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**Full Length Research Paper****Predictors of Mental Health among Adolescents****Dr. Ruchi Dubey and Dr. Vidhu Shekhar Pandey**

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ARTICLE INFORMATION**ABSTRACT****Corresponding Author:**

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Mental health is a combined outcome of five aspects of health namely- physical, emotional, spiritual, moral and social health. Positive mental health focuses on developing environment where one can thrive and reach your optimal potential at work study and in life. Mental health is of equal importance for people of all ages. The main cause of the psychological problem among adolescence are due to disrupted family structure which include low- income family connection, domestic violence and abuse, anxious life events including the death of loved ones, divorce of parents, poverty and unemployment. The present study is an attempt to examine the predictors of mental health among adolescents. Sample for the study consisted of 1126 senior secondary students. Mental Health Battery by A. K. Singh and A. S. Gupta, Emotional Intelligence Inventory by S. K. Mangal and Shubhra Mangal, Academic Anxiety Scale by S. K. Pal, K. S. Misra and Kalplata Pandey and Family Environment Inventory developed by K. S. Misra were used as tools for the study. Step wise multiple regression analysis has been computed for the analysis of the data. The finding of the study revealed that for male senior secondary students, academic anxiety, emotional intelligence and three dimensions of family environment- empathy, hostility and spirit emerged as the best predictors of mental health; for female senior secondary students, academic anxiety, emotional intelligence and four dimensions of family environment- acculturation, insecurity, democratic orientation and reward emerged as the best predictors of mental health. On the basis of the findings of the study the paper also suggests educational implications.

Introduction

Mental health is a process of personal and social adjustment which involves compromise and adaptation, growth and continuity. Mental health indicates strength of purpose, co-ordination of effort, steady pursuit of well-chosen goals and a high degree of mental organization and integration. Lulla (1981) stated that mental health is a combined outcome of five aspects of health namely- physical, emotional, spiritual, moral and social health. Positive mental health focuses on developing environment where you can thrive and reach your optimal potential at work study and in life. According to a study conducted by the National Commission on Macroeconomics and Health in 2005, approximately 5% of Indian population suffers from common mental health disorders, such as anxiety and depression.

Anxiety and depression among adolescents require further attention as they have profound harmful implications on several aspects of adolescents' well-being and can be associated with life threatening risk such as suicide. Mental health of adolescents is significantly influenced by various factors like emotional intelligence (Pandey and Dubey, 2020; Dubey and Upadhyaya, 2018; Narender, 2017; Zafer, 2015), academic anxiety (Pandey and Dubey, 2020; Kumari, 2018; Deb et al. 2015), academic stress (Gupta, 2020; Kaur and Puar, 2017), family environment (Maheshwari et al., 2020; Savita, 2018; Singh, 2018; Pandey and Dubey, 2017; Sathyabama and Eljo, 2014) and home environment (Mahalakshmi and Pugalenty, 2015; Manjuvani, 1990). Researches has proved that emotional intelligence can predict mental health (Das and Patnaik, 2015; Naami and Chenani, 2014). Pandey and Dubey (2020) revealed that students with low level of academic anxiety have better mental health than those with high and moderate level. Findings of Singh (2012) and Yap et al. (2007) revealed that family environment can predict mental health. The importance of mental health needs to be focussed from an early age of the child. According to W.H.O. (2005), mental disorders are a single

most common cause of disability in young people. Although a great deal of evidence is available on the determinants of unmet health care needs among adolescents with mental health problems (Barua and Kurz, 2001). Mental health has been conceptualized positive emotions, such as feelings of happiness, a personality trait inclusive of the psychological resources of self-esteem, and as resilience, which is the capacity to cope with adversity. In the present scenario, Intelligence Quotient is no more the measure of success. It accounts to only 20% and rest 80% goes to emotional intelligence. Therefore, emotional intelligence is of equal importance for the adolescents. Emotional intelligence plays a meaningful role in academic success, mental as well as physical health of adolescents. Emotional intelligence helps in building ability to understand emotions and emotional knowledge; and to reflectively regulate emotions so as to promote emotional and intellectual growth. Stanley Hall (1904) said that adolescence is the period of stress and storm, so having academic anxiety at this stage is not an exception. It is a common perception that the academic anxiety is related to academic achievement of students in such a way that less academic anxiety leads to higher academic achievement or vice-versa. Therefore, the main cause of the psychological problem among adolescence are due to disrupted family structure which include low- income family connection, domestic violence and abuse, anxious life events including the death of loved ones, divorce of parents, poverty and unemployment. Thus, family environment play a significant role in children's mental health and stress response (Yap et al., 2007). In the present study an attempt has been made to explore the predictors of mental health among adolescents.

