

# A Study on Value Conflicts and Mental Health of Students at The Higher Secondary Level in Relation to Their Social Maturity

S.K. Panneer Selvam

Bharathidasan University, Tiruchirappalli-T.N.

Email: skpskpbd@gmail.com

**Abstract-** Man is an integrated psychometric unit, whose behaviour is determined by both physical and mental factors. Every one today appears to be tenser than the past either due to lack of understanding and confidence among themselves or because of psychopathic morbidities like parent child relationship, loveless domestic life, broken families, global terrorism and narrow considerations. People can be both humanly pro-social and destructively anti-social as they are not necessarily aware of their values; some may even conflict with conscious values to sustainable development. A child is born in a home where he remains in the constant company of his mother in the formative years of his sustainable development infancy. The impressions and experiences which a child has in these formative years leave permanent and sustainable development to indelible impressions on his mind. sustainable development is at times minimal or immense, at times ridden or open and at times constructive or destructive, any time in making a choice at the cost of another, conflict is a perceived incompatibility of actions and goals that prevents, obstructs interfere, injuries or in some way makes another activity less likely or less effective. Health is a state of being hale, sound or whole some in body and mind. It means that both body and mind are working efficiently and harmoniously.

**Keywords:** Confidence, Selfish, Experience, Personality, Emotion, Harmonious.

## Introduction

Today 'humanity' is perhaps sitting on the top of volcano and is facing many challenges in bringing about a healthy society. Every one today appears to be tenser than the past either due to lack of understanding and confidence among themselves or because of psychopathic morbidities like parent child relationship, loveless domestic life, broken families, global terrorism and narrow considerations. Values have sunken to gain their selfish motives to sustainable development. People can be both humanly pro-social and destructively anti-social as they are not necessarily aware of their values, some may even conflict with conscious values. The necessity of making a choice commonly leads to a specific 'cognitive strain' and it appears to be difficult to make up one's mind especially, when each alternative offers values that the other does not and the choice is an important one. It is at times minimal or immense, at times ridden or open and at times constructive or destructive, any time in making a choice at the cost of another, conflict is a

perceived incompatibility of actions and goals that prevents, obstructs interfere, injuries or in some way makes another activity less likely or less effective.

### **Concept of Conflicts**

The term “conflict” is used in so many ways in our day to day set up. There may be conflicts between the ideologies of two sects, cultures, religions and organisations. Conflict may be aroused between husband and wife, father and his son, the teacher and the taught. They may also show their presence among brothers and sisters, members of an organisation or community, states of a country and countries of the world at large. Apart from these external or outer conflicts, there are inner or internal conflicts which are called psychological conflicts.

### **Statement of the Problem**

A study on value conflicts and mental health of students at the Higher Secondary level in relation to their social maturity.

### **Objectives**

- To find out the dimension of value conflict of higher-secondary students.
- To find out the level of mental health of higher secondary students
- To find out the level of social maturity of higher secondary students
- To find out whether the different dimensions of value conflict viz. Fortitude, Self - Reliance, Probity, Affection, Assertion and Idealism exhibit different levels of (i.e.) low, average and high social maturity among students studying in higher secondary level.
- To find out whether categories of mental health exhibit different levels (i.e.) low, average and high social maturity.
- To find out whether there is significant association between value conflict and mental health of students studying at higher secondary level.
- To find out whether there is significant difference between scores of value conflict of students studying at higher secondary level.

### **Limitations**

- The study is done only in Chennai City.
- The XI Standard Students are taken as the sample.
- The study is done with 302 samples.

### **Tools**

- Value Conflict Scale prepared by Bharadwaj (2006).
- Social Maturity Scale prepared by Nalini Rao (2009).
- Mental Health Inventory prepared by Droved and Augustine (2010).

### **Sample**

The present study is mainly concerned with XI standard students studying in schools following the syllabus of Tamil Nadu State Board of Secondary Education. For the study, a sample of 302 students of standard XI studying in Chennai City during the academic year 2006-2007 were taken.

