



DEVELOPMENT AND STANDARDIZATION OF AN MENTAL HEALTH SCALE

P. C. NAGA SUBRAMANI

Assistant Professor, Department of Education, Annamalai University,
Tamil Nadu, India

Abstract:

Mental health describes a level of psychological well-being, or an absence of a mental disorder. From the perspective of 'positive psychology' or 'holism', mental health may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience. Mental health can also be defined as an expression of emotions, and as signifying a successful adaptation to a range of demands. The study of mental health is a significant one and for which the investigator has decided to develop and standardize a scale to measure it.

KEY WORDS:

Development, Standardization, Mental Health, Psychological.

.INTRODUCTION

Mental health as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community". Most recently, the field of global mental health has emerged, which has been defined as 'the area of study, research and practice that places a priority on improving mental health and achieving equity in mental health for all people worldwide'. Researches confirm that mental health can drive to positive impact on student and teachers learning. As there is no suitable tool available to study the school and college teachers' mental health scale, the investigator have decided to construct and standardize a scale to measure the students and teachers mental health. This Likert type scale is a five- point scale of "Always", "Often", "Sometime", "Rarely" and "Never". 50 items have been collected from the various sources like Experts in Psychology, Teacher Educators, Books, Journals, Internet and so on.

PILOT STUDY

This scale with 50 items has been administered to the sample of 200 students and teachers (100 Higher secondary school students and 100 Higher secondary, College teachers) studying in different higher secondary schools and working in different higher secondary schools and different colleges of Cuddalore District, Tamil Nadu, India, in order to carry out the pilot study. Then their responses have been scored carefully and their marks secured by all the samples have been arranged in the descending order from the highest scorer to the lowest scorer. Then they were subjected to item analysis.

ITEM ANALYSIS

The next step in the standardization of an mental health scale after pilot study is to find out the t-

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value of each item, which forms the basis for item selection in order to build up the final scale. The Likert type scale calls for a graded response to each item on a five-point scale ranging from “Always”, to “Never”. The individual score for all the 200 students and teachers were ranked from the highest to the lowest score. Then 25% of the subjects with the highest total scores and 25% of the subjects with the lowest total scores were sorted out for the purpose of item selection. The high and low groups, were selected, formed the criterion groups and each group was made up of 50 students (Edward. L. Allen, 1957).

It may be recalled that each item is followed by five different responses of “Always, “Often, “Sometime, “Rarely and “Never in the mental health scale. Then each item was taken individually and the number of teachers who responded “Always, “Often, “Sometime, “Rarely and “Never was found out both the high and low groups separately. Thus for all the 50 items, the number of students and teachers coming under each category was found out separately for both the high and low groups and the t-values for all the 50 items have been calculated with the formula suggested by Allen Edwards(1957). As many as 36 items having the t-value greater than or equal to 1.75 (Edward. L. Allen, 1957) have been chosen in order to form the final scale (vide: Table-I). Then this final scale has been administered to 200 students and teachers studying in different higher secondary schools and working in different higher secondary schools and different colleges of Cuddalore District, Tamil Nadu, India, in order to establish the scoring procedure, validity and reliability of this scale.

TABLE – I
ITEM SELECTED FOR ITTTS

Item Number	't' Value	Item selected
1	2.26	S
2	1.84	S
3	3.26	S
4	1.42	NS
5	1.95	S
6	2.56	S
7	2.75	S
8	0.74	NS
9	1.42	NS
10	2.46	S
11	2.68	S
12	2.58	S
13	1.42	NS
14	3.53	S
15	0.82	NS
16	1.85	S
17	3.24	S
18	1.24	NS
19	2.95	S
20	1.42	NS
21	2.26	S
22	4.42	S
23	3.92	S
24	1.08	NS
25	4.22	S

26	1.42	NS
27	3.52	S
28	0.94	NS
29	2.66	S
30	2.68	S
31	1.94	S
32	0.84	NS
33	2.85	S
34	1.92	S
35	3.26	S
36	3.16	S
37	3.84	S
38	1.02	NS
39	1.82	S
40	2.48	S
41	2.24	S
42	1.06	NS
43	3.62	S
44	1.92	S
45	3.26	S
46	3.62	S
47	4.52	S
48	1.25	NS
49	2.42	S
50	3.30	S

S – Selected

NS – Not selected

SCORING PROCEDURE

The mental health scale has 36 items, out of which 29 items are positively worded and the remaining 07 items are negatively worded. An individual score is the sum of the scores of all the 36 items. The scores range from 36 to 180. Higher score indicates the high mental health and the details of scoring are given in the following table.

TABLE – II

Response	Positive	Negative
Always	5	1
Often	4	2
Sometime	3	3
Rarely	2	4
Never	1	5

RELIABILITY:

Reliability refers to the consistency with which a test measures, whatever it measures. The concept of reliability suggests both stability and consistency of measurement. The investigator calculated the reliability analysis and it was given in the following table.

TABLE – III
TABLE SHOWING THE RELIABILITY METHOD AND CO-EFFICIENT VALUES

METHOD OF RELIABILITY ANALYSIS	RELIABILITY CO-EFFICIENTS
Correlation between forms	0.636
Equal-length Spearman-Brown	0.672
Guttman Split-half	0.625
Unequal-length Spearman-Brown	0.614

VALIDITY:

Validity reveals the merits of our measurement. This mental health scale was given to the experts (20 members) in order to find out its content validity. The experts agreed that the items in the scale provided adequate coverage of the concept. This mental health scale also has construct validity.

PERCENTILE NORM:

The following table represents the percentile norm for this attitude scale.

PERCENTILE	SCORE RANGE	NORM
Below P25 (Q1)	Below 60	Low level
P25 To P75 (Q1 to Q3)	Between 60 and 140	Average level
Above P75 (Q3)	Above 140	High level

CONCLUSION

The investigator believe that this scale would be a contribution to the field of mental health in Psychology and those who want to measure the mental health anywhere in this country will find this scale very useful.

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