Objectives of the Study:

The present study has been conducted to achieve the following objectives:

1. To find out the extent to which emotional intelligence, academic anxiety and family environment contribute to prediction of mental health among male senior secondary school students.
2. To find out the extent to which emotional intelligence, academic anxiety and family environment contribute to prediction of mental health among female senior secondary school students.

Hypotheses of the Study:

To achieve the above mentioned objectives, the following hypotheses were formulated and tested:

1. Emotional intelligence, academic anxiety and family environment contribute to prediction of mental health among male senior secondary school students.
2. Emotional intelligence, academic anxiety and family environment contribute to prediction of mental health among female senior secondary school students.

Methodology

Survey method of descriptive research has been used to conduct the present study. The population of this study comprises of senior secondary students in U.P. Board schools of U.P. Sample for the study consisted of 1126 (572 male and 554 female) senior secondary students (Class XI students) of Kanpur, Prayagraj, Varanasi, Agra and Lucknow cities of U.P. Schools and sections of class XI were randomly selected and Cluster sampling method was adopted to select the sample for the study. Mental Health Battery developed by A. K. Singh and A. S. Gupta; Emotional Intelligence Inventory developed by S. K. Mangal and Shubhra Mangal; Academic Anxiety Scale developed by S. K. Pal, K. S. Misra and Kalplata Pandey; Family Environment Inventory developed by K. S. Misra were used as tools for the study. Step wise multiple regression analysis through SPSS has been computed for the analysis of the data.

Results and Discussion

Table:1 Multiple correlations, R^2 and R^2 change showing the best predictors of mental health among male senior secondary students

Step No.	Independent Variables	R	R Square	R Square Change	F Change	df	Level of Significance
1	Academic Anxiety	0.315	0.099	0.099	62.683	1; 570	0.000
2	Academic Anxiety and FE: Empathy	0.392	0.154	0.054	36.615	1; 569	0.000
3	Academic Anxiety FE: Empathy and Emotional Intelligence	0.442	0.196	0.042	29.799	1; 568	0.000
4	Academic Anxiety FE: Empathy Emotional Intelligence and FE: Hostility	0.456	0.208	0.012	8.693	1; 567	0.003
5	Academic Anxiety FE: Empathy Emotional Intelligence FE: Hostility and FE: Spirit	0.465	0.216	0.009	5.697	1; 566	0.017

FE: Family Environment

At step 1 academic anxiety was used as a predictor variable. The value of multiple correlation is 0.315 (F = 62.683, df = 1, 570). The value of 'R square' is 0.099. So, it can be said that academic anxiety contributes to 9.90 % of the variance in mental health among male senior secondary students. The value of Beta weight is -0.481, while the value of constant is 87.266. So, the regression equation can be written as- Mental Health = 87.266 – 0.481 academic anxiety.

At step 2 academic anxiety and empathy were used as predictor variables. The value of multiple correlation is 0.392 (F = 36.615, df = 1, 569). The value of R square is 0.154 which indicates that academic anxiety and empathy contribute to 15.40 % of the variance in mental health among male senior secondary students. The value of Beta weight for academic anxiety and empathy are -0.422 and 0.432 respectively while the value of constant is 79.975. So, the regression equation can be written as- Mental Health = 79.975 + 0.432 empathy – 0.422 academic anxiety.

