A CRITICAL EVALUATION OF PSYCHOLOGICAL STATUS OF ADOLESCENT CHILDREN OF VARIOUS SCHOOLS OF GREATER MUMBAI

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ABSTRACT

In today’s society, it is very likely that the majority of people experience psychological problems which define as a mental condition in which the qualities of a state are relatively persistent even though the state itself can be effective. The psychological status of children is declining these days and problems are quite common and sometimes severe which leads to anxiety, stress, and depression. The study provides insight into the psychological status of adolescent children of SSC, CBSE, and ICSE schools of Greater Mumbai. The researcher intended to know whether there were any differences or similarities in the Psychological Status between SSC, CBSE, and ICSE Schools Students of Greater Mumbai. Total 3000 (1000 SSC (500 boys + 500 girls), 1000 CBSE (500 boys + 500 girls) and 1000 ICSE (500 boys + 500 girls)) schools students were selected as sample for the research study. The study conducted was a survey in nature and under the heading of Descriptive Research. The questionnaire used the Anxiety, Depression and Stress Scale (ADSS- BSPSA) by Pallavi Bhatnagar, Megha Singh, Manoj Pandey, Sandhaya, and Amitabh. The data was analyzed by using 3X2 Factorial ANOVA (Analysis of Variance) by IBM SPSS-22 Software. It was found that there is a significant difference found in SSC, CBSE, and ICSE Board Schools and Gender on Anxiety, Stress, and Depression. ICSE School Students found to have low anxiety and depression in comparison to SSC and CBSE School Students. In the case of CBSE and ICSE, it was found to have low stress in comparison to SSC Board School.

Keywords: Psychological Status, Anxiety, Stress, Depression, SSC Board Schools, CBSE Board Schools, and ICSE Board Schools.

I. INTRODUCTION

According to the renowned thinker, Education in a true sense helps the individual to be responsible enough to grow up and free and to flower greatly in love and virtue. This is an indispensable role in shaping the child not according to some idealistic pattern (Krishnamurti, J 1953).

Adolescence is known as a time of transition, where every soul is fuller of doubt than assurance. This is a phase of childhood and adulthood that means in between that period of time. The World Health Organization (WHO) states “adolescence” as the period between 10-19 years of age, which generally confines the time from the onset of puberty to the legal age of maturity.

The Greater Mumbai region has various types of secondary schools and each has its own curriculum design. Boards like CBSE, SSC, and ICSE have their specific pattern of working and that affects the psychological Status of School Students. In the adolescent period, children should maintain health which helps in overcoming their struggle with their body changes, mood swings, emotional changes, and social issues. Therefore, the study puts light on the Psychological Status of Adolescent Children of Various Board Schools.

II. METHODOLOGY

The selection of subjects, the collection of data, the tools of the study, the administration of the test, and statistical procedure have been represented.
III. SELECTION OF SUBJECT
Total 3000 {1000 SSC (500 boys + 500 girls), 1000 CBSE (500 boys + 500 girls) and 1000 ICSE (500 boys + 500 girls)} schools students were selected as sample for the research study. The study surveyed in nature under the heading of Descriptive Research. The inventory used in collecting the data was suitable and reliable for SSC, CBSE, and ICSE school children of Greater Mumbai.

IV. ADMINISTRATION OF TEST
The distribution of the questionnaire was done to selected SSC, CBSE, and ICSE School Students. All the important directives were given to them before filling up the questionnaire by the tester.

V. TOOLS OF THE STUDY
The questionnaire used is the Anxiety, Depression and Stress Scale (ADSS- BSPSA) by Pallavi Bhatnagar, Megha Singh, Manoj Pandey, Sandhaya, and Amitabh. The questionnaire is valid for 14 to 70 years of age. The scale contains 48 items which are divided into 3 subscales are as follows-
1. Anxiety Subscale – It comprises 19 items comprising various symptoms that are the embodiment of anxiety.
2. Depression Subscale – It contains 15 items that represent the different symptoms of depression.
3. Stress Subscale – This scale contains 14 items and covering the symptoms of stress.

