



A Study and Analysis of the Literature on Mental Health Education

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Abstract:

A collective body of research work, related to involved variables i.e. mental health, spiritual intelligence, altruism, school environment and academic achievement was examined extensively, so that proper guidelines and directions from objectives, hypotheses, methodologies and findings may be sought to assist the various steps of the present study like determination of objectives, formulation of hypotheses, to select methodology and to get understanding of relationships between different related variables. Following was the (chronological wise) related literature discussed.

Mental Health

Bhan (1972) studied the deterioration in interest as a function of insecure mental health during and after the period of certain academic specialization. The sample was drawn from the students studying for M.A. or M. Sc. and from the persons who settled down in life after passing M. A. or M. Sc. Interests in outdoor and physical activities deteriorated in the case of in-course group due to insecurity of mental health. Interests in such fields like literary activities, welfare and humanitarian activities, outdoor and physical activities, gregarious and social activities deteriorated in the case of after course group due to insecurity of mental health. Interest fields which were not found to deteriorate in the case of in course group due to insecurity of mental health were scientific interest, literary interest, gregarious interest and domestic interest. Interest fields which were not found to deteriorate in the case of after course group due to insecurity of mental health were scientific interest and domestic interest. Security–insecurity was a stable characteristic of personality and was caused by long- standing factors which affected from early childhood.

Banreti (1975) studied attitudinal, situational and mental health correlates of academic achievement at the undergraduate university level. The relationship between levels of academic achievement of first-year university students and various attitudinal, situational and mental health factors was examined. Petersen (1977) studied achievement history, school environment, and mental health as longitudinal predictors of achievement. In this seven year longitudinal study predictors of achievement for first graders were measured against actual school achievement of the same students in the seventh and eighth grades. Three sets of variables were obtained in the first grade. Achievement history, family environment, and mental health were used as measures. Mental health was assessed by teacher ratings of classroom adaptation and psychiatric symptoms of the students. Achievement history was identified by early school achievement and ability on standardized reading and intelligence tests. Semester grades were used to obtain information on total family income, mother's level of education and educational expectations for their children. Also, students were identified according to their sibling order. Five hundred seventy-one students from a poor black community participated in the study. In both seventh and eighth grades, all students were given the Iowa tests of basic skills. A finding of this study was that first grade ability and achievement measures were the best predictors of achievement test scores at seventh and eighth grades. In addition, school variables were found to be the second most powerful group of variables with mental health variables hardly predicting later achievement at all.

Sinha (1978) studied mental health in university students. The sample consisted of 259 male and 118 female students of Kurukshetra University and 293 male engineering students. Thematic Apperception Test and the Crown and Crisp Middlesex hospital questionnaire were used to collect the data. The boys and girls of university do not differ on emotional security. Emotionally insecure group suffered from neurotic symptoms and syndromes in a greater degree than emotionally secure group. Those with secure emotional health ascribed positive characteristic to the central figure in the stories. Emotional insecurity was more prominent among children from agricultural community. The democratic permissive and rational home atmosphere assessed by the recognition and acceptance of opinion of the children was a potent factor behind emotional security. Stressful situations and emotional insecurity were concomitant variables. Jealous and quarrelsome neighbourhood developed emotional insecurity among individuals.

Atherton (1978) studied the relationship between autonomy and rationality in education. The relationship between knowledge and effective and autonomous thoughts and actions were explored with special regard to implications for educational curriculums and teaching. An educational program that concentrates on rationality without reference to creative autonomy, it was stressed, will impoverish the thinking process.

Sarker (1979) studied the relationship between mental health and some family characteristics of middle class school going adolescents. The sample consisted of randomly selected 400 school going children (212 boys and 188 girls) of age group 13 to 17 years. Families today had mostly either autonomic (which means parents to be mostly independent) or mother dominant (mother to be the decision maker mostly) family structure. The mentally unhealthy group of children had higher family tension than the health group. The children from families with syncretic division of functions had better mental health. The family structure (excepting syncretic division of functions) was not related to the mental health of the children.

Veereshwar (1979) studied the mental health and adjustment problems of college going girls. A sample of 406 girls in the age group of 18-20 years was taken from the undergraduate students. There was a significant difference in the area of family adjustment between urban and rural girls. Family problems were more unsatisfactory for rural girls. The percentage of cases requiring help was very low for both the groups. The scores of urban and rural girls in the area of education showed a significant difference. The college or educational area was a problem for rural girls more than for urban girls. The social area held problems for both urban and rural girls. The difference between the two was significant i.e. the percentage of rural girls showing unsatisfactory adjustment in social area was higher. Personal emotional problems were shown less by urban girls than by rural girls and the difference was significant. The difference in adjustment of urban and rural girls was not significant in the area of health. Both groups showed quite satisfactory health adjustment.

Magotra (1982) studied mental health as a correlate of intelligence, education, academic achievement and socio economic status. For the collection of data the tools used were general intelligence (Joshi), cultural level questionnaire, socio-economic status questionnaire, health condition questionnaire and mental health inventory. Girls scored higher in the intelligence test and in the socio economic questionnaire than boys. Girls appeared to possess better mental health, were capable of facing the realities around them were in a position to tide over the mental disequilibrium. The mental health of boys and girls appeared to be considerably influenced by the two factors, namely, intelligence, and physical health. The mental life of boys was dominated by the feelings of depression and neurotic behaviour. On the other hand, girls were found to be suffering from a sense of insecurity and anxiety.

Reynolds et al. (1983) studied emotional stability of gifted children as estimated by chronic anxiety levels. The study evaluated the emotional stability of 465 children (grades 2 through 12) in special education programs for the gifted compared to that of 329 children attending regular classroom

programs. Two anxiety scales the revised children's manifest anxiety scale and the trait scale of the state-trait anxiety inventory for children were used in the study. The gifted sample consistently displayed lower levels of anxiety than their non- gifted peers. It was concluded that, if heightened anxiety levels were indicators of emotional difficulties, the gifted sample demonstrates a higher level of general emotional mental health than their non-gifted peers.

Bartolini (1985) studied problems of adjustment to school. Data suggested that knowing the types of behaviour to expect as well as the problems of adjustment constitutes a first step in developing home and school strategies to help reduce stress and provide a smooth transition and school policies should be examined and evaluated in terms of the effects they have on children's adjustment.

Anand (1989) studied mental health of high school students. The mental health of class X students in the age group 14-15 years age was investigated. A sample of 262 high school students (169 boys and 93 girls) participated in the study. A Likert-type mental health scale developed by the investigator was used. Correlation and chi square were used for data analysis. The mental health of adolescents, their academic achievement and the educational and occupational status of parents were positively related.