At step 3 academic anxiety, empathy and emotional intelligence were used as predictor variables. The value of multiple correlation is 0.442 (F = 29.799, df = 1, 568). The value of R square is 0.196 which indicates that academic anxiety, empathy and emotional intelligence contribute to 19.60 % of the variance in mental health among male senior secondary students. The value of Beta weight for academic anxiety, empathy and emotional intelligence are -0.332, -0.388 and -0.219 respectively while the value of constant is 66.378. So, the regression equation can be written as- Mental Health = 66.378 – 0.332 academic anxiety – 0.388 empathy – 0.219 emotional Intelligence.

At step 4 academic anxiety, empathy, emotional intelligence and hostility were used as predictor variables. The value of multiple correlation is 0.456 (F = 8.693, df = 1, 567). The value of R square is 0.208 which indicates that academic anxiety, empathy, emotional intelligence and hostility contribute to 20.80 % of the variance in mental health among male senior secondary students. The value of Beta weight for academic anxiety, empathy, emotional intelligence and hostility are -0.303, 0.353, 0.209 and -0.261 respectively while the value of constant is 68.886. So, the regression equation can be written as- Mental Health = 68.886 + 0.353 empathy + 0.209 emotional intelligence – 0.303 academic anxiety – 0.261 hostility.

Table: 2. Results of stepwise multiple regression analysis showing the best predictors of mental health among male students

Step No.	Predictor Variables	B	Standar d Error	Constant	t-ratio	Level of Significance
1	Academic Anxiety	-0.481	0.061	87.266	-7.917	0.000
2	Academic Anxiety	-0.422	0.060	79.975	-7.078	0.000
	FE: Empathy	0.432	0.071		6.051	0.000
3	Academic Anxiety	-0.332	0.061	66.378	-5.477	0.000
	FE: Empathy	-0.388	0.070		5.520	0.000
	Emotional Intelligence	-0.219	0.040		5.459	0.000
4	Academic Anxiety	-0.303	0.061	68.886	-4.965	0.000
	FE: Empathy	0.353	0.071		4.993	0.000
	Emotional Intelligence	0.209	0.040		5.217	0.000
	FE: Hostility	-0.261	0.089		-2.948	0.003
5	Academic Anxiety	-0.308	0.061	67.472	-5.067	0.000
	FE: Empathy	0.205	0.094		2.193	0.029
	Emotional Intelligence	0.206	0.040		5.160	0.000
	FE: Hostility	-0.259	0.088		-2.933	0.003
	FE: Spirit	0.240	0.101		2.387	0.017

FE: Family Environment

Predictors of mental health among male students

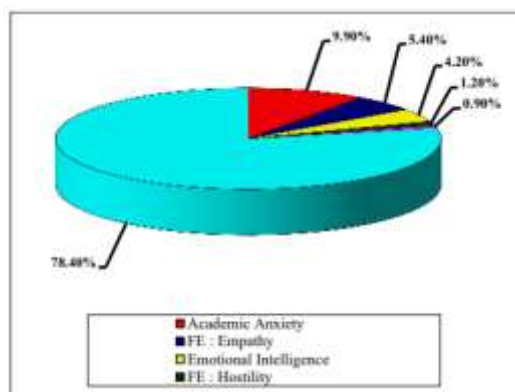


Fig.1: Pie-graph showing contribution of various independent variables namely- academic anxiety, emotional

intelligence, empathy, hostility and spirit to variance in mental health among male senior secondary students.

At step 5 academic anxiety, empathy, emotional intelligence, hostility and spirit entered into the equation as predictor variables. The value of multiple correlation is 0.465 ($F = 5.697, df = 1, 566$). The value of R square is 0.216 which indicates that academic anxiety, empathy, emotional intelligence, hostility and spirit contribute to 21.60 % of the variance in mental health among male senior secondary students and remaining 78.40 per cent of the variance in mental health among male senior secondary students could not be explained. The value of beta weight for academic anxiety, empathy, emotional intelligence, hostility and spirit are -0.308, 0.205, 0.206, -0.259 and 0.240 respectively, while the value of constant is 67.472. So, the regression equation can be written as- Mental Health = 67.472 + 0.205 empathy + 0.206 emotional intelligence + 0.240 spirit – 0.308 academic anxiety – 0.259 hostility.

