Effect of Mental Health on Attitude of Secondary School Students towards Educational Media

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Abstract

With recent advancements in technology, learning has become increasingly digital, equipping students with enhanced skills and competencies for engaging with various educational media. Simultaneously, mental health has become a critical factor as students' emotional and cognitive responses evolve (Schwartz et al. 2021). The shift from traditional to blended or fully online instruction has notably impacted the emotional and mental dimensions of students' lives. Amid COVID-19, as educational media became central to learning, evaluating students' mental health has become essential. This study aims to examine the impact of mental health, school type, and their interaction on secondary students' attitudes towards educational media. Utilizing a correlational survey design, the researchers selected a randomized sample of 120 CBSE-affiliated students from government and private English-medium schools in Jodhpur, Rajasthan (60 from each sector). A two-way ANOVA and independent 't' test analyzed the effects of mental health and school type on students' attitudes towards educational media, revealing that positive mental health significantly enhances students' engagement and attitudes toward educational media.

Keywords: *Mental Health, Educational Media, Attitude*

Introduction

The Indian education system has undergone significant transformation from the Vedic period through the pre- and post-independence eras to the present, adapting to the evolving needs of society, learners, and global trends. This progression has seen a shift from traditional, teacher-centred approaches to a student-centred, technology-oriented model that prioritizes the development of 21st-century skills. Originally aimed at fulfilling individual educational needs, it has evolved to support holistic national development and now aspires to establish India as a global leader or Vishwa guru. This goal aligns with the use of advanced technological tools to connect with and contribute to the global knowledge economy.

The National Education Policy (NEP) 2020 strongly emphasizes equity and inclusivity, reflecting the Sustainable Development Goal 4 (SDG 4), which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030 (Panigrahi, 2020). Recognizing the uniqueness of each learner, NEP 2020 advocates for the use of appropriate resources, technological aids, and differentiated support in classrooms to address both individual and collective needs. Ultimately, this policy framework seeks the holistic development of every student and the nation as a whole (Starcic, 2010).

Media

Education aims to cultivate citizens who are productive, effective, aware, self-reliant,

confident, and skilled attributes essential in today's educational landscape. The term 'media' originates from 'medium,' indicating a 'carrier' or conduit. Media serve as channels through which messages are produced, stored, retrieved, and communicated between individuals, and they are instrumental in reaching broader learner audiences. The role of media has evolved from traditional newspapers to a critical component in technology integration within education. Media today addresses both the social and cultural needs of students, reflecting the perspectives of the school and society. As a central element of the school curriculum, various forms of media uniquely influence students' learning processes and their interpretation of information (Preeti, 2014).

Educational Media

The integration of technology in education in India began with the Satellite Instructional Television Experiment (SITE), which was initiated in six states to provide primary education through broadcast media. By the mid-1960s, correspondence courses became available, and in 1979, Delhi introduced an open school system that evolved into the National Open School by 1989. The mid-1970s saw the inclusion of visual aids such as slides, projectors, and television with the establishment of distance education centres across India (Rao, 2016). Initially, technology in education was more prominent at the higher education level, but it gradually expanded into school-level teaching and learning.

The National Education Policy (NEP) of 1986 marked a significant milestone by emphasizing educational technology at the school level, particularly promoting computer literacy through the Computer Literacy and Studies in Schools (CLASS) project. Further support for educational media came with the National Curriculum Framework of 2005, which underscored its role in enhancing learning outcomes. The COVID-19 pandemic significantly accelerated the use of educational technology in schools, making virtual tools essential for the continuation of learning. Consequently, the perception of educational media shifted from a supplemental tool to a critical component of effective, inclusive, and engaging teaching practices.

According to Thomas (1998), educational media meet diverse learning needs by adapting to varied learning styles. In an educational context, media serve as conduits for knowledge transfer between students and educators, with technology facilitating these exchanges (Ritakumari, 2019).

Types of Educational Media

Supported by various studies, educational media are categorized as follows:

1. **Print Media**: Traditional media in the form of printed resources, such as books, journals, newspapers, and handouts, distributed to the public.
2. **Non-Print Media**: Non-printed formats, including film strips and videotapes, which rely on visual and auditory elements rather than text.
3. **Electronic Media**: Media utilizing electronic devices to engage students, including audio, video, and audio-visual content on devices like televisions, computers, and mobile phones.
4. **Projected Media**: Media that require projection to enlarge visuals on a screen, including slides and film strips.
5. **Non-Projected Media**: Media that do not require projection, such as 2D and 3D models, kits, charts, and graphs, which aid in visualizing complex concepts.

