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## CONSTRUCTION OF MENTAL HEALTH AWARENESS SCALE

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### ABSTRACT

*“Mental pain is less dramatic than physical pain, but it is more common and also more hard to bear. The frequent attempt to conceal mental pain increases the burden: It is easier to say ‘My tooth is aching’ than to say ‘My heart is broken’.”—C.S.Lewis*

Mental health encompasses our emotional, psychological, and social well-being, affecting how we think, feel, and act. It plays a vital role in every aspect of our lives, including our relationships, work, and overall quality of life. However, mental health issues can impact anyone, regardless of age, gender, or background. They are not a sign of weakness or personal failure, but rather a common human experience that requires attention, understanding, and support.

Raising awareness about mental health is essential to eliminate stigma, provide early intervention, and promote effective treatment and support systems. It involves educating individuals, communities, and society as a whole about the signs, symptoms, and prevalence of mental health conditions. It also aims to dispel misconceptions and foster empathy towards those facing mental health challenges.

By increasing mental health awareness, we can encourage open and honest conversations about mental well-being, creating an environment where individuals feel comfortable seeking help and support. Awareness also facilitates the development of mental health policies, programs, and services that cater to the diverse needs of individuals struggling with mental health issues.

Moreover, mental health awareness emphasizes the importance of self-care and proactive steps towards maintaining good mental well-being. It promotes practices such as stress management, healthy coping mechanisms, mindfulness, and seeking professional help when needed. By prioritizing mental health in our own lives and supporting others, we can contribute to a more compassionate and mentally healthy society.

Mental health awareness is a crucial aspect of promoting well-being and understanding the importance of mental health in our lives. It involves recognizing, understanding, and acknowledging the significance of mental health issues and the impact they can have on individuals, families, communities, and society as a whole.

**Keywords:** Mental health, Awareness, Physical, Emotional, Social, Spiritual, and Intellectual.

## INTRODUCTION

Mental health is an essential part of overall well-being, and it's important to prioritize it for ourselves and support others in their mental health journeys. If you or someone you know is struggling with mental health issues, it is advisable to reach out to a mental health professional or helpline in your country for assistance. Mental health awareness is ongoing effort to reduce the stigma around mental illness and mental health condition by sharing a personal experience. Often because of misconceptions about mental health and mental fitness people often suffer in silence and their condition go untreated. Mental health awareness is an important social movement to both improve understanding and increase access to healthcare.

There are many ways that can help to increase mental health awareness:

- Helps to understand the symptoms
- Starts a conversation
- Better education
- Speak up for yourself
- Talk to a coach

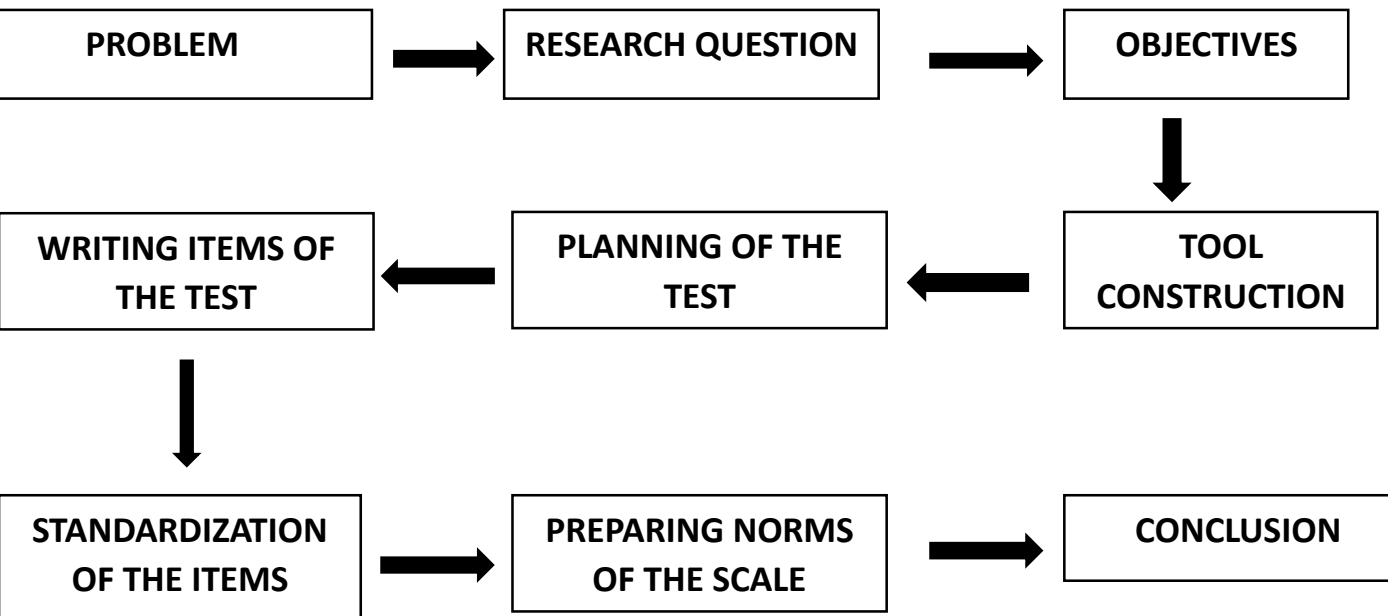
Mental health awareness is so important it's not just a conversation for people dealing with mental health disorders. It impacts our **social, emotional, physical** and **cognitive well-being**. Unfortunately, many people do not receive the treatment that needed because of the stigma associated with mental health. Some do not even realize that treatment is available. When these people suffer quietly, they feel lonely and disenfranchised. Every year, **suicide is one of the top three cause of death**. This is true for all economic classes, ethnicities and genders, although some groups are at markedly higher risk. Every suicide is a tragedy. Death by suicide comes at high cost. Not only does it warrant financial losses its more importantly, devastating for the survivors of the person who died.

