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MENTAL HEALTH AND  
SOCIAL ADJUSTMENT

MENTAL HEALTH, LOCUS OF  
CONTROL AND SELF-EFFICACY

ATTITUDE TOWARDS  
ACHIEVEMENT IN SCIENCE

METACOGNITIVE AWARENESS,  
SELF-REGULATED LEARNING,  
CRITICAL THINKING

LIBRARY LITERACY SKILLS

IN-SERVICE TEACHER  
TRAINING OF RMSA AND  
TEACHING COMPETENCY

ATTITUDES TOWARDS  
VIRTUAL TEACHING

EFFECTIVENESS OF ENGLISH  
GRAMMAR COURSE

WORK AND ILLITERACY OF  
SANITARY WORKERS  
CHILDREN

EDUCATION LEADS TO  
EQUALITY

MOTHER-TONGUE-BASED  
MULTI-LINGUAL EDUCATION

TOTAL QUALITY TEACHER IN  
BHAGAVAD GITA

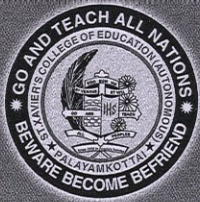


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Language proficiency assumes a greater role in the process of teaching-learning. Teacher, though basically undertakes the role of the classroom leader, has to adorn himself or herself with various parts such as facilitator, content communicator, moderator, linking person among the students etc. In all the above characters, the communicative ability is very much emphasized; which means, the language skill is the fundamental requirement of any efficient teacher. Successful teaching-learning process entails 50% knowledge and 50% communication skills (<https://www.highspeedtraining.co.uk>). Though all the skills of reading, writing, speaking and listening are involved in the communication, the speaking skill, primarily dependent on language proficiency, has to be really considered as it will influence the listeners to the maximum.

The research has revealed that the students are stimulated to higher order of questioning and thinking based on the classroom environment, created by the teacher with his or her interactive and engaging teaching-learning process (Mashburn et al., 2008). It is also to be observed from research findings of Dobbs & Arnold (2009) that the communicative abilities of the teachers positively affect the perceptions of students of their institutions, roles in the classroom and motivation to succeed. This would directly say, the language proficiency of the teacher matters a lot.

The reality today in many institutions is that the medium of instruction is rarely followed, where English is the instructional language. Not denying the importance of mother tongue, the fact remains to be accepted that the very few educators are proficient in English language. Remember, the English occupies the major slot in terms of usage at the international arena, both spoken and written, in relation to other national and regional languages. Added to it, the number of books on various disciplines being published every day appear to be high in English. Therefore, the proficiency in English language becomes important and imperative for any learner to speak, write, search for and accumulate new knowledge in his or her discipline. Needless to say, the prospective teachers and teacher educators have a bounden duty to speak, and practise the language of English in the classrooms, which will enable the students to listen to and acquire the new styles of speaking and writing in their classroom activities.

Most of the teachers tend to blame on the students for the inability or uninterest of the latter for not engaging the classrooms in English; is it true? I am afraid, the fact is to be introspected as to whether the facilitators are really capable of communicating in English language. It may be true, that students enjoy the mother tongue inside the four walls; however, the ultimate future of the students is to be judiciously and honestly decided by the teachers. That is to say, the bitter pills of today will eventually emerge in the sweet possession of good language among the students. Yes, we need to stand up for formation and training of the students for the challenges of the future and prepare them equipped. The instructors, therefore must firmly communicate in the medium of instruction and enhance the quality of the learners to fit into the demands of the society.

As usual, we have yet another set of papers, sprawling over various issues for your reading; have a patient reading and be enriched by the same. We will be happy to receive your feedback on this issue from you. Hope to see you in the next issue with more papers. Till then good bye.

Editorial Board.



## RESEARCH AND REFLECTIONS ON EDUCATION (A Quarterly Journal)

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**MENTAL HEALTH, LOCUS OF CONTROL AND SELF-EFFICACY OF SECONDARY SCHOOL STUDENTS FROM BROKEN AND INTACT FAMILIES**

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**ABSTRACT**

The aim of the present study is to make a comparison of the mental health, locus of control, and self-efficacy of adolescents from broken and intact families. Online data were collected from a random sample of 184 adolescents from the secondary schools of the Kanyakumari district. The instrumentation included the Mental Health Status Scale, the Indian Version of Rotter's Internal-External Locus of Control Scale, and the Self-efficacy Scale. Independent sample 't'-tests revealed a significant difference between students from broken and intact families with respect to their mental health, internal locus of control, and self-efficacy, favoring adolescents from intact families.

**Keywords:** Mental health, Locus of control, Self-efficacy, Broken family, and Intact family.

**Introduction**

The family is the most valued social system throughout the history of humanity. The role of the family in socializing children and molding their personalities is of utmost importance. A persistent insecure family atmosphere not only compromises the balanced development of personality but also contributes to psychopathology in adult life (Kashdan, 2010). In modern times there is an ever-mounting instance of family breakage due to a multitude of causes. Children are the real victims of family disintegration as it triggers emotional problems and subsequent maladjustment in life. The psychological well-being and social adjustment of children and adolescents are greatly influenced by the overall family functioning and marital harmony of parents (Hepi, Fitri&Resnia, 2020). Family integration and parental harmony are, thus, critical factors in the mental health of children and adolescents. Jain and Singh (2015) have reported the contributory role of internal locus of control to the mental health of adolescent girls. Ashagi and Beheshtifar (2015) found a direct and meaningful relationship between internal locus of control and self-efficacy beliefs in adults. These studies indicate the possible effect of locus of control and self-efficacy on the mental health of adolescents in our secondary schools. In light of the reports regarding ever-increasing family disintegration in Kerala (Hindustan Times, 2018; Mathrubhumi, 2017), and an ever-escalating incidence of personality maladjustments among Indian adolescents (UNFPA, 2018), there is a pressing

need to make a comparative study of the mental health of adolescents from broken and unbroken families.