Perusal of the R square change values at step no. 1, 2, 3, 4, and 5 are 0.099, 0.054, 0.042, 0.012 and 0.009 respectively. This shows that academic anxiety, empathy, emotional intelligence, hostility and spirit contribute to the prediction of 9.90, 5.40, 4.20, 1.20 and 0.90 % of the variance in mental health among male senior secondary students.

To sum up it can be said that among male senior secondary students, academic anxiety, emotional intelligence and three dimensions of family environment– empathy, hostility and spirit emerged as the best predictors of mental health. Academic anxiety, emotional intelligence, empathy, hostility and spirit contribute 21.60% of variance in mental health among male senior secondary students.

Among male students, academic anxiety, emotional intelligence and perceived empathy, hostility and spirit in family environment emerged as the best predictors of mental health. Among male senior secondary students, mental health has been found to be negatively related to academic anxiety and perceived hostility in family environment; also mental health has been found to be positively related to emotional intelligence and perceived empathy and spirit in family environment. So, these variables also appeared as the best predictors of mental health. Academic anxiety has been found to be negatively related to mental health and it also appeared as one of the best predictors of mental health. Academic anxiety increases stress which contributes to poor mental health because stresses are prevalent mental illnesses among adolescents. So, anxiety and stress share common characteristics of having negative effect on student's mental health. When male students feel anxious, they remain pessimistic, stressed and dependent on others which cause poor mental health. Emotional intelligence of male students can predict their mental health. Students who have high emotional intelligence are better able to manage and control their emotions during adolescence period. Emotional intelligence helps the students to control their anxiety, stress and tension which promote their mental health. The present finding are in accordance with the finding of Yadav (2018), Hossain and Halder (2015), Patnaik and Das (2010). They have also established that emotional intelligence can predict mental health. Faghirpour et al. (2011) reported that emotional intelligence can predict mental health. This finding lends direct support to our finding. However, contrary were finding of Pandey (2020), who found that no support to claim that emotional intelligence can predict mental health. Perceived empathy in family environment have been found to be positively related to mental health and it also appeared as one of the best predictors of mental health. Perception of empathy increases students' reality and preferring to sense which contributes to better mental health. The present finding draws support from the finding of Begum (2014). She found that empathy is positively related to mental health of male students. Perceived hostility in family environment have been found to be negatively related to mental health and it also appeared as one of the best predictors of mental health. Perception of hostility increases aggressiveness which contributes to poor mental health. Parents' tendency to be aggressive and using punishment seems to have an adverse effect on mental health among male students. It can also be inferred that their mental health is adversely affected by aggressiveness in the family. The present finding draws support from the finding of Begum (2014). Perceived spirit also emerged as one of the best predictors' mental health and spirit in family environment has been found to be positively related to mental health. Perception of spirit increases existence of courage, vigour and enthusiasm which contributes to better mental health. The present finding corroborates with the findings of Savita (2018); Pandey and Dubey (2017) and Begum (2014).The present study has shown that among male senior secondary students academic anxiety, emotional intelligence and perceived empathy, hostility and spirit in family environment can predict 21.60 percent of variance in mental health.

Table: 3. Multiple correlations, R² and R² change showing the best predictors of mental health among female senior secondary students

Step No.	Independent Variables	R	R Square	R Square Change	F Change	df	Level of Significance
1	Academic Anxiety	0.280	0.078	0.078	46.782	1; 552	0.000
2	Academic Anxiety FE: Acculturation	0.351	0.123	0.045	28.360	1; 551	0.000
3	Academic Anxiety FE: Acculturation Emotional Intelligence	0.391	0.153	0.030	19.265	1; 550	0.000
4	Academic Anxiety FE: Acculturation Emotional Intelligence	0.413	0.171	0.017	11.453	1; 549	0.001