These diverse media forms, including both projected and non-projected types, contribute to a dynamic educational experience by catering to various sensory and cognitive needs of learners, fostering a more holistic approach to education.

Role of Educational Media in Teaching-learning Process

Traditional teaching methods primarily emphasize a teacher-centred approach, where the instructor guides and controls the classroom dynamics. In contrast, technology-based blended or online learning prioritizes a student-centred approach, encouraging active learner participation. Educational media play a crucial role in making the teaching-learning process more engaging and effective (Preeti, 2014).

- It accommodates diverse learning preferences, including auditory, visual, and kinesthetic modalities, ensuring broader inclusivity in classrooms.
- Incorporating both print and electronic media provides authentic, hands-on learning experiences, enabling students to interact directly with a variety of media.
- Media integration in teaching enhances critical thinking skills, encouraging students to analyze and synthesize information actively.
- It also fosters resourcefulness, as students learn to engage with educational tools and materials responsibly.

Student's Attitude towards Educational Media

In today's technology-centred educational landscape, simply incorporating electronic media into teaching is insufficient. It is vital to ensure that students are meaningfully engaged with digital tools like computers, smartphones, interactive whiteboards, and televisions to deliver high-quality learning experiences. Exploring students' perspectives on educational media-particularly devices such as laptops, mobile phones, and computers-has become essential in making learning more efficient and accessible.

As diverse educational media reshape students' attitudes and behaviours, technology has increasingly become integrated into learning environments, influencing students' needs and expectations. Studies indicate a generally positive attitude among students toward the use of educational media in classrooms, reflecting a shift in goals, strategies, and objectives in the teaching-learning process to better address diverse learning needs.

Mental Health?

Mental well-being encompasses cognitive, emotional, and behavioural fitness, which is crucial for personal and professional effectiveness and productivity. Being mentally fit enables individuals to manage their emotions, understand themselves better, and handle life's demands with resilience. In education, mental health is an essential component of a holistic curriculum, supporting a child's intellectual, emotional, social, and physical development. By integrating mental and physical health education into the curriculum, students can become not only academically proficient but also self-directed learners who are prepared to lead healthier, stress-free lives. Monitoring students' mental health is fundamental to fostering their overall growth and development (NCERT, 2020).

Achieving balanced health in all areas, with equal emphasis on mental well-being, is vital to realizing one's full potential in life.

Definition of Mental Health

The World Health Organization (WHO) is an international organisation that promotes and defines mental balance or well-being as "the state of being well." They also underline how a person recognises his or her ability to cope with life's stress by working professionally and fruitfully and giving to his or her community. (WHO, 2005)

How Mental Health Affects Education?

Achieving success at any stage of education and life requires individuals to maintain

a balanced state of emotional, physical, social, and mental health. Mental health and academic achievement are closely connected, with each influencing the other (Suldo, et al 2013). Students with stronger mental health tend to perform better academically (Vaibhav, 2019), and there is a positive relationship between the two (Bas, 2021).

NCERT's Learning Outcomes at the Secondary Stage underscores the importance of health education, particularly focusing on children's psychosocial development, and emphasizes achieving learning outcomes through varied activities and strategies integrated into the school curriculum (NCERT, 2019). Numerous studies highlight the correlation between mental health and education, showing that improved mental health supports better educational outcomes, and the reverse is also true. Thus, mental health plays a significant role in shaping educational success.
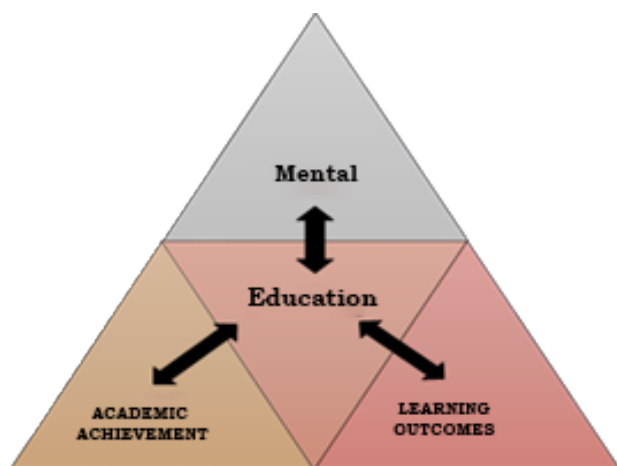

Figure 1: Self-drawn depicting inter-relationship between Education, Mental Health, Academic Achievement and Learning outcomes.