**Table 1:** Showing the details of the composition of students in the sample.

Type of Management	Name of the School	Number of Students	
		Boys	Girls
Government	Government Higher Secondary School for Boys, Saidapet, Chennai - 15.	53	-
	Lady Willingdon Higher Secondary School for Girls, Triplicane, Chennai - 5.	-	67
Government Aided	St. Joseph Higher Secondary School, Bharathi Nagar, Chennai - 39.	52	-
	K.K.Nirmala Girls' Higher Secondary School, Ashok Nagar, Chennai - 83.	-	48
Private	Madras Christian College Matric. Higher Secondary School, Chetpet, Chennai - 31.	41	-
	Fathima Matriculation Higher Secondary School, Kodambakkam, Chennai - 24	-	41

### Pilot Study

Before finalizing the final from the tools and collecting data for main study, a pilot study was attempted. It was conducted in the month of September, 2017 on 30 XI Standard students drawn from each school selected randomly from the whole sample to establish reliability and validity of the various tools used in the study.

### Analysis of the Data

#### Categories of Value Conflicts

Value conflicts have been categorized into six dimensions, viz., fortitude, self - reliance, probity, affection, assertion and idealism. The percentages of these categories are shown below.

**Table 2:** Showing the criteria of classifying the sample based on categories of value conflicts.

Dimensions of value conflicts	Percentage
Fortitude	51.7
Self - reliance	62.9
Probity	49.3
Affection	48.7
Assertion	59.3
Idealism	64.6

From the above table, it is clear that the dimension of value conflicts of the higher secondary student is idealism. Hence, Hypothesis I which states that, "The dimension of value conflict is idealism in nature" is accepted.

### Categories of Mental Health

The quartile points for the distribution of the mental health score have been computed and those falls above 'Q3' are taken as the high group, those below 'Q1' are termed as low mental health group. The moderate group lies in between these two group scores. The details are computed below.

**Table 3:** Showing the criteria of classifying the sample into three groups of mental health.

Groups	Mental Health Score range	Number of students	Percentage
Low	0 - 28	44	14.6
Moderate	29 - 39	205	67.9
High	40 - 49	53	17.5
Total		302	100

It is observed that the mental health of XI standard students is average in nature. Hence, Hypothesis II which states that, "The level of mental health of higher secondary students is average in nature" is accepted

### Categories of Social Maturity

The quartile points for the distribution of social maturity score have been computed and those full above 'Q3' are taken in the high group, those below 'Q1' are in the low group. The moderate group lies in between these two group scores. These details of the categories are stated as follows.

**Table 4:** Showing the criteria of classifying the sample into three groups of social maturity.

Groups	Social Maturity Score range	Number of students	Percentage
Low	0 – 28	69	22.8
Moderate	219 – 257	226	74.8
High	258-297	7	2.3
Total		302	100

It is observed that the social maturity of XI Standard students is average in nature. Hence, Hypothesis III which states that "The level of social maturity of higher secondary students is average in nature" is accepted.

### Association between Value Conflicts and Social Maturity

The association between the variables, value conflicts and social maturity has been assessed through chi - square test, the details of which are found in the following table.

**Table 5:** Showing the chi - square distribution to find out the association between value conflicts and social maturity.

Value conflicts	Social Maturity			Total
	Low	Moderate	High	
Low	28(10.5)	17(34.4)	1(1.1)	46
Moderate	38(4.57)	159(149.7)	3(4.6)	200
High	3(12.8)	50(41.9)	3(1.3)	56
<b>Total</b>	<b>69</b>	<b>226</b>	<b>7</b>	<b>302</b>

$$\chi^2 = \frac{\sum(f_o - f_e)^2}{f_e}$$

$$= 51.67680$$

At df = 4; table value = 13.28 at .01 level

It is observed that the calculated value (51.68) is greater than the standard table value (13.28). So, it is clear that there is significant association between the value conflicts and social maturity of students. Hence, Hypothesis IV which states that, "The different dimensions of value conflict viz. fortitude, self - reliance, probity, affection, assertion and idealism will exhibit different levels of social maturity (i.e.) low, average and high social maturity among students studying at the higher secondary level" is accepted.

#### Association between Mental Health and Social Maturity

The association between the variables, mental health and social maturity has been assessed through chi-square test; the details are computed as follows.