Education in short can be summed up as the process of character and personality building of an individual. Any individual who is mentally healthy has the capability to accept oneself with all the positive and negative in one personality and further how to make the best use of his or her capabilities and at the same time strengthen the weaknesses present in self. Using this he ensures to fulfill all his long-term goals.

All of people has experienced excitements such as love, affection, spite, and hatred, sad and happiness, anger and fear. These are excitement that are important in life and affect in happiness of individuals and the mental health. Excitement that people feel is the result of assessment information that this evaluation includes cognitive or received information processing environment, body, person memory, tend to respond to specific practices and consider actions result that may be obtained from the emotional mode. We will be successful if think about our feelings and know management and its applications. Every culture is looking for mental health based on their specific criteria; goal of society is to prepare conditions that ensure the health of community members.

Mental health is a successful mode of mental interaction that their result is productive activities, satisfying relationships with others, ability to adapt to changes and deal with harsh. Role of Mental health is undeniable from early childhood until death, developing thinking skills, communication, learning, emotional growth, flexibility and self-esteem. These factors help to person until play a role in society.

Following are the steps that will be used for the construction and development of the tool:



The Likert scale is a commonly used psychometric tool for measuring attitudes, opinions, and perceptions of individuals. It is named after its creator, Likert, an American social psychologist. The scale consists of a series of statements or items that individuals are asked to respond to by indicating their level of agreement or disagreement.

Typically, a Likert scale includes a set of response options that range from strongly agree to strongly disagree, with a neutral midpoint option as well. The exact number of response options can vary, but a common Likert scale has five response options, often labeled as follows:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Participants are asked to select the response option that best represents their opinion or attitude towards each statement. The scale is usually presented in a questionnaire or survey format, where participants mark their responses next to each item.

The Likert scale is widely used in social sciences, market research, and other fields where researchers want to measure and quantify subjective opinions or attitudes. It allows for the collection of quantitative data that can be analyzed statistically to identify trends, patterns, and relationships between variables.