Low mental health leads to low academic achievement. On the other hand, positive mental health has a positive impact on academic achievement leading to better relationships with self and others. It helps to achieve learning outcomes productively in the classroom. Overall, a positive mind affects education in a positive manner. Many researches have also been done in the area to support the same.

Objective of the study: For the present study, the following objectives were framed by the researchers:
1. To study the impact of mental health, type of school, and their interaction on attitudes towards educational media of secondary school students.
2. To study the Attitudes of secondary government and private school students towards educational media.

Hypothesis: For the present study, the following null hypotheses were framed by the researchers-
1. There is no significant impact of mental health, type of school, and their interaction on Attitude towards Educational Media of secondary school students.
2. There is no significant difference in Attitude towards educational media of government and private secondary school students.

Sample

Jodhpur city in Rajasthan was selected for this study due to the unique challenges its education system faced during COVID-19 pandemic, particularly the sudden shift to online learning that affected students' mental health and attitudes towards educational media. Notably, no prior research has examined the connection between mental health and attitudes towards educational media among secondary students in Jodhpur, making this study a pioneering effort. The city's mix of government and private CBSE English-medium schools provides a well-rounded sample for balanced comparison. Residing in Jodhpur during the pandemic, the researcher had practical access for timely data collection. A sample of 120 students-equally divided between private and government schools-was selected to ensure adequate statistical power and meaningful analysis, consistent with social science research standards (Cohen, 1992; Krejcie & Morgan, 1970). Simple

random sampling reduced selection bias and enhanced generalizability across Jodhpur's CBSE schools, capturing key differences within feasible limits.
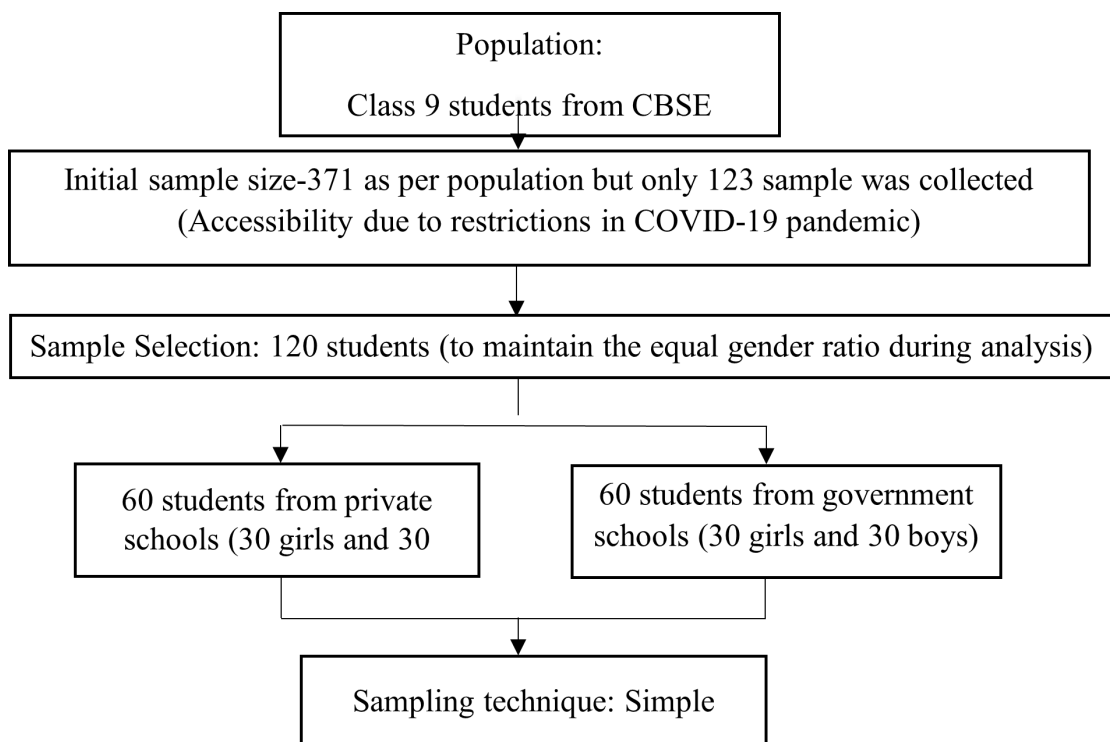
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┌─────────────────────────────────────┐
│           Population:                │
│                                      │
│    Class 9 students from CBSE        │
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                  │
                  ▼
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│ Initial sample size-371 as per population but only 123    │
│ sample was collected (Accessibility due to restrictions   │
│ in COVID-19 pandemic)                                     │
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│ Sample Selection: 120 students (to maintain the equal     │
│ gender ratio during analysis)                             │
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           │                          │
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┌─────────────────────┐    ┌─────────────────────────┐
│ 60 students from    │    │ 60 students from        │
│ private schools     │    │ government schools      │
│ (30 girls and 30    │    │ (30 girls and 30 boys)  │
└─────────────────────┘    └─────────────────────────┘
           │                          │
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           │ Sampling technique:     │
           │ Simple                  │
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Figure 2: Flow chart of study population and sample size