Bhurwani (1991) inquired into the nature of self-concept in the area of competence and its impact on mental health and academic achievement. The sample consisted of 432 first year science and commerce honours girls from seven good institutions with an English medium background and age between 18 to 20 years. The tools used included a self-concept inventory constructed and standardized by the investigator, higher secondary marks in two common subjects were taken as a measure of the academic achievement of students. Students who perceived themselves to be high component were relatively free from mental ill health symptoms. A trend could be noticed to suggest that high ideal self-concept was conducive to mental health. Discrepancy between real and ideal self-concept was found to be associated with mental ill health. Academic achievement was positively associated with perceived intellectual competence but not with scores of other areas of self-competence. However ideal self-concept regarding their competence did not seem to affect the academic achievement scores. Discrepancies between real and ideal self-concept did not affect the academic achievement of commerce group; but in the science group these two were positively related. Student who revealed mental ill health symptoms were poor in academic achievement.

Kamau (1992) studied burn-out, locus of control and mental health of teachers in the eastern province of Kenya. Male teacher were emotionally overextended, exhausted, internally, controlled, anxious, callous towards students and personally accomplished but less capable of establishing constructive relationship; however, they were more capable of coping with stress the female teachers. Urban teachers were less emotionally overextended, less satisfied, more internally controlled, anxious, and had a low level of mental health. Government school teachers, trained, married, and with internal control were more concerned with well-being were less anxious, less emotionally overextended and more component than their counterpart.

Prakash (1993) studied emotional maturity and adjustment of rural and urban students of different socio-economic status and found that there was significant difference between emotional maturity of the entire male and female students while this group was not significantly different in adjustment. Significant difference was found in the field of emotional instability and leadership, health, home and economic adjustment. There was significant difference between emotional maturity of male and female students of rural and urban area but there was no significant difference in its fields, like, emotional instability, maladjustment and split personality. There was no significant difference between the adjustment of male and female students of rural and urban area but there was significant difference in its fields, like, health and economics. Both groups were significantly different in adjustment while there was no difference in social, emotional and home adjustment. There was no significant difference between the means of total aspects of emotional maturity and no significant difference was found in

total means of adjustment. There was significant difference between emotional maturity of male and female students of high and low socio- economic status. Similarly significant difference was found in adjustment and its fields separately. There was significant difference between emotional maturity and adjustment of male and female students of urban area having high and low socio-economic status separately.

Devi (1993) studied creativity and academic achievement in relation to mental health of tribal and non-tribal high school students. It was found that only one mental health factor had significant effect on creativity. Extrovert students had been found to be more creative than introverts. The rest of the factors of mental health i.e., insecurity, inferiority, psychoticism, neuroticism, state-anxiety, trait-anxiety and adjustment as single main variables did not show significant difference on creativity of the students. Sex as a single main variable showed significant differences on academic achievement of students when analyzed with insecurity, psychoticism, extraversion, state anxiety, trait anxiety and adjustment factors of mental health in different factorial designs. Mean scores showed that female students had higher academic achievement than male students in all these cases. However, sex as a single main variable did not show significant difference on academic achievement when taken with inferiority and neuroticism factors of mental health. The various factors of mental health i.e., insecurity, inferiority, psychoticism, neuroticism, extraversion, state anxiety, trait anxiety and adjustment as single main variables did not show significant difference on academic achievement of students. None of the two factor interactional effects of sex x various factors of mental health, viz., insecurity, inferiority, psychoticism, neuroticism, extraversion, state anxiety, trait anxiety and anxiety adjustment on academic achievement were significant. The correlation coefficients showed that insecurity was not significantly related with academic achievement either for the total sample of the students or for the individual groups i.e., male tribal, female tribal, male non-tribal and female non-tribal students. Inferiority was significantly and negatively related with academic achievement for the total sample of the students as well as for non-tribal male students. But it did not show significant relationship for tribal male, tribal female and non-tribal female students. Psychoticism was significantly and negatively related with academic achievement of the total sample of the students as well as for female tribal students. However, the relationship was not significant for the other three groups. Neuroticism was significantly and negatively related with academic achievement for the total sample of the students as well as for tribal male and non-tribal male students. Extraversion was significantly and positively related with academic achievement for the total sample of the students as well as for non-tribal female students. State anxiety was not significantly related with academic achievement for the total sample of the students as well as for individual groups. Trait anxiety was significantly and negatively related with academic achievement for the total sample of the students as well as for non-tribal male students. Adjustment was positively and significant related with academic achievement for the total sample of the students. However, all these significant coefficients of correlation between academic achievement and various factors of mental health varied from negligible to low in magnitudes.

Kulshreshtha (1993) examined relationship of educational achievement of adolescents with intelligence, adjustment and achievement motivation. The critical ration (CR) of intelligence of male and female students was significant. The CR of means of all the groups was not significant at any level except the mean of arts and female students. The CR of achievement motivation of science and female students, and male and female students were not significant. The CR of educational achievement of all the groups was significant except male and female students. There was significant positive correlation among educational achievement and adjustment, educational achievement and intelligence, achievement motivation and intelligence, adjustment and intelligence in all the groups. There was significant negative correlation between achievement motivation and adjustment in all the groups. There was significant negative correlation between the educational achievement and achievement motivation of male and female students of arts. There was negative correlation between the educational achievement and achievement motivation of male and female students of science. CR of means of achievement motivation, adjustment and educational achievement of male and female

students were not significant. Only the CR of means of intelligence was significant. CR of means of intelligence, achievement motivation, intelligence and educational achievement of students of science and arts were significant. Only the CR of means of adjustment was not significant. Adjustment significantly affected educational achievement of students of higher and lower and general and lower group when intelligence was controlled while the male and female students of higher and general group did not affect. Adjustment and intelligence significantly affected educational achievement of male and female students of higher and lower, and general and higher groups when achievement motivation was controlled while the male and female students of lower and general groups did not affect significantly.

Bhopat (1993) studied inferiority, feeling of security-insecurity, achievement motivation and academic achievement of orphan students living in orphanages as compared to normal students. Orphan students were showing low level of security than normal students. Orphan female students were showing insecurity than normal female students. Both orphan and normal students did not differ with respect to feeling of security-insecurity. Orphan male students were showing insecurity than orphan female students. Both normal male and normal female students did not differ with respect to feeling of security-insecurity. Both orphan and normal students of grade VIII did not differ with respect to feeling of security-insecurity. Both orphan and normal students of grade IX did not differ with respect to feeling of security-insecurity. Orphan students of grade x were showing low level of security. Orphan students of grades VIII to X did not differ with respect to feeling of security-insecurity. Normal students of grades VIII to X did not differ with respect to feeling of security- insecurity. Both orphan and normal students of ages 12 to 18+ did not differ with respect to feeling of security-insecurity. Orphan students of age 12 & 13 were feeling insecure. Normal students of age 12 to 18+ did not differ with respect to feeling of security-insecurity. The groups of orphan and normal male and female were similar in academic achievement. The orphan students of grade x were higher than normal students of grade X in academic achievement. The orphan students of grade X were higher than orphan students of grade IX in academic achievement. The orphan and normal students of ages 12, 13, 14, 15, 17, & 18+ were similar in academic achievement. The orphan students of age 16 years were higher than the normal students of the same age in academic achievement. The orphan students of all ages were similar in academic achievement. The normal students of ages 12 to 18+ years were similar in academic achievement.