VI. COLLECTION OF DATA
Data were collected through the administration of the Anxiety, Depression, and Stress Scale for obtaining the scores of Psychological Status among SSC, CBSE, and ICSE School Students. The analysis of the data collected by the researcher is done by using 3X2 Factorial ANOVA (Analysis of Variance). The data are analyzed by IBM SPSS-22 Software which was available in the laboratory of the Bombay Physical Culture Association College of Physical Education, Wadala, Mumbai.

VII. RESULTS AND DISCUSSIONS
Table-1 shows the summary of 3X2 Factorial Design ANOVA of Anxiety

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>SSy.x</th>
<th>MSSy.x</th>
<th>Fy.x</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of Schools</td>
<td>2</td>
<td>126.47</td>
<td>63.23</td>
<td>4.74</td>
<td>p&lt;0.01</td>
</tr>
<tr>
<td>Gender</td>
<td>1</td>
<td>167.94</td>
<td>167.94</td>
<td>12.60</td>
<td>p&lt;0.01</td>
</tr>
<tr>
<td>Types of Schools* Gender</td>
<td>2</td>
<td>66.03</td>
<td>33.01</td>
<td>2.48</td>
<td>p&gt;0.05</td>
</tr>
<tr>
<td>Error</td>
<td></td>
<td>39891.73</td>
<td>13.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>2998</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-1 reveals that the F-value for Types of Schools is 4.74 that is significant at 0.01 level with df=2/2993 it means that the mean score of Anxiety of the Three School differs significantly. Therefore, there was a significant difference between Schools on the Anxiety of School Students. Thus, the Null Hypothesis that there is no significant difference between schools on the Anxiety of Students is rejected. Also, it can be seen that the F-value for Schools is 12.60 which is significant at 0.01 level with df=1/2993 it means that the mean score of Anxiety of the Boys and Girls differs significantly. So there was a significant difference between Gender on Anxiety of School Students. Thus, the Null Hypothesis that there is no significant difference between Gender on Anxiety of School Students is rejected. Further, the mean scores of Anxiety of Boys are 4.31 which is significantly lower than that of Girls Anxiety is 4.79. It means, therefore be said that the Boys are having less Anxiety compare to Girls. The F-value of the interaction between Anxiety level of Schools and Gender is 2.48 which is not significant at 0.05 level with df=2/2993. It may therefore be said that the Schools and Gender were found to have not significantly different in Anxiety level so there was no significant effect of interaction between Schools and Gender on the Anxiety of Students. Therefore, the Null Hypothesis that there is no significant effect of interaction between Types of Schools and Gender on the Anxiety of Students is not rejected. In order to know the effect trend of interaction between Schools and Gender, the Graph has been plotted.
Table-2 shows the summary of 3X2 Factorial Design ANOVA of Stress

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>SSy.x</th>
<th>MSSy.x</th>
<th>Fy.x</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of Schools</td>
<td>2</td>
<td>280.78</td>
<td>140.39</td>
<td>13.65</td>
<td>p&lt;0.01</td>
</tr>
<tr>
<td>Gender</td>
<td>1</td>
<td>108.09</td>
<td>108.09</td>
<td>10.51</td>
<td>p&lt;0.01</td>
</tr>
<tr>
<td>Types of Schools* Gender</td>
<td>2</td>
<td>16.99</td>
<td>8.49</td>
<td>0.83</td>
<td>p&gt;0.05</td>
</tr>
<tr>
<td>Error</td>
<td>2993</td>
<td>30778.51</td>
<td>10.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>2998</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Table-2 reveals that the F-value for Types of Schools is 13.65 which is significant at 0.01 level with df=2/2993 it means that the mean score of Stress of the Three School differs significantly. So there was a significant difference between Schools on Stress of School Students. Thus, the Null Hypothesis that there is no significant difference between schools on Stress of School Students is rejected. Also, the F-value for Schools is 10.51 which is significant at 0.01 level with df=1/2993 it means that the mean score of Stress of the Boys and Girls differs significantly. So there was a significant difference between Gender on Stress of School Students. Thus, the Null Hypothesis that there is no significant difference between Gender on Stress of School Students is rejected. Further, the mean scores of Anxiety of Boys are 3.69 which is significantly lower than that of Girls Anxiety is 4.06. It means, therefore be said that the Boys are having less Stress compare to Girls. The F-value for the interaction between Stress level of Schools and Gender is 0.83 which is not significant at 0.05 level with df=2/2993. It may therefore be said that the Schools and Gender were found to have not significantly different in Stress level so there was no significant effect of interaction between Schools and Gender on the Stress of School Students. Thus, the Null Hypothesis that there is no significant effect of interaction between Types of Schools and Gender on the Stress of School Students is not rejected. In order to know the effect trend of interaction between Schools and Gender, the Graph has been plotted.
Table-3 shows the summary of 3X2 Factorial Design ANOVA of Depression

