Social Relationship In Relation To Mental Health Among Secondary School Students

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Abstract:

This study investigates social relationship in relation to mental health among secondary school students. A sample of 200 students of 11 and 12 classes were selected randomly; from Govt and Private schools. The (i) Social Relationship (SRS-Kumar, Nabi, & Thakur; 2017) (ii) Mental Health Battery (MHB- Singh, & Gupta; 2008) were used to conduct research. The results explored a significant difference in social relationship between boys and girls; no significant difference in social relationship between urban and rural students; no significant difference in mental health between boys and girls of secondary schools; no significant difference in mental health between urban and rural students of secondary schools. A significant relationship was found between social relationship and mental health of secondary school students.

Introduction:

Social relationships refer to the connections that exist between people who have recurring interactions that are perceived by the participants to have personal meaning i.e. relationships between family members, friends, neighbors, co-workers, and other associates. The research shows that individuals with the lowest level of involvement in social relationships are more likely to die than those with greater involvement (House, Landis & Umberson; 1988). The term social relationship encompasses a wide variety of aspects relating to the proximal and distal social environment. Distal environment includes the broader social structure of opportunities for social integration (e.g. cultural, labour market, neighbourhood) and its quality e.g. social capital (Berkman et.al., 2000; Kawachi et.al., 2001). Mental health is state of being conductive to harmonious and effective living. The World Health Organization (2013) define mental health as a state of well- being in which the individual realize his or her own abilities, can cope with the normal stress of life, can work productively and fruitfully, and is able to make a contribution to his or her community. The main areas from which counselors, psychologists, and psychiatrists gain understanding about mental health are (Dasgupta, 2013) are Spiritual, Moral character, Psychological, social, psychosocial and Bio psychosocial. Social relationships act as psychological resources that protect one's health, particularly in times of adversity (Praharso et al.; 2017).

Review:

Rose (2006) found sex differences for girls'and boys' emotional and behavioral development. Caetano, et.al. (2013) studied gender differences in the association of perceived social support and social network with self-rated health status among older adults; A population-based study in Brazil and confirmed that perceived social support and social networks to SRH differs according to gender. Low social network involvement is associated with poor SRH in older men, whereas low perceived social support is associated with poor SRH in older women Waylen, Stallard and Stewart-Brown (2008) found that Communication with parents is key in establishing the family as a protective factor. Droogenbroeck et.al. (2013) explored that girls and young people with poor social support experience mental health problems more frequently than boys and those with strong social support. Seppala (2014)suggested that a societal decline in social connectedness may help to explain recent increases in reports of loneliness, isolation and alienation, and may be why loneliness has become a leading reason people seek psychological counseling. Saeri, et.al. (2017) established the social connectedness supporting public mental health; Harandi, Taghinasab, and Nayeri (2017) Social support is an important factor that can affect mental health. In recent decades, many studies have been done on the impact of social support on mental health; Tough et.al; (2017) explored that family functioning, negative social interactions and relationship quality showed consistent associations with mental health and wellbeing. Katrakazas, Grigoriadou, & Koutsouris (2020) Language, socio-emotional and cognitive development in children and adolescents with mental health issues is getting increased attention over the last years. Törrönen, (2021) explored that good, significant social relations provided a sense of security but did not guarantee a positive mental outlook.

Hypotheses:
1. There exists no significant difference in the social relationship of boys and girls of secondary schools.
2. There exists no significant difference in the social relationship of rural and urban secondary school students 3. 3. There exists no significant difference in the mental health of boys and girls of secondary schools.
4. There exists no significant difference in the mental health of rural and urban secondary school students.
5. There exists no significant relationship in social relationships and mental health of secondary school students.

Sample:
A sample of 200 students of 11 and 12 classes were selected randomly; 100 male students (50 Govt schools and 50 Private schools) and 100 50 female students (50 Govt schools and 50 Private schools) were taken.
TOOLS USED: (i) Social Relationship (SRS-Kumar, Nabi, & Thakur; 2017)
(ii) Mental Health Battery (MHB- Singh, & Gupta; 2008)

1. ANALYSIS OF SIGNIFICANCE OF MEAN SCORE OF SOCIAL RELATIONSHIPS

Table 1: Showing mean, standard deviation, and standard error mean of social relationship in secondary school students with respect of gender and locale

	GENDER	N	Mean	Std. Deviation	S. Ed	t-value
SRS	BOYS	100	128.26	46.96	5.84	0.25
	GIRLS	100	126.83	34.69		
	Urban	100	124.23	39.51	5.82	0.05
	Rural	100	130.86	42.74		

Tabular representation 1 shows that mean score of social relationship in boys is 128.26 and S.D.46.96. The mean score of social relationship in girls is 126.86 and S.D. 34.69. S. Ed is 5.84 and t-value comes to be 0.25, which is not significant as compared to table value at 0.05 level of confidence. Hence, the null hypothesis no.1 stating, 'There exists no significant difference in the social relationship of boys and girls of secondary schools‖, is not rejected. It may be inferred that no significant differences existed in social relationship between boys and girls studying in secondary school. It means boys and girls of secondary school possess same level of social relationship. The result of present study is supported by the earlier work of Caetano, et.al. (2013) found that low social network involvement is associated with poor SRH in older men

Further the tabular representation 1 shows that mean score of social relationship in urban area students are 124.23 and S.D. 39.51 and the mean scores on social relationship in rural area students are 130.86 and S.D. 42.73. The t-value is found to be 0.05, which is not significant at any specified level of confidence. Therefore, there exists no significant difference in social relationships among secondary school students residing in urban and rural areas. Hence, the null Hypothesis no.2 stating, 'There exists no significant difference in the social relationship of rural and urban secondary school students. It may be inferred that no significant differences on social relationship of urban and rural secondary school students. It means urban and rural of secondary school possess the same level of social relationship. The result of present study is not supported by the earlier work of Patricia and Crowe (1981) who found that subject cities in the United States also foster greater contact with friends than rural or small town areas.

