. It may be stated that these changes occur due to the different culture of schools and education system and creates a great difference among their scores of mental health. We all know the importance of having good mental health as “A sound mind resides in a sound body”. A good school environment provides the ways of developing a good personality, which includes feeling of responsibility, justice, respect, care, trust, loyalty and good adjustment with the environment in order to help them in becoming better human beings.

According to our findings too it's evident that school culture affects the mental health. Vedic Culture is strongly following the traditional norms of our culture and society which enhances the moral values of an individual. In Vedic schools students practice Yoga, Meditation, Havan, and Ved-Paath on daily basis as their curriculum. The researches prove that all these treatment improve the mental health of the students. For example: Ved path affects the cognitive level of a student.

A students who practices Ved Mantras have a good memory, learning power, imagination, thinking ability and the strategies of coping with stress and other psychological and physical disorders. Because these mantras and the daily routine which Vedic Schools follow enhance the ability of students on the basis of mental health. Since the relationship between student and teachers is always like the parent-child which develop a feeling of security and confidence among the students and due to this decision making power becomes very strong of the students of Vedic schools.

On the contrary, the culture of Non-Vedic schools emphasis on the typical professionalism. In this concern these natural aspects which develop a personality in a true way gets ignored and affects mental health of the students especially females. In Indian culture a girl is supposed to be obedient, submissive and ideal and due to lack of these natural aspects her personality does not develop according to the social norms and with these life like qualities such as peace of mind, good adjustment, tolerance power and calmness. So it can be concluded that school culture affects the mental health of female students to a larger extent.

References

- Agarwal R. and Agarwal R. (2004). *Mental Health of students a challenge in 21thcentury*. Indian Psychological review, vol. 62, p. 50-56.
- Basu S. (2009). *Mental health of college teachers*. Praachi Journal of Psycho-cultural Dimensions. N-25, and 168-170.

- Bower M. (1966). *The Will to Manage Corporate Success through Programmed Management*. New York: McGraw-Hill.
- Bower, G. H. (1966). *Probability learning of response patterns*. *Psychonomic Science*, 4, 215- 216.
- Feldman Robert S. (1987). *Understanding Psychology*. 4th edition, Tata McGraw hill.
- Foster, E.M (1927). *Aspects of the novel*. United Kingdom: Edward Arnold.
- Garrett H. E (2006). *Statistics in Psychology and education*. Delhi: Surjeet Publication.
- Hadfield, J.A. (1952). *Mental Health and Psychoneurosis*. London: George Allen and Unwin Ltd.
- Maslow, A. H. (1962). *Towards a Psychology of Being*. Princeton: D. Van Nostrand Company.
- Rangan, R et al (2009). *Effect of yogic education system and modern education system on memory*. *International Journal of Yoga*. 2009 Jul-Dec; 2(2). P.55–61.
- Shelley E. Taylor, (2006). *Health Psychology*. 6th edition, Tata McGraw Hill.
- Singh, S.K. (2015). *Mental health and academic achievement of college students*. *The International Journal of Indian Psychology*, 2(4), 12-19
- Soet, J. & Sevig, T. (2006). *Mental health issue facing a diverse sample of college students: results from the college students' mental health survey*. *NAPSA Journal*, 43,410-413.
- Sortorives, N (1983). *WHO Bulletin*. 61.
- Trevelyan, G.M (1942). *English Social History*. London: Longmass.
- White House Conference. (1930). *Preliminary Reports*. New York: Century Company), P-4.
- WHO (1951). *Mental Health and Mental Illness in the World of Today Feature Series*.
- WHO (2010). *Mental Health and Well-being in the World of Today Feature Series*.
- WHO (2010). *Mental health and development: Targeting people with mental health conditions as a vulnerable group*. Geneva: World Health Organization.