5	FE: Insecurity Academic Anxiety FE: Acculturation Emotional Intelligence	0.421	0.177	0.006	4.254	1; 548	0.040
6	FE: Insecurity FE: Democratic Orientation Academic Anxiety FE: Acculturation Emotional Intelligence FE: Insecurity FE: Democratic Orientation FE: Reward	0.430	0.185	0.008	5.231	1; 547	0.023

FE: Family Environment

At step 1 academic anxiety was used as a predictor variable. The value of multiple correlation is 0.280 (F=46.782, df= 1,552). The value of 'R square is 0.078. So, it can be said that academic anxiety contributes to 7.80% of the variance in mental health among female senior secondary students. The value of Beta weight is -0.394, while the value of constant is 85.955. So, the regression equation can be written as- Mental Health = 85.955-0.394 academic anxiety.

At step 2 academic anxiety and acculturation were used as predictor variables. The value of multiple correlation is 0.351 (F= 28.360, df= 1,551), the value of R square is 0.123 which indicates that academic anxiety and acculturation contribute to 12.30% of the variance in mental health among female senior secondary students. The value of Beta weight for academic anxiety and acculturation are -0.370 and 0.427 respectively while the value of constant is 79.164. So, the regression equation can be written as- Mental Health = 79.164 + 0.427 acculturation - 0.370 academic anxiety.

At step 3 academic anxiety, acculturation and emotional intelligence were used as predictor variables. The value of multiple correlation is 0.391 (F= 19.265, df= 1,550). The value of R square is 0.153 which indicates that academic anxiety, acculturation and emotional intelligence contribute to 15.30% of the variance in mental health among female senior secondary students. The value of Beta weight for academic anxiety, acculturation and emotional intelligence are - 0.300, 0.388 and 0.150 respectively while the value of constant is 69.594. So, the regression equation can be written as- Mental Health = 69.594+0.388 acculturation + 0.150 emotional intelligence -0.300 academic anxiety.

At step 4 academic anxiety, acculturation, emotional intelligence and insecurity were used as predictor variables. The value of multiple correlation is 0.413 (F=11.453, df=1,549). The value of R square is 0.171 which indicates that academic anxiety, acculturation, emotional intelligence and insecurity contribute to 17.10% of the variance in mental health among female senior secondary students. The value of Beta weight for academic anxiety, acculturation, emotional intelligence and insecurity are -0.230, 0.366, 0.135 and -0.308 respectively while the value of constant is 71.742. So, the regression equation can be written as- Mental Health= 71.742 + 0.366 acculturation + 0.135 emotional intelligence - 0.230 academic anxiety - 0.308 insecurity.

Table: 4. Results of stepwise multiple regression analysis showing the best predictors of mental health among female senior secondary students

Step No.	Predictor Variables	B	Standard Error	Constant	t-ratio	Level of Significance
1	Academic Anxiety	-0.394	0.058	85.955	-6.840	0.000
2	Academic Anxiety	-0.370	0.056	79.164	-6.554	0.000
	FE: Acculturation	0.427	0.080		5.325	0.000
3	Academic Anxiety	-0.300	0.058	69.594	-5.209	0.000
	FE: Acculturation	0.388	0.079		4.897	0.000
	Emotional Intelligence	0.150	0.034		4.389	0.000
4	Academic Anxiety	-0.230	0.061	71.742	-3.787	0.000
	FE: Acculturation	0.366	0.079		4.642	0.000
	Emotional Intelligence	0.135	0.034		3.973	0.000
	FE: Insecurity	-0.308	0.091		-3.384	0.001
5	Academic Anxiety	-0.204	0.062	70.337	-3.287	0.001
	FE: Acculturation	0.286	0.088		3.267	0.001
	Emotional Intelligence	0.131	0.034		3.843	0.000
	FE: Insecurity	-0.286	0.091		-3.131	0.002
	FE: Democratic Orientation	0.178	0.086		2.063	0.040
6	Academic Anxiety	-0.212	0.062	71.124	-3.429	0.001