Bullock (1995) studied intellectual, achievement, and mental health evaluation of at- risk adolescents. A multidimensional clinical assessment project was conducted on an at-risk adolescent population (n=78) in a public school setting. The focus of the project was on the identification of specific learning disabilities (LD) and attention deficit hyperactivity disorder (ADHD) as they relate to mental health problems and scholastic difficulties. Results indicated that 11.5% of these at-risk students had a Wechsler intelligence scale for children-III full scale IQ less than 70, indicative of a developmental handicap. Of the remaining students, 39% met criteria for one or more specific LD, 30% met criteria for ADHD, and 13% of these at-risk students met criteria for Comorbid ADHD and LD. Those classified as ADHD also exhibited significantly greater levels of psychological distress, evidenced by Minnesota multi-phasic personality inventory-A scale elevations, compared to the non-ADHD students, suggesting that even among their at-risk peers, ADHD students warrant greater attention with regard to psychological problems.

Wederich (1995) examined social support, locus of control, well-being, stress, and strain and found that subjects with higher well-being have less stress and strain than subjects with lower well-being. The research study revealed that mental health problems and low mental health was common at job. Strain was the major cause for poor mental health. Anxiety, depression, tension, worries, work environment, socio economic status, urbanization and social environment directly influence mental health.

Mortimer (1996) conducted a longitudinal study to examine adolescents' mental health, academic achievement, and behavioural adjustment in relation to work intensity during high school. Data were collected from approximately 1,000 adolescents during a 4- year period, beginning in the subjects' freshman year of high school. Self-administered questionnaires were distributed each year; 93% participation was maintained over the 4-year period. Mental health variables measured included depressive affect, self-esteem, and mastery orientation; two indicators of school achievement were grade point average and time spent doing homework. Adolescents were considered employed if they were working at least once a week outside their home for pay at the time of each survey. Work intensity was measured by hours of employment per week. Analysis showed that 12th grade students who worked fewer than 20 hours per week had significantly higher grade point averages than students who did not work at all. Only in the senior year did students who worked long hours spend less time on homework. No evidence to support the claim that working long hours fosters smoking or school problem behaviour was found. However, there was evidence that as work hours increased, alcohol use also rose. No significant relationships between hours of work, psychological outcomes, and indicators of school involvement were found.

Gushue (1996) studied adolescents' mental health and psychological sense of Community. The primary purpose of the current study was to determine the nature of the relationship between adolescent mental health (loneliness, happiness, subjective well-being, and self-esteem) and psychological sense of community (PSC). Specifically, the study of adolescent siblings over two years sought to determine the directional nature of this relationship. This study extended previous correlational research examining the associations among PSC and mental health in adolescents, by examining these associations both contemporaneously and longitudinally. The results from structural equation modelling indicated that, contemporaneously, PSC in the school environment was associated with loneliness, subjective well-being, and self-esteem in adolescents. The finding that PSC was associated with self-esteem was an important new discovery in research on PSC and mental health in adolescents. Longitudinal results suggested that PSC and mental health were both predictors and outcomes of each other. Mixed results were obtained for the analysis of developmental differences for these variables for older and younger sibling dyads. The results were discussed in terms of their implications for program development within the school and community environments.

Greene (1997) examined mental health among Mexican-American adolescents. Adolescents in the bicultural group, who reported strong connections to the American culture (Americanization) and the Mexican culture (ethnic identity), proved to be the most successful academically and the most satisfied emotionally. Conversely, students in the marginalized group, who reported minimal connections to either culture, had the poorest school grades and the lowest self-esteem. Youngsters in the acculturated group, who reported high levels of Americanization combined with a weak ethnic identity, were the least engaged in school and showed the highest levels of substance use. However, they indicated that they felt the most competent academically. On the other hand, mono-cultural students--those with strong ethnic identities and low levels of Americanization--felt very connected to their teachers and school although they lacked confidence in their abilities to perform well academically. This group also reported the least amount of involvement with drugs or alcohol. The study also demonstrated that the positive aspects of biculturalism include protection from the effects of ethnic discrimination.

Deo (1997) studied physical and mental health of twelfth standard students in relation to perceived type - A- behaviour pattern (TABP) in self and in parents, stress, and perceived parental support. Students' stress and perceived parental support from father were found to be negatively related with each other. Higher the stress encountered by the students, the poorer was found to be their physical and mental health. Perceived parental support was positively related with physical and mental health status of the students. Perceived parental support from mother was found to be a significant positive main effect predictor of good physical and mental health, irrespective of the level of stress encountered by the students. However, support from mother did not mitigate the adverse effect of stress on any aspect

of the health. Irrespective of the level of TABP in students or TABP perceived in parents, perceived support from fathers emerged as a significant negative main effect predictor of students' stress. After controlling the effect of TABP in students or perceived TABP in father (on students' physical health) support perceived from each of the parent was found to be a significant predictor of students' physical health. However, support from neither of the parents suffered the adverse impact of TABP in students or perceived TABP in father on students' physical health. TABP in students perceived, TABP in father, and stress were found as explaining significant amount of variance in physical health, whereas perceived parental support was found to be its significant negative associate and explained significant amount of variance in it. Stress and support perceived from each of the parents were the only variables that accounted for significant amount of variance in mental health. Group of the tenth standard high academic performers perceived significantly the lowest level of TABP in father experienced the least amount of stress and had the best physical health in comparison with moderate and low academic performance when they were in standard XII. Students who exhibited high academic performance in XII standard felt the least amount of stress as compared to the groups of moderate and low performers. Mizell (1997) studied structural and social psychological influences on the adolescent self-concept, adult achievement and adult mental health of African-American males. Regression models were estimated to predict adolescent aspirations, adolescent self-esteem, adult educational attainment, adult earnings, adult mastery and adult depression. The independent variables used in this investigation included the traditional structural variables such as poverty status, parental educational and occupational achievement, family structure and region of origin, as well as social psychological variables such as self-esteem, educational aspirations and mastery. As expected, the traditional structural variables were predictive of outcomes, but social psychological variables (esteem and aspirations) measured in adolescence also had significant effects even after controlling for the structural variables. For those who were impoverished in adolescence, the negative effects of poverty were exacerbated by larger family sizes, central city residence, and low parental educational attainment, but poverty status does not interact with socio-economic outcomes in affecting adult mental health.