2. ANALYSIS OF SIGNIFICANCE OF MEAN SCORE OF MENTAL HEALTH

Table 2: Showing mean, standard deviation, and standard error mean of Mental Health

in secondary school students with respect of gender and locale

	GENDER	N	Mean	Std. Deviation	S. Ed	t-value
MH	BOYS	100	80.06	14.95	5.84	1.38
	GIRLS	100	77.36	12.73		
	Urban	100	77.76	14.28	1.97	0.97
	Rural	100	79.66	13.54		

Tabular representation 2 shows that mean score of mental health in boys is 80.06and S.D. 14.95. The mean score of social relationship in girls is 77.36 and S.D. 12.73. The t-value is 1.38, which is not found significant at both 0.05 level of confidence and 0.01 level of confidence. Therefore, there exists no significant difference in mental health of secondary school students (boys and girls). Hence, the null hypothesis no.2 stating, 'There exists no significant difference in the mental health of boys and girls of secondary schools' is not rejected. It may be inferred that no significant differences was found on the mental health scores of boys and girls studying in secondary school students. It means boys and girls of secondary school possess same level of mental health. The result of present study is supported by the earlier work of Kaur, Kang and Sharma (2019) who found gender differences in mental health among adolescents, as boys were found with better mental health than girls.

Tabular representation 2 shows that mean score of mental health in urban is 77.76 and S.D. 1.43 The mean score of mental health in rural is 79.66 and S.D. 1.35. The t- value is found to be 0.97, which is not significant at any specified level. Therefore, there exists no significant difference in mental health of secondary school students (urban and rural). Hence, the null hypothesis no.5 stating, 'There exists no significant difference in the mental health of rural and urban secondary school students' is rejected. It may be inferred that significant differences in between urban and rural studying in secondary school students. It means urban and rural of secondary school possess not a same level of mental health. The result of present study is supported by the earlier work of Kaur, Kang and Sharma (2019) who found that urban adolescents with better mental health than rural adolescents.

3. ANALYSIS OF RELATIONSHIP BETWEEN SOCIAL RELATIONSHIP AND MENTAL HEALTH AMONG SECONDARY SCHOOL STUDENTS
For the relationship between Social Relationship and Mental Health among secondary school students pearson's correlation was computed and results are given below in table 3

Table 3: Showing the correlation between Social Relationship and Mental Health

Correlation		Mental Health
Social Relationship	Pearson Correlation	0.34
	N	200
Correlation is Significant at 0.01 level		

* Table value 0.138 at 0.05 level ** 0.181 at 0.01 level

The table 3 reveals that the results of coefficient of correlation among social relationship and mental health among secondary school students. The coefficient of correlation between social relationship and mental health among secondary school students comes out to be 0.34. The obtained value of r' is significant at 0.01 level of confidence. It becomes vivid that there is a significant positive relationship between two variables i.e. social relationship and mental health among secondary school students. From carefully analysis of results shown in the table 3 as well as statistical computation of r' value, we come to this conclusion that there exists a significant. relationship between social relationship and mental health among secondary school students. Hence the Hypothesis stating, 'There exists no significant relationship in social relationships and mental health of secondary school students' is rejected; as a significant relationship has been found between the social relationship and mental health. The results are supported by the earlier works of Umberson and Montez (2010) who found that Sociologists have played a central role in establishing the link between social relationships and health outcomes, Saeri, Cruwys, Barlow, Stronge and Sibley (2017) 82 who studied Social connectedness improves public mental health and Tough et.al. (2017) found favourable exchange with one's proximal social environment having positive effects on mental health.

Findings of the Study
1. There exists no significant difference in social relationship between boys and girls of secondary schools. It means boys and girls of secondary school possess same level of social relationship.
2. There exists no significant difference in social relationship between urban and rural students of secondary schools. It means rural possess same level of social relationship than urban.
3. There exists no significant difference in mental health between boys and girls of secondary schools. It means boys and girls of secondary school possess same level of Mental health.
4. There exists no significant difference in mental health between urban and rural students of secondary schools. It means rural possess same level of mental health than urban.
5. There exists a significant relationship between social relationship and mental health of secondary school students

Educational Implications:

As a significant relation is found in social relationship and mental health of students, so there is need to take the special initiatives to increase the capacity of student to develop their social relationship.

• Conducting Workshops, Seminars to develop mental health of the students

• School should improve mental health policies at institutional level

• The Public awareness camps should be arranged for the parents to improve the mental health of their wards.

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