FE: Acculturation	0.352	0.092	3.828	0.000
Emotional Intelligence	0.129	0.034	3.814	0.000
FE: Insecurity	-0.304	0.091	-3.332	0.001
FE: Democratic Orientation	0.269	0.095	2.843	0.005
FE: Reward	-0.206	0.090	-2.287	0.023

FE: Family Environment

Predictors of mental health among female students

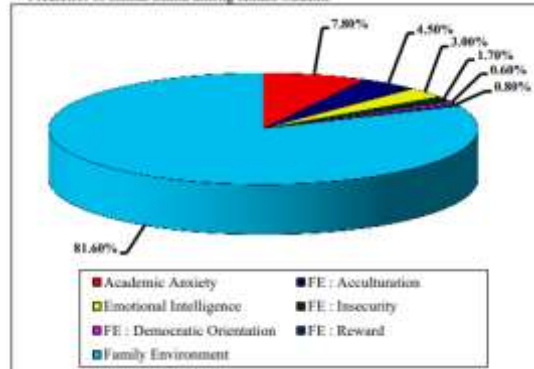


Fig. 2: Pie-graph showing contribution of various independent variables namely- academic anxiety, emotional intelligence, acculturation, insecurity, democratic orientation and reward to variance in mental health among female senior secondary students

At step 5 academic anxiety, acculturation, emotional intelligence, insecurity and democratic orientation were used as predictor variables. The value of multiple correlation is 0.421 (F= 4.254, df= 1,548). The value of R square is 0.177 which indicates that academic anxiety, acculturation, emotional intelligence, insecurity and democratic orientation contribute to 17.70% of the variance in mental health among female senior secondary students. The value of beta weight for academic anxiety, acculturation, emotional intelligence, insecurity and democratic orientation are -0.204, 0.286, 0.131, -0.286 and 0.178 respectively, while the value of constant is 70.337. So, the regression equation can be written as - Mental Health = 70.337 + 0.286 acculturation + 0.131 emotional intelligence + 0.178 democratic orientation - 0.204 academic anxiety -0.286 insecurity.

At step 6 academic anxiety, acculturation, emotional intelligence, insecurity, democratic orientation and reward entered into the equation as predictor variables. The value of multiple correlation is 0.430 (F= 5.231, df = 1,547). The value of R square is 0.185 which indicates that academic anxiety, acculturation, emotional intelligence, insecurity, democratic orientation and reward contribute to 18.50% of the variance in mental health among female senior secondary students and remaining 81.50% of the variance in mental health among female senior secondary students could not be explained. The value of beta weight for academic anxiety, acculturation, emotional intelligence, insecurity, democratic orientation and reward are -0.212, 0.352, 0.129, -0.304, 0.269 and -0.206 respectively while the value of constant is 71.124. So, the regression equation can be written as- Mental Health = 71.124+0.352 acculturation + 0.129 emotional intelligence + 0.269 democratic orientation - 0.212 academic anxiety - 0.304 insecurity -0.206 reward.

Perusal of the R square change values at step no. 1,2,3,4, 5 and 6 are 0.078, 0.045, 0.030, 0.017, 0.006 and 0.008 respectively. This shows that academic anxiety, acculturation, emotional intelligence, insecurity, democratic orientation and reward contribute to the prediction of 7.80, 4.50, 3.00, 1.70, 0.60 and 0.80% of the variance in mental health among female senior secondary students.

To sum up, it can be said that among female senior secondary students, academic anxiety, emotional intelligence and four dimensions of family environment-acculturation, insecurity, democratic orientation and reward emerged as the best predictors of mental health. Academic anxiety, emotional intelligence, acculturation, insecurity, democratic orientation and reward explain 18.50% of the variance in mental health among female senior secondary students.