Armstrong (1997) studied factors associated with community adjustment in a sample of young adults with serious emotional disturbances. Research indicated that youth with serious emotional disturbances have more learning, social, and behavioral problems than their typically developing peers. Changes in problem behavior, adaptive behavior, and academic achievement were used to predict adult life outcomes. Outcomes were measured using an index score (Index of Community Adjustment or ICA) that combined standardized scores from five domains. They were: (a) educational attainment, (b) employment, (c) residential status, (d) social supports, and (e) satisfaction with accomplishments. Analysis of the individual domains of the ICA indicated that the majority of participants had low levels of success in assuming adult roles. Growth trajectories indicated that these individuals showed a significant decrease in problem behaviors, significant deficits in social-adaptive behaviour, and little change in achievement of mathematics. A multiple regression analysis predicting community adjustment indicated that participants, from poorer homes, had significantly poorer outcomes. Individuals who experienced significant improvements in their adaptive behaviour also had higher ICA scores. The results demonstrated that social-adaptive behaviors were critical to adult outcomes.

Salakar (1998) studied the effect of spirituality on well-being. Findings showed that three of the dimensions of spirituality had an influence on life satisfaction. This indicated that if people were highly spiritual on these three dimensions, they were also highly satisfied with life. If spirituality influences life satisfaction, also described as well-being, then there was good reason to consider options to include spirituality in the helping professions.

Kobus (1998) studied social networks and the academic achievement and psychological well-being of adolescents. Demographic and non-demographic variables were found to be important in determining which youth clustered into peer groups. Differences were found between youth identified as members,

liaisons, and isolates. Specifically, members were found to academically outperform other youth. Meanwhile, compared to non-isolated youth, isolates held the most negative self-perceptions and received the most nominations of non-friendship. Liaisons fell between isolates and members on most measures. Findings suggested that connection to peers promotes youth's positive and psychosocial well-being. Youth benefitted most from their ties to others when these ties link them to members of one peer group and when the youth who belong to this group were academically oriented and psychologically healthy. Being connected to low-academic-achieving peers and/or those experiencing psychological difficulties, negatively affected youth. Similarly, having ties to multiple peer groups was detrimental to youth's mental health, likely because of the demands placed on youth to conform to multiple groups.

Jones (1998) investigated the relationship between the criterion variable of mental health, and the independent variables of spirituality, religion, and demographics variables (age, gender, education, physical health, religious denomination and socio economic status). Results indicated that there were strong associations between spirituality and religion, between spirituality and mental health, as well as between spirituality and physical health. However, a series of multiple linear regression analyses indicated that the linear combination of spirituality, physical health, and age were the best predictors of mental health for African Americans. Study results suggested that while both spirituality and religion were strongly associated with mental health, spirituality was a better predictor of mental health for African Americans. The fact that spirituality was a better predictor of mental health than was religion might suggest differences in conceptualization of the constructs. The religiousness instrument utilized in this research focused on an individual's relationships with the Church and with God. The spirituality instrument measured the relationships just mentioned and additionally assessed an individual's perception of self in relations to others, and a sense of responsibility for one's fellowman. This conceptualization of spirituality was expansive and includes the concept of religion. Spirituality in this sense appears more closely aligned with the conceptual framework of community spirit that has been so much a part of African American socio-cultural history.

Burke (1999) studied health, mental health, and spirituality in chronically ill elders. The relationship of spirituality to health and mental health was not well understood or described. This relationship could provide for greater understanding of the issues associated with well-being of chronically ill elders. In this study, 131 community dwelling chronically ill rural elders were interviewed in their homes by the author. Data were gathered specific to measures of health, mental health, role, and spirituality. Findings included the very significant correlation between mental health and closeness to God, the distinctions between religiosity and spirituality as they relate to mental health, and the importance of spirituality while coping with pain in chronic illness. These findings suggest that spirituality was an important component in chronically ill elders coping with disease, disability, and pain. Al-Ateeg (1999) studied the socio-economic correlates of health status. The results suggested that health behavior's represent one pathway by which socio-economic status influences health outcomes, but they do not account for a major proportion of the association. They show that lower levels of education and income for both men and women lead to a significant increase in the likelihood of reporting fair or poor general health, more days in which physical and mental health were not good, more days in which physical and/or mental health restricted activity, and more reported incidence of diabetes, yet the influence of major health behavior's explain only a modest proportion of this relationship. These results also illustrate the potential importance of other social and environmental factors on the health of both men and women. These findings have an important implication for public health policy. Health policies and interventions that focus entirely on individual behavior's would be misguided due to their limited potential in reducing inequalities in health outcomes.

Carlin (1999) studied the long-term relationship between homelessness, associated risk factors and the mental health of pre-adolescent children. Differences were found between the two versions. Eighty-one children from families, who had experienced homelessness, were compared to 84 children from

housed families who had never experienced homelessness. By the time of the data collection, 95% of the formerly homeless children were housed. Stressful child life events, which were initially conceptualized as control variables, were further examined given their strong relationship with child psychopathology. Although all the children in the sample had high numbers of life events, children who had experienced past homelessness had greater numbers of events than children who had not. Maternal depressive symptoms, as assessed by the CES-D were related to children's mental health only when the maternal report was used, suggesting a possible maternal reporting bias. There was a low concordance rate between child and maternal reports. Contrary to initial hypotheses, homelessness, and risk factors associated with it, residence and education disruptions had only a weak relationship to child mental health. The small and inconsistent associations were completely mediated by stressful life events in the past year. There was some evidence that cumulative risks contributed synergistically to child mental health outcomes.

Weiner (2000) examined the quality of life of adults with severe mental disorders and the impact of race/ethnicity, co-morbidity, housing, and services. Deinstitutionalized adults with severe and persistent mental disorders face many impediments to quality of life. This study uses a large stratified random sample and a multi-site design to examine the effects of race/ethnicity, co-morbid substance use disorders, housing type, and service type on general life satisfaction and other components of quality of life. Five hundred ninety-six psychiatric out-patients were interviewed using the Lehman's Quality of life Interview, the Composite International Diagnostic Interview, and other measures. The sample was stratified on race, gender, and age. Subjects were randomly sampled from 12 different mental health agencies and lived in a variety of housing types in a large Midwestern city. Multiple regression was used to test the relationships between the independent variables and general life satisfaction while controlling for the stratification variables. Individuals with severe mental disorders and substance use disorders had significantly lower general life satisfaction. Individuals residing in nursing homes had significantly higher general life satisfaction. Spanish-speaking Latinos had significantly lower quality of life than other racial/ethnic groups.

Yanos (2000) studied the psychological predictors of recovery in community adjustment among individuals diagnosed with serious mental illness. Findings indicated that psychological variables were significantly and meaning associated with social functioning, and that involvement in consumer-run services was significantly and meaningfully associated with better overall social functioning than involvement in only traditional mental health services. Analyses also suggested that the relationship between involvements in consumer-run services was partially mediated by the use of problem-centered coping strategies. Pre-morbid and demographic factors examined in this investigation do not account for the relationship between psychosocial variables and social functioning. These findings supported the hypothesis that there was a causal relationship between involvement in consumer-run services and social functioning.