**Table 6:** Showing the chi - square distribution to find out the association between mental health and social maturity.

Mental Health	Social Maturity			Total
	Low	Moderate	High	
Low	28(10.05)	19(32.93)	1(1.02)	44
Moderate	39(46.84)	162(153.41)	4(4.75)	205
High	6(12.11)	45(37.43)	2(1.23)	53
<b>Total</b>	<b>69</b>	<b>226</b>	<b>7</b>	<b>302</b>

$$\chi^2 = \frac{\sum(f_o - f_e)^2}{f_e}$$

$$= 31.43703$$

At df = 4; table value = 13.28 at .01 level

It is observed that the calculated value (31.44) is greater than the table value (13.28). So it is clear that there is significant association between the mental health and social maturity of students. Hence, Hypothesis V which states that, "The different categories of mental health (i.e.) low, average and high will exhibit different levels of social maturity" is accepted.

### Association between Value Conflicts and Mental Health

The significant association between the variables value conflicts and mental health has been assessed through chi - square test, the details of which are found in the following table.

**Table 7:** Showing the chi - square distribution to find out the association between value conflicts and mental health.

Value Conflicts	Social Maturity			Total
	Low	Moderate	High	
Low	19(7.46)	24(30.46)	3(8.07)	46
Moderate	21(32.45)	150(132.45)	29(35.09)	200
High	4(9.08)	31(37.09)	21(9.83)	56
<b>Total</b>	<b>49</b>	<b>200</b>	<b>53</b>	<b>302</b>

$$\chi^2 = \frac{\sum(f_o - f_e)^2}{f_e}$$

$$= 48.36707$$

At df = 4; table value = 13.28 at .01 level

It is observed that the calculated value (48.37) is greater than the table value (13.28). So it is clear that there is significant association between value conflicts and mental health of students. Hence, Hypothesis VI which states that, "There is significant association between value conflicts and mental health of students studying at the higher secondary level" is accepted.

### Influence of Sex on Value Conflicts

The mean scores of value conflicts of boys and girls have been computed and the difference is tested for significance as shown below.

**Table 8:** Showing the significant difference between the mean scores of value conflicts of male and female XI standard students.

Group	Number of Students	Mean	Standard Deviation	Standard Error	Critical ratio	Level of Significance
Male	145	75.0000	9.387	0.780	1.28	N.S.
Female	157	73.5606	10.167	0.811		

The calculated table value (1.28) is less than the standard table value (1.96) at .05 level. So, it is clear that there is no significant difference between the mean scores of value conflicts of male

and female students. Hence, Hypothesis VII which states that, "There is no significant difference between the mean scores of "value conflicts" of students studying at the higher secondary level with respect to sex" is accepted.

**Table 9:** Showing multiple comparisons of the significant difference of the mean scores of value conflicts of students studying in different type of management of schools.

Groups compared	Number of Students	Mean	Standard Deviation	Standard Error	Critical Ratio	Level of Significance
Government Vs Government Aided	119	71.5630	8.649	0.793	1.29	N.S.
	101	73.2178	10.095	1.005		
Government Vs Private	119	71.5630	8.649	0.793	6.12	0.01
	82	79.4268	9.153	1.011		
Government Aided Vs Private	101	73.2178	10.095	1.005	4.36	0.01
	82	79.4268	9.153	1.011		

The above table reveals that in the first comparisons, since the calculated 't' value (1.29) is less than the standard table value (1.96), there is no significant difference between the mean scores of value conflicts with respect to type of management of schools. In the second comparisons, there is significant difference between the mean scores of value conflicts with respect to type of management of schools. In the third comparisons, there is significant difference between the mean scores of value conflicts with respect to type of management of schools.

Hence, Hypothesis VIII which states that, "There is no significant difference between the mean scores of "value conflict" of students studying at the higher secondary level with respect to type of management of schools" is partially accepted.

### **Influence of Father's Monthly Income on Value Conflicts**

The obtained scores of value conflict with respect to father's monthly income have been computed as the difference is tested for significance as shown below.

**Table 10:** Showing the significant difference between the mean scores of value conflicts with respect to father's monthly income.