Research Design

In this study, the researcher has selected a quantitative survey research design to examine how mental health, type of school (government or private), and their interaction influence secondary school students' attitudes toward educational media. A survey design is particularly suitable for this research as it allows for the collection of standardized data from a large number of students, enabling the researcher to identify patterns, trends, and relationships among the variables of interest.

The quantitative approach is appropriate for measuring attitudes in a systematic, objective manner and for analysing how mental health and school type may individually or jointly impact students' perceptions of educational media. By using this design, the researcher can apply statistical methods to assess the significance of these relationships and provide evidence on the extent to which mental health and type of school shape students' attitudes towards digital and technological tools in their learning environment.

Tools used for the study

For the present study, researchers have used the following tools:

1. Attitude towards Educational Media: Student's Attitude towards Educational Media (SATEM–LKASS) developed by A. K. Lodi and S. Subuhi in the year 2018 in English language. The validity of tool is content validity decided by item analysis and reliability is 0.53 (reliability coefficient) which was examined by split-half method.

2. Mental Health: Mental Health Battery (MHB) developed by Alpana Sengupta and

A.K. Singh (2013). Available in Hindi and English language. The test-retest reliability ranges from 7.67 – 8.76 and Odd-even reliability ranges from 7.25 – 8.71. The concurrent validity ranges from 6.73-8.23 and construct validity has values 6.81 and 6.01, respectively.

Procedure of Data Collection

The principals of selected schools were initially asked for permission to undertake tool administration. The chosen instruments were then administered to a randomly selected sample of CBSE board class IX students, and data was collected.

Data Analysis

For the analysis of the first objective, which aimed to study the impact of mental health, type of school, and their interaction on students' attitudes toward educational media, a Two-Way ANOVA test was employed. This statistical method is ideal for examining the effect of two independent variables (mental health and type of school) and their interaction on the dependent variable (attitudes toward educational media). The Two-Way ANOVA allows for an assessment of the main effects of each independent variable, as well as how they work together to influence the attitudes of secondary school students.

For the second objective, which sought to study the attitudes of secondary school students towards educational media across government and private schools, an independent t-test was used. This test compares the means of two independent groups-government and private school students-to determine whether there is a significant difference in their attitudes toward educational media.

By using these two statistical methods, the study effectively analyzes both the individual and combined effects of mental health, type of school, and their interaction on students' attitudes toward educational media.

Result and discussion

The first objective in the present study was to study the impact of mental health, type of school, and their interaction on attitudes educational media of secondary school students. For analysis of data related to objective 3x2 ANOVA was used, whose outcomes are tabulated as results reflected and shown in Table 1.

Table 1: Summary of 3x2 ANOVA Source, Sum of Squares, df, Mean Square, F and Level of significance

Dependent Variable: Attitude towards Educational Media

Source	Type III Sum of Squares	Df	Mean Square	F	Level of significance
Mental Health	26.599	2	13.300	42.71	.000*
Type of school	5.117	1	5.117	.000	.997
Mental Health* Type of school	.004	2	.002	.007	.993
Error	35.174	113	.311	--	--
Total	604.000	119	--	--	--

*0.000<0.01 significant at 0.01 level of significance

Table 1 presents findings on the influence of students' mental health on their attitudes toward educational media. The results reveal a significant effect of mental health, $F_{(2,113)}$ = 42.71, $p < 0.01$ $F_{(2,113)}$ = 42.71, $p <$ 0.01 $F_{(2,113)}$ = 42.71, $p < 0.01$, indicating a statistically significant relationship at the 0.01 level. This outcome leads to the rejection of the null hypothesis, which posited no substantial effect of mental health, type of

school, or their interaction on students' attitudes toward educational media.