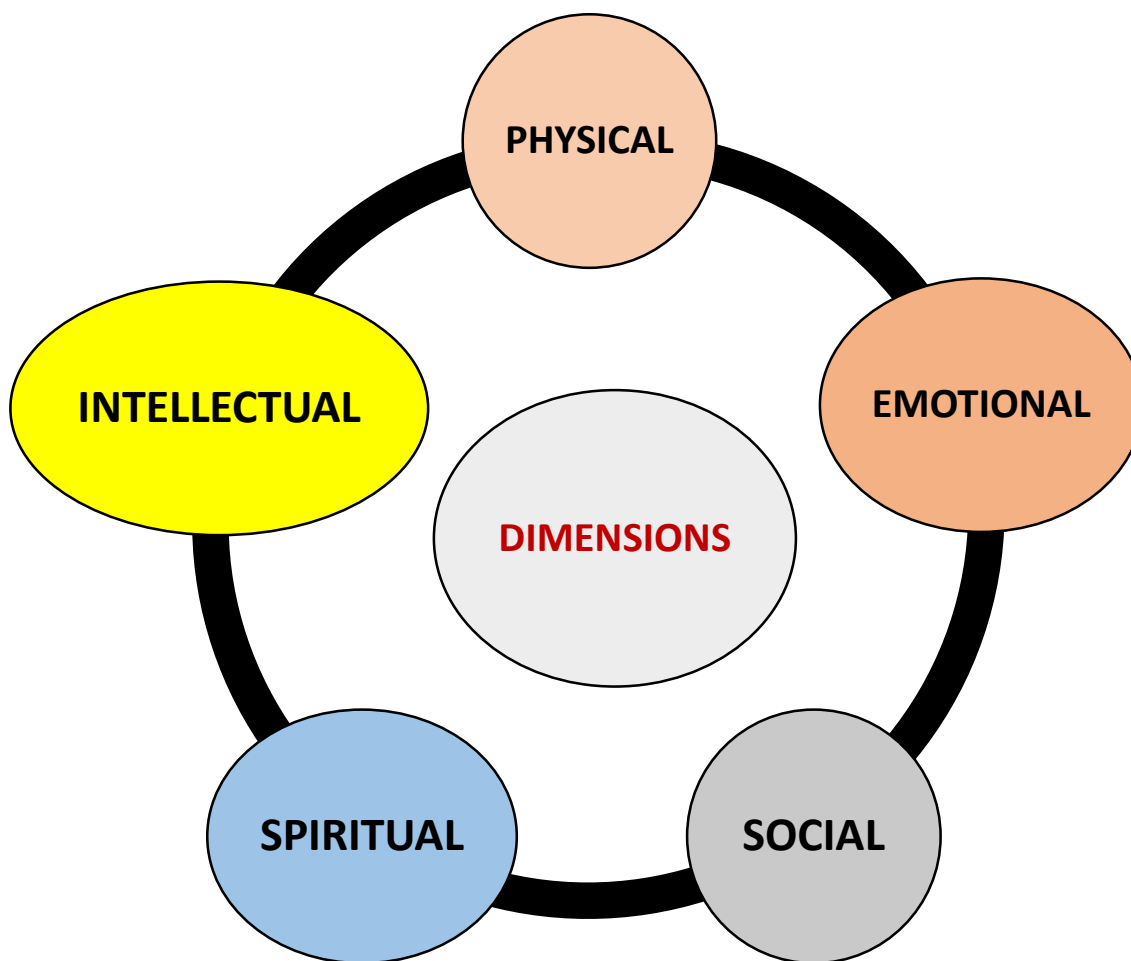
It's worth noting that the Likert scale measures intensity of agreement or disagreement, but it does not provide information on the reasons behind the responses or the underlying factors influencing them. Therefore, it is often used in combination with other research methods to gain a more comprehensive understanding of individuals' attitudes or opinions.

Following sources were used by the researcher.

Mental health in education is the impact that mental health (including emotional, psychological, and social well-being) has on educational performance.

The World Health Organization (WHO) conceptualizes 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”.

According to ‘**ROGER WILLIAMS UNIVERSITY**’ - There are five main aspects of personal health: **physical, emotional, social, spiritual, and intellectual**. In order to be considered "well," it is imperative for none of these areas to be neglected. Roger Williams University Health and Wellness Educators (HAWES) want to inform ways to maximize personal wellness.



Mental health awareness is important in life. Mental health awareness is the ongoing effort to reduce the stigma around mental illness and mental health conditions by sharing our personal experiences. Often, because of misconceptions about mental health and mental fitness, people often suffer in silence and their conditions go untreated.

This would mean that items constructed to measure mental health awareness can be employed only age group for which it has been designed.

Therefore, items constructed has been in **the dimension of wellness**.

## NEED FOR DEVELOPMENT OF THE MENTAL HEALTH AWARENESS SCALE

The development of a mental health awareness scale is essential for assessing, monitoring, and improving knowledge and understanding of mental health. It provides a quantitative measure of baseline awareness, allowing us to identify gaps and areas that require attention. By periodically evaluating mental health awareness, we can track progress over time and determine the effectiveness of interventions. The scale helps identify specific areas of focus and tailor interventions to meet the needs of diverse populations. Furthermore, it enables us to evaluate the impact of interventions, advocate for mental health education, and inform policy development. Mental health awareness scale serves as a valuable tool in promoting mental health well-being and creating a more informed and supportive society.

There is an essential need for a multi-dimensional scale to measure the mental health awareness scale of senior secondary school students. The development of present scale aimed to develop paper-pencil test to measure mental health awareness scale which covers physical, emotional, social, spiritual and intellectual dimensions.