For female senior secondary students, academic anxiety, emotional intelligence and perceived acculturation, insecurity, democratic orientation and reward in family environment emerged as the best predictors of mental health. Among female senior secondary students, mental health has been found to be negatively related to academic anxiety and perceived insecurity in family environment. Pandey and Dubey (2020) indicate that academic anxiety is the best predictor of mental health. Deb et al. (2015) reported that mental health of students is influenced by anxiety. Petrov et al. (2014) and Nyer et al. (2013) also established that anxiety is the predictor of mental health. Emotional intelligence of female senior secondary students can predict their mental health. Emotional intelligence has been found to be positively related to mental health. Shabani et al. (2011) indicates that emotional intelligence is the best predictor of mental health. The present finding is in accordance with the finding of Faghirpour et al. (2011), Patnaik and Das (2010). Perceived acculturation in family environment have been found to be positively related to mental health and it also emerged as one

of the best predictors of mental health. This may be due to the reason that demands of parents for cultural assimilation leads to better mental health of students'. The present finding draws support from the finding of Savita (2018) and Begum (2014). However, contrary were the finding of Pandey and Dubey (2017). They found that acculturation in family environment is not related to mental health of female students. Perceived insecurity in family environment have been found to be negatively related to mental health and it also appeared as one of the best predictors of mental health. Perception of insecurity increases anxiety which contributes to poor mental health. Tendency of students to be afraid and feel unsafe have an adverse effect on mental health among female students. Finding of Begum (2014) lend support to our finding. Among female senior secondary students, mental health can also be predicted by perceived democratic orientation in family environment. Female students who understand parents view as unique orientation, individual need and desires have better mental health. Finding of Savita (2018) and Begum (2014) lend support to this finding. Perceived reward also emerged as one of the best predictors of mental health and it is negatively related to each other. Perception of reward increases probability of occurrence of behaviour by material as well as symbolic reinforcement which contributes to better mental health. However, Begum (2014) revealed that perceived reward is positively related to mental health among students. The present study has shown that 18.50 percent of variance in mental health among female senior secondary students can be explained by academic anxiety, emotional intelligence and perceived acculturation, insecurity, democratic orientation and reward in family environment

Conclusion

On the basis of the findings of the study it can be concluded that for male senior secondary students, academic anxiety, emotional intelligence and three dimensions of family environment- empathy, hostility and spirit emerged as the best predictors of mental health; for female senior secondary students, academic anxiety, emotional intelligence and four dimensions of family environment- acculturation, insecurity, democratic orientation and reward emerged as the best predictors of mental health. The findings of the study implies following implications -

- Adolescence is a crucial period for developing emotional and social habits important for mental health. Mental health can be promoted by creating environments that sustain good mental health of all.
- Multiple factors determine mental health outcomes. Activities and interference can be designed to enhance protective factors and minimize risk factors like family, individual and environment.
- Guidance helps the students to be aware of his strengths and helps him in identifying proper satisfaction of the felt needs and thus, helps him to lead life adjustment.
- Mental health is as much important as the physical health of students. Personal guidance should be given to the students by the teachers or educators to eradicate mental health related problems. Guidance services also help principals and teachers to understand their students as individuals and to create situations in which the students can learn more effectively.
- The excess load of home assignment, fear of examination, poor teaching learning environment, etc. has a negative effect on student's mental health. So, it should be balanced and made sensible for better mental health.
- Curriculum should be in accordance with age, ability and aptitude of the students and rigid curriculum does not suit all categories of students. Curriculum comprises of aims of a programme, course structure, syllabus, teaching methods, materials and evaluation of the learning outcomes among students which leads to good mental health.
- Sound mental health is very necessary for students, but generally students feel mentally unhealthy due to certain reasons in home and school. Mental health of adolescents is influenced by school environment (Petersen, 1977). Among male as well as female students, cognitive factors like emotional intelligence and academic anxiety emerged as one of the best predictors of mental health in the present study. Schools also have to share the liability to improve students' mental health by providing rich environment in the curricular and co-curricular activities.
- Teachers should also try to decrease the stress and anxiety of academics among students as it may also lead to poor mental health. Schools and teachers need to work towards enhancing emotional intelligence among students to have good mental health (Yadav, 2018).
- Parents should promote physical, emotional, relational as well as spiritual factors in their children for their better mental health. They should not unnecessarily pressurize students for academic progress and criticism should be used in positive and fruitful manner

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