The non-significant effects observed for Type of School $F(1,113) = 0.00$, $p = 0.997$ $F(1,113) = 0.00$, $p = 0.997$ $F(1,113) = 0.00$, $p = 0.997$ and the interaction between Mental Health and Type of School $F(2,113) = 0.007$, $p=0.993$ $F(2,113) = 0.007$, $p = 0.993$ $F(2,113) = 0.007$, $p = 0.993$ suggest that these factors do not independently or interactively influence students' attitudes in this context. Further post hoc analysis using the Bonferroni test, detailed in Table 2, was conducted to explore mean differences within mental health categories.

A plausible explanation for these findings is that students with positive mental health are generally more receptive to educational media, as they engage more productively in the learning process. Conversely, students experiencing mental health challenges may display negative attitudes, as psychological struggles can hinder cognitive engagement and disrupt effective learning.

These results align with previous research by Elharake, Gilliam, & Omer (2022), Zarzycka et al. (2022), and Harjule, Rahman & Agarwal (2021), and Kirsti et al., which have demonstrated the positive correlation between psychological well-being and effective learning outcomes. Such studies emphasize that mental health is a foundational factor in shaping students' engagement and attitudes toward educational platform

Table 2: Means of Poor, Average, and Good Mental Health

Mental Health	Mean
Poor	1.392
Average	2.120
Good	2.658

The analysis in Table 2 reveals that the mean scores for students with poor mental health (1.392) are significantly lower than those for students with average (2.120) and good mental health (2.658). This pattern indicates that students with better mental health exhibit more favourable attitudes

toward educational media compared to their counterparts with average or poor mental health. A possible explanation is that a mentally healthy child is more likely to have a positive attitude toward educational media and the learning process, whereas a child experiencing poor mental health may exhibit a negative attitude. This negativity could hinder productivity, ultimately disrupting the overall learning experience. Prior studies by Elharake et al. (2022), Zarzycka, et al. (2022), Harjule, et al. (2021), and Kirsti, et al. (2019) provide support for these findings.

Table 1 shows that the F-value for type of school, $F(2,113) = 0.00$, $p = 0.997$, does not reach statistical significance at the 0.05 level. Thus, the null hypothesis, which posits that school type has no significant impact on students' attitudes toward educational media, is retained. This result may be attributed to the availability of equitable resources across different school types, enabling schools to provide consistent learning experiences regardless of institutional differences. The COVID-19 pandemic has helped bridge gaps between government and private schools by facilitating a common virtual learning environment where resources are distributed more equally. Studies by Adeyeye et al. (2022), Guerra (2022), Nikou (2022), Khan, et al. (2021), and Balaramulu & Maheswari (2015) align with these findings.

Similarly, the F-value for the interaction between mental health and school type, $F(2,113) = 0.07$, $p = 0.993$, is not statistically significant at the 0.05 level. Consequently, the null hypothesis-that there is no significant impact of mental health, school type, or their interaction on students' attitudes toward educational mediais not rejected. This may again reflect the provision of similar resources and learning environments across diverse school types. The pandemic has fostered a shared virtual platform that equally serves all students, irrespective of institutional affiliation, enhancing the availability of digital resources for learning. Studies by Saraladevi and Suriyakumar (2016) support the above results.

The second objective of the present study was to study the attitudes of secondary government and private school students towards educational media. For analysis of this objective independent 't' test was used whose outcomes were tabulated as shown in Table 3.

Table 3: Summary of group statistics for studying the attitude towards educational media of secondary government and private school students.

Type of school (Secondary Government and Private school)	N (120)	Mean	Std. Deviation	Std. Error Mean
Private	60	2.15	0.71	0.09305
Government	60	2.11	0.73	0.09535

Table 3 indicates that the standard deviation for private secondary school students is 0.71, while for government secondary school students it is 0.73. These values are nearly identical, suggesting that the variance in attitudes towards educational media is consistent across both groups. Consequently, this similarity in standard deviations allows us to conclude that there is no statistically significant difference in attitudes towards educational media between students attending government and private secondary schools.