### Planning the Scale

The construction of mental health awareness scale was planned with the objective of measuring the Mental health awareness of senior secondary students in five dimensions i.e., physical health, emotional health, social aspect, spiritual aspect and intellectual aspect in Indian conditions. The nature of the scale was planned to be paper-pencil test.

### Item Selection

In the development of mental health awareness scale, the first step involved was careful identification and selection of items relating to mental health awareness. For this purpose, an exhaustive review of literature on mental health was made.

63 items were selected for mental health awareness scale in five subscales namely physical health, emotional health, social aspect, spiritual aspect and intellectual aspect. To avoid operation of particular response set, both positive and negative items were included. A Likert type of format has been created with each statement rated on a five- point scale ranging from 'Strongly Agree', 'Agree', 'Neutral', 'Disagree', 'Strongly Disagree'.

All these items were given to five judges to judges the relevancy of these items for mental health awareness scale. The judges were senior professors of education and psychology from SHUATS and University of Allahabad. Purpose of the construction of the Mental health awareness scale was conveyed to all the judges. They were provided with the scale and asked to indicate whether the items reflect the Mental health awareness in an area for which it has been selected. In the light of comments made by them, item number 1,5,8,13,17,35,42,48,53,62 were modified keeping the psychological content intact as these items did not meet the criteria of 80% unanimity (Edward,1969) the first draft of general mental health awareness scale consisted of 63 items represented five subscales- physical health ,emotional health ,social aspect ,spiritual aspect and intellectual aspect.

The numbers of items representing positive and negative items have been presented in the Table 1:

Table 1

Distribution of items in five subscales in first draft of the MHAS

Sub-Scales	Positive Items	Negative Items
Physical Health	7	5
Emotional Health	5	10
Social Aspect	1	6
Spiritual Aspect	14	1
Intellectual Aspect	12	2

**POPULATION**

Sr.No	Name of the School	Board	No. of Students	Male	Female
1	Saint Johns' Academy	ISC	60	30	30
2	Devprayag School	ISC	40	20	20
3	S. R. Memorial School	CBSC	60	30	30
4	YMCA	CBSC	40	20	20

**FIRST TRY-OUT**

The preliminary form of the scale was administrated on a sample of **30 students** of S.R. Memorial School, Prayagraj to find out the efficacy of language of items. The number of students in the first draft was kept low as it was only use to check the efficacy of the **language and ambiguity** of items. After this preliminary administration, editing of the items was done as suggested by the first try out. The edited items constituted a **scale of 63 items**.