Malecki et al. (2001) investigated the relationship between social support sources and behavioral outcomes and found that middle school students indicated friends as their primary source of listening support, parents and friends as primary source of technical appreciation support (appraisal support). Peoples with spouse, friends and family members who provide psychological and material resources were in the better mental health than those with fewer social contacts.

Nanda (2001) conducted a comparative study on the mental health of SC, ST, first generational learners and general category's adolescents and found that categories in descending order according to mental health were general, SC, ST and FGL group. FGL group was also found to be poorer in mental-health status in urban as well as rural schools.

Alexander (2001) studied emotional health, well-being, and religion as quest. This study examined the relationship between the religious orientation quest and well-being using the 1998 general social

survey. In addition to the religious orientation quest was an examination of extrinsic and intrinsic religious orientations. Analysis of the data indicated that there was a slight negative association between quest and general well-being, while also indicating a strong positive association between quest and inner peace.

Hill (2001) examined relationships between parenting environment and children's mental health among African-American and European American mothers and children. Although many relationships were similar across ethnic groups, there were ethnic differences in the relationships between maternal parenting efficacy and anxiety and between hostile control and conduct problems.

Sirohi (2001) studied differential effects of Hindu, Muslim and Christian religions on psychological development, mental health and religiosity of adolescent students. In case of comparison between Hindu and Christian adolescent students the differential effect of religion on psychological development was visible only in case of factors H, J, O of CPQ, mental health and religiosity. Christian adolescent students as compared to Hindu adolescent students were more uninhibited and bolder, more vigorous and less individualistic, less self-assured and apprehensive. Also, it was found that Christian boys as compared to Hindu boys had poorer mental health, but stronger faith in religion. The Muslim and Christian adolescent students significantly differ from one another on six factors (A, C, E, F, G and O) of CPQ and mental health. It may be concluded that differential effect of religion on their psychological development was evident at least in respect of these seven variables. With regard to how they differ it may be inferred that the Christian adolescent students as compared to their Muslim counterpart were found to be more intelligent, possessing lower degree of ego-strength, being less dominant and assertive, more sober and serious, possessing a stronger superego, more self-assured and less apprehensive. On mental health they seem to be inferior to the Muslim boys.

Shakunthala (2001) studied the adjustment of secondary school teachers in relation to their teaching competency, emotional maturity and mental health and found that there was a high, positive and significant correlation between teachers' adjustment and mental health. There was a high, positive and significant correlation between gender, adjustment, teaching competency, emotional maturity, mental health among teachers. There was a high, positive and significant correlation among emotional maturity, adjustment, teaching competency, mental health among teachers. There was no significant difference in emotional maturity of secondary school male and female teachers. There was a significant difference in mental health of teachers working in government and private secondary schools. There was a significant relationship between adjustment and mental health of teachers working in government and private secondary schools. There was a significant difference in age adjustment and mental health of secondary school male and female teachers. There was a significant difference in age, adjustment and mental health of teachers working in government and private secondary. There was a significant difference mental health of secondary school male and female teachers. There was a significant difference mental health of teachers working in government and private secondary schools.

Rani (2001) conducted comparative study of the achievement of male and female scheduled caste students in relation to their locus of control, adjustment and values. It was found that the academic achievement of male scheduled caste students was affected by their adjustment. The male scheduled caste students who were better adjusted have higher academic achievement as compared to female scheduled caste students. It was revealed that the male scheduled caste students who were poorly adjusted have higher academic achievement as compared to female scheduled caste students. The academic achievement of male scheduled caste students was affected by their better emotional adjustment. The male scheduled caste students having better emotional adjustment have higher academic achievement as compared to female scheduled caste students. The academic achievement of male and female scheduled caste students was not affected by their poor emotional adjustment. The academic achievement of male scheduled caste students was affected by their better social adjustment.

It was concluded that the male scheduled caste students having better social adjustment have higher academic achievement as compared to female scheduled caste students. The academic achievement of male scheduled caste students were affected by their poor social adjustment. It was revealed that the male scheduled caste students having poor social adjustment have higher academic achievement as compared to female scheduled caste students. The academic achievement of male scheduled caste students was affected by their better educational adjustment. It was found that the male scheduled caste students with better educational adjustment have higher academic achievement as compared to female scheduled caste students. The academic achievement of male scheduled caste students was affected by their poor educational adjustment. It was found that the male scheduled caste students having poor educational adjustment have higher academic achievement as compared to female scheduled caste students.

Devi (2001) examined the influence of intelligence and creativity on the achievement in mathematics among X class students of Visakhapatnam district. It was found that there was a significant positive relationship between intelligence and achievement in mathematics. There was a significant positive correlation between creativity and achievement in mathematics. There exists a significant positive relationship between intelligence and creativity. There was a significant difference between boys and girls with regard to intelligence. There was no significant difference between the students studying in urban and rural schools with regard to intelligence. It was observed that private school students differ significantly from those of government schools with regard to intelligence. Students studying in English medium schools do not differ significantly from those studying in Telugu medium schools with regard to intelligence. There was a significant positive relationship between boys and girls with regard to creativity. A significant positive correlation was observed between the students studying in rural and urban schools with regard to creativity. There exists a significant positive relationship between the students of government and private schools with regard to creativity. The students studying in the English medium schools differ significantly from those studying in Telugu medium schools with regard to Creativity. There was a significant difference between boys and girls in the achievement of mathematics. There was a significant difference between the students studying in rural and urban schools with regard to their achievement in mathematics. There was a significant difference between the students studying in government and private schools with regard to their achievement in mathematics. The students studying in the English medium schools differ significantly from those studying in Telugu medium schools with regard to their achievement in mathematics.

Rajaswat (2002) studied self-concept, morality and adjustment of school going adolescents. Self-concept of rural girls and urban girls was highly significant. The rural girls were having clear vision of self in all dimensions as compared to urban girls. Self-concept of urban boys and urban girls was less. Morality of rural girls and rural boys was much more than those of urban girls and urban boys. Moral values of rural girls and rural boys were more rigid and they followed their values more strictly than the urban girls and urban boys. The adjustment of rural girls and urban girls was more than rural boys and urban boys. Girls can adjust easily with the situation while boys of rural and urban areas do not adjust themselves with the situation. There was a positive but very low correlation between morality and self- concept of adolescent rural girls and rural boys. There was a negative but very low correlation between morality and adjustment. This indicated that morality increases adjustment with decrease in urban and rural population. There was a very low negative correlation between self - concept and adjustment of rural girls and rural boys.