Table 4: Summing up of independent 't'-test for studying the secondary school student's attitude towards educational media of government and private school

Equal variances are assumed	Levene's Test for Equality of Variances		t-test- Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
	.033	.856	.269	117	.788
Equal variances are not assumed			.269	116.971	.788

Table 4 reveals that Levene's Test for Equality of Variances (F = 0.33, p = 0.856) indicates no significant difference in variances (p > 0.05). Therefore, the hypothesis that there is no significant difference in attitudes toward educational media between government and private secondary school students is not rejected. The t-test results, showing a value of t = 0.269 (df = 117, p = 0.788), further reinforce this, as the results are not significant at the 0.05 level. This outcome suggests that the attitudes of students in government and private schools toward educational media are statistically similar.

Several factors could explain this finding. One possibility is the equalization of resources across schools, regardless of institutional type, allowing both government and private schools to offer comparable learning experiences. Additionally, the pandemic may have levelled the educational playing field by necessitating virtual learning platforms accessible to students in both sectors. This convergence has provided equitable digital facilities, enabling all learners to benefit from similar educational media exposure.

These results are corroborated by previous studies, including research by Adeyeye, et al. (2022), Guerra (2022), Nikou (2022), Khan et al. (2021), and Balaramulu and Maheswari (2015). Their findings support the notion that government and private school students exhibit similar attitudes toward educational media, likely due to shared access to learning tools and resources.

Finding and Conclusion

1. Correlation Between Attitude Towards Educational Media and Mental Health of Secondary School Students.

The study reveals a significant positive correlation between students' attitudes toward educational media and their mental health, with a Pearson correlation coefficient of r = 0.654, significant at the 0.01 level (p = 0.000 < 0.01). This indicates that students with a positive mental health status are more likely to have a favorable attitude toward educational media, and vice versa. The positive correlation suggests that a student's mental health is likely influenced by his/her attitude toward educational media, encompassing emotional, cognitive, and behavioral dimensions. These results align with previous studies by (Harjule, Rahman, & Agarwal, 2021), Irawan, et al. (2020), Liaw & Huang (2011), and Gatlin, M. (2000), which found similar associations.

2. Comparison of Attitudes Towards Educational Media Between Government and Private School Students

An independent t-test was conducted to compare the attitudes toward educational media between government and private secondary school students. The analysis revealed no significant difference between the two groups, with t = 0.269, t = 0.269, t = 0.269, p = 0.788 > 0.05 p = 0.788 > 0.05 p = 0.788 > 0.05, and equal variances assumed (F = 0.033, p = 0.856 > 0.05). Both groups exhibited similar levels of positive attitudes towards educational media, with mean values indicating only minor differences. This suggests that the type of school (government or private) does not significantly impact students' attitudes toward educational media. Contributing factors may include equal access to resources, the unified learning environment developed post-pandemic, and shared educational standards across schools. These findings are supported by studies from Adeyeye et al. (2022), Guerra (2022), Nikou (2022), Khan et al. (2021), and Balaramulu & Maheswari (2015).

The study concludes that there is a substantial positive relationship between mental health and attitude towards educational media among secondary school students, implying that students' mental well-being can influence their perception and acceptance of digital learning tools. Additionally, no significant difference was found in attitudes toward educational media between government and private school students, suggesting that both school types provide similar educational media experiences and resources. These findings underscore the importance of supporting students' mental health to foster positive attitudes towards educational tools, regardless of the school setting.

Educational Implications of the Study

The findings from the study, A Correlational Study of Mental Health and Attitude of Secondary Level Students Towards Educational Media, suggest significant educational implications for enhancing student learning environments. For students, greater awareness of mental health fosters a constructive attitude toward educational media, which can boost engagement, creativity, and productivity. Teachers, equipped with an understanding of student's mental health, can create supportive, inclusive learning experiences tailored to emotional needs, while also utilizing diverse media to maintain a positive classroom atmosphere. Policymakers could incorporate mental health initiatives into the curriculum, making emotional well-being integral to education, and encourage the use of diverse educational media to nurture productive learning attitudes. Parents who understand their child's mental health can provide effective guidance, supporting a nurturing

home environment and fostering positive educational attitudes. Future research could include longitudinal studies to assess the long-term effects of mental health support on attitudes and learning outcomes, cross-cultural comparisons to explore cultural influences, and interventional studies to identify effective mental health strategies. Additionally, examining specific media types, teacher training on mental health, and parental involvement in fostering positive attitudes could provide deeper insights into improving student engagement and well-being in education.

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