Group	Number of Students	Mean	Standard Deviation	Standard Error	Critical ratio	Level of Significance
Less than Rs. 3,000	87	73.4713	9.417	1.010	0.90	N.S.
Above Rs.3,000	215	74.5674	9.969	0.680		

The calculated table value (0.90) is less than the standard table value (1.96) at .05 level, so it is clear that there is no significant difference between the mean scores of value conflicts with respect to father's monthly income.

Hence, Hypothesis IX which states that, "There is no significant difference between the mean scores of "value conflicts" of students studying at higher secondary level with respect to father's monthly income "is accepted.

### **Influence of Sex on Fortitude**

The mean scores of fortitude of boys and girls have been computed and the difference is tested for significance as shown below.

**Table 11:** Showing the significant difference between the mean scores of fortitudes of male and female XI standard students

Group	Number of Students	Mean	Standard Deviation	Standard Error	Critical ratio	Level of Significance
Male	145	12.7862	2.366	0.197	2.19	N.S.
Female	157	12.1911	2.351	0.188		

The calculated table value (2.19) is greater than the standard table value (1.96), so it is clear that there is significant difference between the mean scores of fortitude of male and female students. Hence, Hypothesis X which states that, "There is no significant difference between the mean scores of "fortitude" of students studying at the higher secondary level with respect to sex" is rejected.

### **Major Findings**

The different dimensions of value conflict viz. fortitude, self - reliance, probity, affection, assertion and idealism will exhibit different levels of social maturity (i.e.) low, average and high social maturity among students studying at the higher secondary level.

1. Students studying in private schools have significantly higher mean scores of 'value conflict' than students studying in government and government aided schools. It is also noted that students whose mother's have college level educational qualification have significantly higher mean scores of value conflicts than the other two groups, whereas gender, type of family, birth order of the child, father's educational qualification, father's monthly income and mother's monthly income have no significant influence on value conflicts among higher secondary students.
2. It is clear that male students have significantly higher scores than female students on 'fortitude'. It is also noted that students studying in private schools have significantly higher mean scores than students studying in government and government aided schools. Students whose mother's monthly income is above Rs. 3,000 have significantly higher



mean scores in fortitude than students whose mother's monthly income is less than Rs. 3000 whereas type of family, birth order of the child, father's and mother's educational qualification and father's monthly income do not have any significant influence on fortitude.

3. As far as self - reliance is concerned students studying in private schools are superior in 'self-reliance' than their counterparts, whereas all the other presage variables namely sex, type of family, birth order of the child, father's educational qualification, mother's educational qualification, father's monthly income and mother's monthly income do not influence self - reliance of higher secondary students.
4. Students studying in private schools, students whose mother's have college level education and students whose mother's monthly income is above Rs. 3,000 have significantly higher mean scores in affection than their respective counterparts, whereas all the other presage variables, do not have significant influence on 'affection' among higher secondary school students.

### **Educational Implications**

Mental health is to be assessed by how a person thinks feels and acts, when faced with life's situations. Mental health is how people look at themselves, their lives and the other people in their lives, evaluate their lives, evaluate their challenges and problems and explore choices. This including stress, relating to other people and making decisions. The teachers and parents are responsible for the development of a good mental health.

Family acts as a powerful source of influence on the child's social maturity and other related traits. Social maturity appears to be cumulating and one who is socially adaptive gets greater opportunities to further practice and improve one's social skills. The implications of findings such as those reviewed are that, our education program planned on the theory that there are various stages of development in pupil's social maturity. So, contributing to the social development of pupils and helping them to attain social maturity are important. It is the ability or skill with which an individual maintain order and system in his relation with others in the society.

### **Suggestions**

1. This study was concentrated only on XI-standard, similar study could be extended to college level.
2. The present study is limited to schools in Chennai City. It could be extended to other schools in Tamil Nadu.
3. A comparative study between the value conflicts and mental health, mental health and social maturity can also be conducted in further study.

## Conclusion

The purpose of the present investigation was to study the relationship among the variables, such as value conflicts, mental health and social maturity. The study is sure to find some usefulness in the field of education and findings of the study can serve as a database for further research.

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