Inang (2002) studies the correlates of subjective well-being among students. The study explore the relationship of psychological variables like satisfaction with life, optimism, spiritual health, quality of life and sense of achievement with subjective well-being and interrelationship between these variables. The sample consisted of 240 students (126 male and 114 females) in the age group of 18-25 years drawn from professional engineering and medical colleges of Gorakhpur, Mysore and Bangalore. Optimism, quality of life, satisfaction with life and spiritual health were found to be

positively and significantly related with subjective well-being. Three demographic variables namely father's income, education and mother income were significantly correlated with subjective well-being in the sample of engineering students. Type of family was found to be positively and significantly related with satisfaction with life for medical students. Mother's education was significantly correlated with spiritual health for respondents from engineering colleges from Bangalore city. The age of students was found to be significant only for the students from Gorakhpur. Mother's education was significantly correlated with optimism of students of engineering colleges. It was also significantly correlated to quality of life, spiritual health and optimism for the total sample. Father's income and education and mother's income and education were significantly related to quality of life. Work was recognized as a variable which provides a sense of achievement and was positively and significantly related to subjective well-being for students from Gorakhpur. It was also negatively correlated to subjective well-being, satisfaction with life, and quality of life. When personal characteristics like hard work, self-confidence cognition, etc. were seen as responsible for success than they were found to be positively and significantly correlated to subjective well-being and quality of life. Regression analysis showed that subjective well-being was predicted if positive personal characteristic were seen as responsible for success and it was negatively predicted if money was seen as the aim of life.

Chahal et al. (2003) investigated the contribution of variables like adjustment, personality, social support and family environment on the well-being of adolescents. A total of 480 adolescents (240 males and 240 females) with age range of 13-14 years were included in the study. The tests were PGI well-being scale, California psychological inventory, child and adolescent social support scale, adjustment inventory and family environment scale. Pearson product moment correlations were computed to find out the relationship pattern among the variables and stepwise multiple regression analysis was applied to check the contribution of each independent variable towards the dependent variable. For females, family cohesion, intellectual cultural orientation, achievement orientation, socialization and classmates' supports, adjustment and sociability were significantly important contributors of well-being. For males, family conflicts, organization, adjustment as classmates' support emerged as important contributors of well-being.

Matlock (2004) explored the effects of a person's God image and religiosity on his or her attitudes toward seeking mental health services and indicated that individuals who perceive God as present, benevolent, and loving have more positive attitudes towards seeking professional help. Individuals who report higher degrees of intrinsic religiosity also indicated more positive attitudes toward counselling. Further, religious devotion did not add meaningful predictive power to God image in predicting attitudes towards counselling.

Orellana (2004) determined the effectiveness of the school-based mental health program and its relationship to academic achievement and indicated that the school-based mental health program can be effective in eliciting students' academic achievement. The analysis of the aggregated database and the results showed statistical significance and positive correlation between the school-based mental health program and the academic achievement based on the four indicators (absences, suspensions, disciplinary actions, and grade point average).

Gabbard (2004) measured the multidimensional spiritual and/or religious beliefs and attitudes of a sample of homeless individuals in Birmingham. It was revealed that spirituality and religiosity were highly prevalent and salient factors in the lives of study participants, regardless of their race, mental health status, gender, or living conditions. Faith in God or the transpersonal also appeared to buffer the negative ramifications of life on the streets by affording homeless respondents a vital source of hope and strength. These findings inform assessments and treatment plans by revealing pertinent spiritual and religious beliefs impacting homeless clients' psychological functioning, schemas, support systems, and subjective well-being.

D'Amato (2004) developed a theory of positive mental health. In his research, theories and definitions purporting to address mental health were discussed and critiqued, and a new theory of mental health was outlined. The newly developed theory accounted for neglected areas in past research regarding context and degree when defining psychological health. The new theory stated that positive mental health was reflected in the accuracy of an individual's schemata, in each of the defined schematic components, for internal and external environments.

Crews (2005) examined the relationship between the number of extracurricular activities and the school performance and mental health of children and adolescents. Results indicated one significant linear and one significant curvilinear relationship between extracurricular activity participation and school performance of adolescents. As adolescents were involved in additional extracurricular activities, their school performance improved (in a linear relationship), while median amounts of activity were related to the best grades (in a curvilinear relationship). Although these results were significant, their practical meaningfulness was limited due to a weak linear relationship and moderate curvilinear relationship. Significant relationships were not found between extracurricular activity participation and school performance of children or between extracurricular activity participation and the mental health of children or adolescents.

Albert (2005) investigated the spiritually positive self-transformation resulting from the experience and resolution of a mental health crisis. Results highlighted the importance of developing people's ruminative capacity (sense of awareness) as well as accepting the interplay of unitive and destructive forces in the web of existence and therefore in the human experience. No logical systems and transpersonal theory can benefit by viewing mental health crises as disintegrative constituents of a greater, potentially integrative developmental process.

Chand (2005) studied frustration among scheduled caste adolescent boys and girls in relation to their intelligence, socio-economic status and adjustment. It was found that the scheduled caste boys possessing high intelligence have lower level of frustration in comparison to low intelligence scheduled caste boys who have higher level of frustration. The scheduled caste boys' students who have high level of adjustment differ significantly from the students having low level of adjustment on the scores of frustrations. The well-adjusted scheduled caste boys have lower level of frustration in comparison to low adjusted scheduled caste boys. There was no significant difference in frustration level between scheduled caste students (boys) belonging to high and low SES groups. There exists significant difference in frustration level between scheduled caste girls possessing high and low intelligence. The scheduled caste girls possessing high intelligence have lower level of frustration in comparison to low intelligence scheduled caste girls having higher level of frustration. There was significant difference in frustration level between scheduled caste girls belonging to high and low adjustment groups. The highly adjustment scheduled caste girls have lower level of frustration in comparison to low adjusted scheduled caste girls. There was significant difference between high and low frustrated students on the dependent variable i.e. Intelligence. The low frustrated students were more intelligent in comparison to high-frustrated students. There was a significant difference between high and low frustration students on adjustment. The low frustrated scheduled caste students were better adjusted in comparison to high-frustrated scheduled caste students when levelled on two level s of socio- economic status and sex. The scheduled caste boys were more adjustable in comparison to scheduled caste girls. The effect of sex was not independent from the level of frustration on adjustment.

Viera (2006) showed that perceived stress scores were associated with increased absenteeism. Significant differences were found between mean perceived stress scores for males and females. With each 10-unit increase in perceived stress scores, absenteeism for a 30-day period increased 0.6 day. Perceived stress scores were also significantly associated with GPA. With each 10-unit increase in perceived stress scores, GPA decreased by 0.3 point. Obesity as an Independent Variable did not show

significance in relation to school absenteeism, perceived stress scores, school performance, or academic achievement. Obesity as a predictor of GPA, however, neared significance when age, gender, perceived stress, and absenteeism were controlled. A tendency for obese adolescent males to report lower perceived stress scores compared to non-obese males was also found. Russell reported culpability singularly influential in determining degree of sympathy. Determines females showed greater empathy and recommended more financial aid than did men.