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>SSy.x</th>
<th>MSSy.x</th>
<th>Fy.x</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of Schools</td>
<td>2</td>
<td>151.75</td>
<td>75.88</td>
<td>7.86</td>
<td>p&lt;0.01</td>
</tr>
<tr>
<td>Gender</td>
<td>1</td>
<td>143.98</td>
<td>143.98</td>
<td>14.91</td>
<td>p&lt;0.01</td>
</tr>
<tr>
<td>Types of Schools* Gender</td>
<td>2</td>
<td>106.077</td>
<td>53.04</td>
<td>5.49</td>
<td>p&lt;0.01</td>
</tr>
<tr>
<td>Error</td>
<td>2993</td>
<td>28895.49</td>
<td>9.65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>2998</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-3 reveals that the F-value for Types of Schools is 7.86 which is significant at 0.01 level with df=2/2993 it means that the mean score of Depression of the three Schools differs significantly. So there was a significant difference between Schools on Depression of School Students. Thus, the Null Hypothesis that there is no significant difference between schools on Depression of School Students is rejected. Also, the F-value for Schools is 14.91 which is significant at 0.01 level with df=1/2993 it means that the mean score of the Depression of the Boys and Girls differs significantly. So there was a significant difference between Gender on Depression of School Students. Thus, the Null Hypothesis that there is no significant difference between Gender on Depression of School Students is rejected. Further, the mean scores of Depression of Boys are 2.51 which is significantly lower than that of Girls Depression is 2.95. It means, therefore be said that the Boys are having low Depression compare to Girls. The F-value for the interaction between Depression level of Schools and Gender is 5.49 which is significant at 0.01 level with df=2/2993. It may therefore be said that Schools and Gender were found to have a significant difference in Depression level so there was a significant effect of interaction between Schools and Gender on the Depression of School Students. Therefore, the Null Hypothesis that there is no significant effect of interaction between Types of Schools and Gender on the Depression of School Students is rejected. In order to know the effect trend of interaction between Schools and Gender, the Graph has been plotted.
VIII. CONCLUSION

The result and finding of the study can be concluded as follows:

In the case of Psychological Status, there is a significant difference found in SSC, CBSE, and ICSE Board Schools and Gender on Anxiety of school students where ICSE has low anxiety compare to SSC and CBSE Board Schools and boys have a low anxiety level compare to girls. Further, it shows no significant difference found in the interaction on Anxiety level between Type of Schools and Gender where SSC and ICSE have low anxiety in boys and ICSE found low anxiety in girls. Moreover, there is a significant difference found in SSC, CBSE, and ICSE Board Schools on Stress of school students where CBSE and ICSE have low stress compare to SSC Board School, but no significant difference found in CBSE and ICSE. Further, there is a significant difference found in Gender on the Stress of School Students where boys have low stress compared to girls, but it shows no significant difference found in the interaction on Stress level between Type of Schools and Gender where CBSE and ICSE have low anxiety in both boys and girls. Lastly, there is a significant difference found in SSC, CBSE, and ICSE Board Schools and Gender on Depression of school students where ICSE has low depression compare to SSC and CBSE Board School and boys have a low depression compared to girls. Further, there is a significant difference found in the interaction on Depression between Type of Schools and Gender where ICSE found to be low in Depression in both boys and girls.

It indicates that the school environment plays an effective role in enhancing psychological status. The school programs like personality development programs, counseling to address psychological issues in the school itself help in eradicating psychological problems like anxiety, stress, and depression.

IX. RECOMMENDATIONS

Based on the results, findings, and conclusion, this study recommends that:-

- A related study can be conducted on Children belonging to distinct age groups.

- Sample size can be increase to get more precise output.

The study findings may inspire physical education researchers for future study.

REFERENCES