**Objectives of the Study**

The study has the following objectives in view:

1. To compare the mental health of secondary school students from broken and intact families.
2. To compare the locus of control of secondary school students from broken and intact families.
3. To compare the self-efficacy of secondary school students from broken and intact families.

**Hypotheses of the Study**

The following null hypotheses were tested in the study:

- H<sub>0</sub>1: There is no significant difference between secondary school students from broken and intact families with respect to their mental health.

**ALEX, A.,**

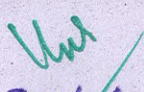
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- H<sub>0</sub>2: There is no significant difference between secondary school students from broken and intact families with respect to their internal locus of control.
- H<sub>0</sub>3: There is no significant difference between secondary school students from broken and intact families with respect to their self-efficacy.

**Methodology**

Normative Survey method was adopted for the present study. A simple random sample of 184 adolescents in the age range of 13-17 years was selected from four secondary schools in the Kanyakumari district of Tamil Nadu (India). The data required for the study were collected online by administering the tools, Mental Health Scale developed (Abraham & Prasanna, 1981), the Indian Version of Rotter's Internal-External Locus of Control Scale (Arjunan & Abraham, 2003), and the Self-efficacy Scale (Rose & Arjunan, 2014), prepared in Google Forms. An Independent sample t-test was performed in SPSS (version 16.0 for Windows) to test the hypotheses.

**Analysis and Interpretation**

The mental health of the students from broken and intact families were compared by applying an independent sample 't'-test, the data, and result of the same is given in Table 1.

**Table 1**  
**Comparison of the mental health of secondary school students from broken and intact families**

Sub-samples	Statistical indices			t-value	p-value
	N	M	SD		
Intact Family	166	88.84	14.28	2.43	0.05 level
Broken Family	18	80.28	12.22		

Table 1 shows that the adolescents from intact and broken families differ significantly ( $t = 2.43$ ;  $p < .05$ ) with respect to their mental health. A closer observation of the mean scores reveals that subjects from intact families have better mental health compared to their counterparts from broken families. This finding is in conformity with the findings made by Maher (2003) who reported a high incidence of antisocial personality disorders, delinquency, and emotional

problems among adolescents from broken families. Parental divorce was found associated with lower psychological and social well-being in adolescence, an increased risk of schizophrenia, and in a longer perspective, psychiatric morbidity, as well as increased mortality (Hansagi, Brando & Andreasson, 2000).

Table 2 presents the data and result of the independent sample 't'-test performed to compare the internal locus of control scores of secondary school students from broken and intact families.

**Table 2**  
**Comparison of the locus of control of secondary school students from broken and intact families**

Sub-samples	Statistical indices			t-value	p-value
	N	M	SD		
Intact Family	166	15.91	2.09	3.76	0.01 level
Broken Family	18	13.38	2.65		

The t-value estimated shows that there is a significant difference in the internal locus of control of adolescents from intact families and broken families ( $t' = 3.76$ ;  $p < 0.01$ ). A closer observation of the mean scores reveals that subjects from intact families are more internally oriented than their counterparts from broken families. The result of the present study goes in agreement with that of Coleman and De Leire (2003), and Cohen, Mannarino, and Deblinger (2006) who reported greater external locus of control in children who have experienced stressful events of parental discord or traumatic grief of parental death.

The secondary school students from broken and intact families were compared by applying the two-tailed test of significance for the difference between means to find out whether there is any significant difference between the groups with respect to their self-efficacy. The details of the comparison are presented in Table 3.

Table 3

Comparison of the self-efficacy of secondary school students from broken and intact families

Sub-samples	Statistical indices			t-value	p-value
	N	M	SD		
Intact Family	166	25.55	3.90	3.61	.01 level
Broken Family	18	21.94	4.86		

The result of the t-test shows that the adolescents from intact and broken families differ significantly ( $t = 3.61$ ;  $p < .01$ ) with respect to their self-efficacy. A closer examination of the mean values reveals that adolescents from intact families have higher self-efficacy compared to those from broken families. Adverse childhood experiences such as physical abuse, emotional abuse, neglect, etc. are likely to be more in broken families. The findings of the present study do not stand alone as recent studies such as those conducted by Green (2020) and Cohrdes and Mauz (2020) also have reported poor self-efficacy in children who experienced parental neglect.

**Conclusion**

The t-tests performed to compare secondary school students from broken and intact families with respect to their mental health, locus of control, and self-efficacy revealed a significant difference between the groups with respect to all the variables. The null hypotheses formulated in this context, viz.,  $H_01$ ,  $H_02$ , and  $H_03$  are, therefore, rejected. The findings expose that, students from intact families have better mental health compared to their counterparts from broken families. Adolescents from intact families are more internally oriented than their counterparts from broken families and adolescents from intact families have higher self-efficacy compared to those from broken families. Hence efforts, both from the side of parents and teachers, need to be undertaken to educate and counsel parents regarding the significance of healthy families in the development of mentally healthy, self-efficacious youngsters with the internal orientation of mind.

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