Van (2006) examined the relationship of academic self-efficacy and ethnicity-related socialization to mental health outcomes in young people. Co-relational analyses showed that exposure to parental information about proactive strategies for getting along with members of other ethnic groups was positively correlated with academic efficacy. Co-relational analyses revealed an inverse relationship between academic self-efficacy and conduct problems. Results also revealed an inverse correlation between efficacy and anxiety. The correlation between efficacy and depression was in the expected direction but was not statistically significant. Ethnic socialization scores also showed an inverse relationship to anxiety and conduct problems, except for exposure to messages of interracial distrust, which was positively correlated with higher levels of internalizing and externalizing distress. Higher levels of academic efficacy predicted lower levels of state anxiety and trait anxiety for African-American males and Caucasian females but were associated with higher levels of anxiety for African-American females and Caucasian males. The findings of this research provided support for the hypothesized inverse relationship between academic efficacy and mental health outcomes.

Young et al. (2007) wellness in school and mental health systems and organizational influences previously, improving counsellor wellness focused on helping counsellors cope with stressful environments. More recently, research has begun to emphasize healthy work environments.

Singh (2007) assessed mental health status of high and low emotionally intelligent adolescents. For this purpose a sample of 400 adolescents (200 Male and 200 Female) was taken from various schools and colleges of Varanasi. Emotional intelligence (EI) scale was administrated to total sample and two extreme groups of high EI and Low EI adolescents were formed on the basis of scores of EI scale using Q1 and Q3 as cutting points. Mithila mental health status inventory by Kumar et al. (1986) was administrated to these two extreme groups. Scores on the five subscales of MMHSI as well as for total scale were compared for high EI and low EI groups. The results revealed significant difference in mental health status of the aforesaid two groups, indicating better mental health of highly emotionally intelligent adolescents. High EI group have better mental health on social non conformity dimension.

Singh (2008) studied mental health behaviour as a function of SES and residence. A sample of 200 college students of both sexes participated in the study. 100 students were taken from colleges located in the rural areas of Patna district and 100 students were taken from urban areas of the same district. They were administrated mental health battery (MHB) and SES scale. The obtained results were analysed with the help of t-test. It was found that SES particularly lower SES had a negative impact upon sound development of mental health behaviour. However rural-urban region was not found to be a significant determiner of mental health behaviour. Socio-economic status to which the person belongs has an impact upon various behavioural and emotional conditions of the person, thereby influencing his mental health behaviour in long term. However, SES, whose chief feature was poverty, was found to tax mental health behaviour because it causes considerable stress for individual and families (Chen et al. 2003, Pestonjee 2006, Landrine et al. 2001).

Perumal (2008) studied the mental health status and locus of control. The sample for the study constituted a representative group of approximately 450 eight standard students of Kerala state elected on the basis of disproportionate stratified sampling technique. Mental health status scale by Prasanna et al. (1981) and Lotus of control scale (L-E Scale) were used to collect the data. Results showed that there was no significant difference between gender group and Location of residence group with respect

to mental health status. There exists a significant correlation between mental health and internal locus of control and achievement in English. There exists significant difference in the correlation between mental health status, locus of control and achievement in English.

Bhalerao et al. (2008) studied the correlation between mental health and background variables. 170 rural females (11-26years) from 5 villages of Prabhani district were studied by administering self-esteem inventory, general knowledge awareness, mental health scale and social competence developed by AICRP-CD component. Almost all the female rural have medium level of self-esteem, social competence while higher percentage (95.29%) of them had medium level of mental health on the contrary 72.35 percent of them had low level of general knowledge. The self-esteem and general knowledge of rural females found to have significant positive correlation with their mental health while their socio-economic status and social competence found to have no significant correlation.

Allen et al. (2008) studied religiousness/spirituality and mental health among older male inmates. With the rapid growth in the older inmate population, emerging issues regarding physical and mental health require greater research and clinical attention. Nearly 70% of the inmates were incarcerated for murder or sexual crimes. There were no racial/ethnic differences in reported religiousness/spirituality, demographic characteristics, or mental health. It was found an association between self-reported years of incarceration and experienced forgiveness. Three regression models examined whether inmates' self-reported religiousness/spirituality influenced anxiety, depression, and desire for hastened death. Having a greater number of daily spiritual experiences and not feeling abandoned by god were associated with better emotional health.

Warwick et al. (2008) studied mental health and emotional well-being among younger students in further education. Over the last 25 years there has been an increase in reported behavioural and emotional problems among young people. Moreover, students in higher education (HE) were reported to have increased symptoms of mental ill health compared with age-matched controls. Some students in further education (FE) were likely to experience similar difficulties, especially as an increasing number may come from backgrounds that may make them more vulnerable to mental health problems. National policies and guidance highlight the importance of promoting the mental health of young people in general and of students in particular. This exploratory study aimed to identify whether, and in what ways, FE colleges were contributing to younger students' (aged 16-19 years) mental health. Interviews with key informants, a survey of FE colleges in England and five case studies of individual FE colleges providing specialised mental-health support services to students revealed some evidence of promising and good practice, but this did not appear to be widespread. Given the current range of college settings, no single approach to improving mental health among students was likely to be the answer. Rather, respondents highlighted a number of factors that influence the provision of support services for students: awareness among professionals of the links between students' mental health and their achievement at college; having in place national and college policies and guidance that address mental health; building an inclusive college ethos; building leadership at senior and middle manager levels; having accessible in-college and/or external support services; and the provision of professional development opportunities for staff.

Gupta (2008) studied the connections between social and emotional learning with mental health. As knowledge of effective treatments for mental disorders has grown, so too has the field of mental health promotion and positive development. Studies completed during the last two decades have synthesized the state of mental health promotion and documented that universal mental health supports positively affect child and adolescent developmental outcomes. Given schools' ability to access large numbers of children, they were commonly identified as the best place to provide supports to promote the universal mental health of children. This report explains the relationship between mental health and the promotion of social and emotional learning (SEL). Strategies for connecting mental health and SEL in the school setting include: (1) implementing supportive public policies; (2) developing safe, caring,

and supportive environments; (3) providing direct instruction for students on skills and strategies; (4) creating infrastructure for community action; and (5) coordinating with community agencies, schools, families, and students to create a common vision, language, and coordinated services to support healthy outcomes.

Partha et al. (2009) explored whether there was any difference in intelligence- achievement relationship between low and high obsessional thought groups among late adolescent students. The aims of the study were to determine (i) whether there was any sex difference in obsessional thoughts (ii) whether there was any sex difference in achievement scores and (iii) whether there exist any difference in intelligence-achievement relationship between low and high obsessional thought groups. The sample consisted of 103 Bengali girls and 92 Bengali boys selected randomly from class XI (16-18 years). Raven's standard progressive matrices and Leyton obsessional inventory by Cooper and an information schedule were administered. The achievement level of the students was measured from the Madhyamik mark-sheet. The analyses revealed significant differences between high and low obsessional thought groups indicating substantial loss in intelligence- achievement relationship attributable to obsessional thought. The results have been discussed in terms of future research directions and therapeutic implications.

Mohammad et al. (2009) determined of the effect size of emotional intelligence and occupational stress on mental and physical health. For this purpose, 250 primary and high school teachers were selected with stratified random sampling selection from schools of Tehran, Iran. Three questionnaires Emotional Intelligence Scale (EIS), Teachers' Occupational Stress Questionnaire (TOSQ), and Mental Health Inventory (MHI)], and one checklist (Physical Health Checklist) were administered among the school teachers. The results showed that emotional intelligence and job burnout were explained 43.9% of mental health and 13.5% of variance of physical health.

Singh et al. (2009a) investigated the effects of type of family and gender on self- efficacy and well-being of adolescents. Family was the source of support of any individual and one of the motivating factors for human being to grow and achieve One hundred adolescents (50 boys and 50 girls) from joint and nuclear families were administrated the measures of self-efficacy and well-being. Data were analyzed by ANOVA. Results revealed a significant effect of type of family and gender on self-efficacy. The interaction between type of family and gender was also found to be significant; however, neither family type nor gender had significant effect on the measure of well-being.

Singh et al. (2009b) stated that psychological well-being was the subjective feeling of contentment, happiness, and satisfaction with life's experiences. It may be maintained in adverse circumstances and conversely may be lost in favourable situation. The study was conducted on a sample 250 students having age range from 18 to 25. Four questionnaires were administered namely P.G.I. Health Questionnaire, Optimistic-Pessimistic Attitude, Self-Efficacy Scale, Locus of Control. It has been observed in the findings that positive Self- efficacy, optimistic attitude and Locus of Control affect the well-being in a meaning full way and revealing the correlations of (-.13, $p<.05$), (-.26, $p<.01$), and (.16, $p<.05$) respectively.

Ghaderi et al. (2009) compared the experiences of stress, anxiety, and depression among the Indian and the Iranian students. The data was collected from students studying in different departments of university of Mysore, Mysore, studying post-graduate and Ph.D. degree courses. The sample comprised of 80 Indian and 80 Iranian, both male and female students. The depression anxiety stress scale (DASS) was used to assess depression, anxiety and stress. It was hypothesized that the depression, anxiety and stress level of Iranian students was higher than Indian students. The 2 x 2 x 3 ANOVA was used for statistical analysis. Interestingly, the findings revealed that the depression, anxiety and stress level of Indian students were significantly higher than those of Iranian students. Furthermore, gender differences were not found significant.

Pandey et al. (2009) explored the effect of the discrepancy between self-set goals and goals set by parents on subjective well-being (SWB) of young individuals. It was hypothesized that discrepancy between self and parents in setting life goals for an individual will increase negative emotional experience and adversely affect the SWB of the individual concerned. It was further hypothesized that the SWB would increase if one feels that his/her progress towards goals set by parents was satisfactory. To test these hypotheses 45 students in the age range of 19 to 21 years were assessed on various measures of SWB. In addition to it they were asked to write, in order of importance, 10 life goals set by themselves (self-set goals) and that set by their parents (parent-set goals). After getting the list of life goals (self and parent set goals) the respondents were asked to rate (on 5-point scale) the importance given to the two sets of life goals (self and parent set goals) by themselves as well as by their parents. They also rated the satisfaction with the progress towards these two sets of life goals. The findings revealed that as the discrepancy between parents and their offspring, in terms of importance attached to life goals, increases the SWB of the latter decreases. However, satisfaction with the progress towards the life goals, either set by oneself or set by their parents, was found to be associated with greater happiness and SWB of the individual. The theoretical implications of the findings for the SWB of Indians have been discussed.

Bahman et al. (2009) investigated mental health and life satisfaction of students of Iranian and Indian Universities. The samples were selected at random i.e. 50 individuals from each group. General Health Questionnaire 12 items were used to collect data (GHQ-12) and life satisfaction scale and, t-test was used to analyze data and the results indicated that there were meaningful differences of general health questionnaire between two groups and results showed that there were meaningful differences between two groups in life satisfaction scale. The results of mental health questionnaire showed that A.M.U. students' scores of mental health questionnaire were less than S.B.U. and also their mental health situation was better than S.B.U. students; also A.M.U. students' scores of life satisfaction scale were more than S.B.U. students, furthermore, A.M.U. students were more satisfied from their life than S.B.U. students. The findings suggest that should do more researches about students' mental health and life satisfaction especially cross-cultural studies.

Kothari (2010) studied spiritual orientation as predictor of mental health in executives. Spiritual orientation inventory and Mithila mental health status inventory developed by Kumar et al. (1986) were administered on a sample of 100 executives selected from Indore. The data was analyzed by t-test. The results revealed that the high spiritual group had significantly better mental health the low spiritual group. It was concluded that spiritual orientation has a significant effect on mental health of executives.

Dewan et al. (2010) examined the effects of gender, religion and marital status upon mental health of tribal school teachers in Jharkhand a stratified random sample of 400 tribal school teachers was selected for the study, stratified based on gender, religion and marital status. A Hindi adaptation of Lagner's scale was applied on the sample for measurement of mental health. The research was based on a 2x2x2 factorial design with three factors, each having two levels. ANOVA was applied for the analysis of data. Out of three factors, namely gender, religion, and marital status, religion and gender were found to produce significant main effects on mental health. Neither second order nor third order interactions were found to be significant.

Basu (2010) evaluated the mental health status of college teachers and investigated the influence of gender and marital status on their mental health. A sample of 150 college teachers from Rohilkhand region was selected using multistage random sampling technique. The mental health inventory developed by Jagdish and Srivasta was employed to assess the mental health of the college teachers. Analysis of data using mean, SD and t-test revealed that while male teacher exhibits significant better mental health than their female counterparts, marital status has no significant effect on the mental health of the college teachers.

Khatri et al. (2010) studied some practices for ensuring mental health among students in higher education. Mental health problems were severe in students in higher education who were reporting depression, substance abuse, eating disorder and most commonly adapting to college life. Mental health being a critical factor in students' academic success, giving it attention was very important in order to ensure the success of students. There was a need of emphasizing mental health through practices aimed at helping students before serious problems emerge.

Agarwal et al. (2010) studied the effect of Type-A – Type-B behaviour pattern on mental health of adolescents. In order to pursue the objective Type A/B behavioral pattern scale and mental health battery were used to collect the data. The sample consisted of 100 adolescents selected randomly from various schools. 50 adolescents were those who have Type-A behaviour pattern and 50 adolescents were those who have Type-B behaviour pattern. In each group, there was equal number of male and female. Data was analyzed by using 2x2 ANOVA. Finding of the study revealed that adolescents of Type-B behavioral pattern have better mental health than adolescents of Type-A behavioral pattern. Male adolescents have better mental health than female adolescents.

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