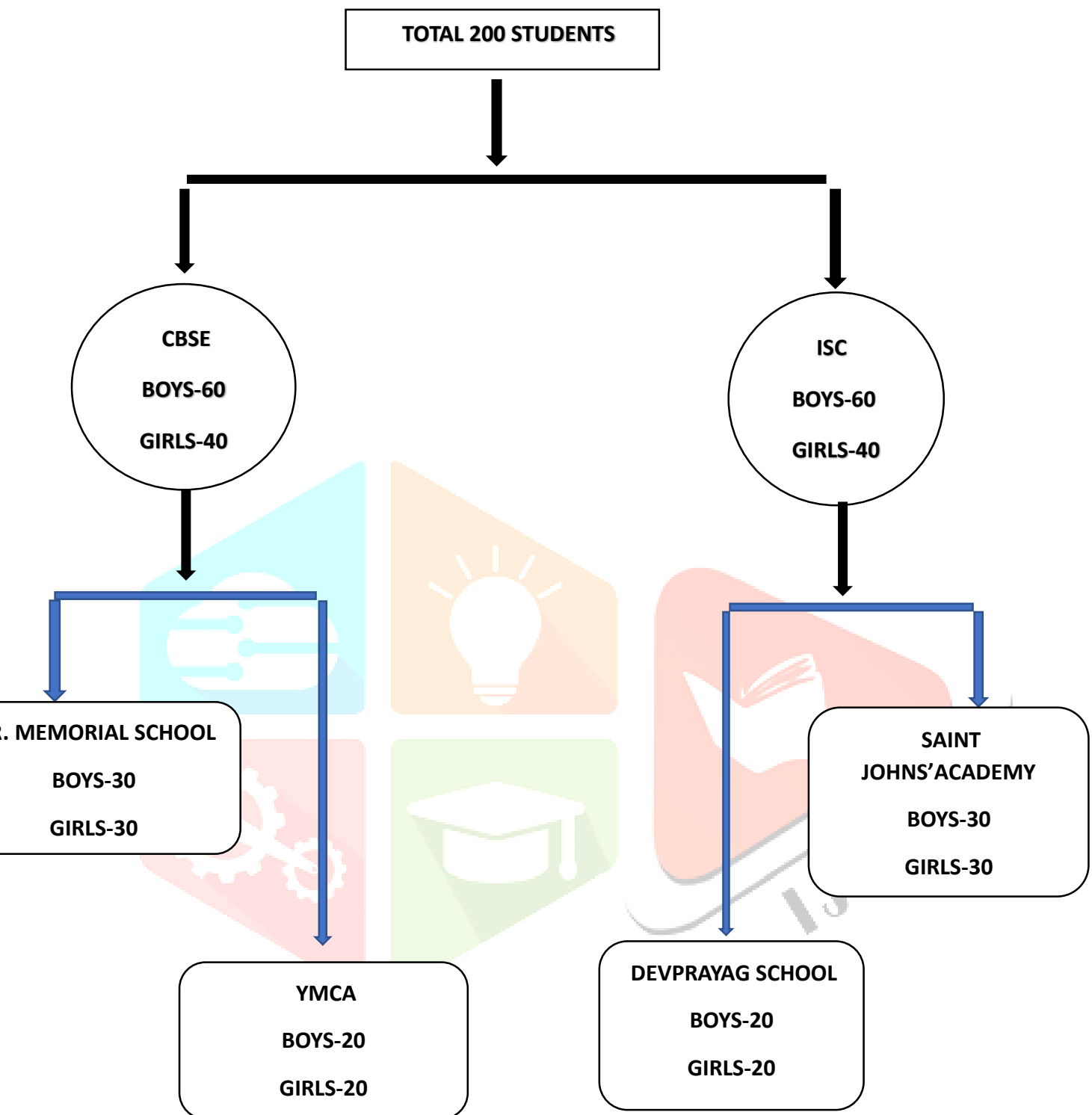
**FINAL TRY-OUT**

In order to determine the item analysis and homogeneity of the items, the prepared scale was individually administered to a randomly selected sample of 200 students (male & female) of Prayagraj. The response sheets were scored for each individual separately. Items were scored on the strength of weights assigned to the five categories of responses.

Table 2  
Tabular representation of dimension distribution of Items

Dimensions	Item No.	Total no.	Positive	Negative
Physical	1-8	8	6	2
Emotional	9-20	12	3	9
Social	21-24	4	1	3
Spiritual	25-34	10	10	0
Intellectual	34-46	12	10	2

Flowchart of the population were taken for final try-out.



## SCORING PROCEDURE

General Mental Health Awareness Scale is a self-reporting five point scale. Items of the scale are in statement form followed by the five alternatives. The student has to circle to alternative against each statement. The scores to be awarded for different alternatives are given in the following Table 2:

Scoring pattern for Positive and Negative items

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive Items	5	4	3	2	1
Negative Items	1	2	3	4	5

Thus, the scoring procedure is very simple. The maximum score for positive items to be awarded is 5 and least is 1. In case of negative items, the scoring procedure is to be reversed.

## ITEM-ANALYSIS AND ITEM SELECTION

Item analysis is a process of analyzing item characteristics in the numerical form on the basis of which items are either selected or rejected in the final form of the scale. Response sheet of **200 students** were scored and were placed in an ascending order to employ item analysis for identifying item potentiality and then item discrimination. The **top 27% and the bottom 27%** were selected for item analysis. The “**T-test**” was applied to find out the item discriminating value. The items having significant ‘t’ values were selected whereas, others were rejected.

## RELIABILITY AND VALIDITY:

The inventory has no time limit, but it is expected that on average a person would need 45 minutes to complete inventory. The inventory is consumable.

The responses are to be recorded on the test booklet reliability and validity indices.

63 items were tested for reliability & validity through mean, standard deviation, ‘t’- test and 46 were selected out of 63 items whereas **17 items** were rejected.

The reliability of these **46 items** were observed under the application of Cronbach’s Alpha.

## VALIDITY

Validity refers to the extent to which an empirical measure “adequately reflects the real meaning of the concept under consideration” (babbie,1989). Three types of validity were found in a scale.

## FACE VALIDITY

In the beginning the list of 46 statements were given to 5 experts in education and psychology to judge the relevancy of items with particular sub-scale. All the items were found to have 80% or more unanimity. This unanimity of experts about the item was taken as an indicator of face validity scale.



## CONTENT VALIDITY

Content variety is concerned with the content of our test which is the sustentive element (Smith 1983). It can be regarded as a qualitative, non-statistical type of validity (Beukman) 2005. It was found by administrating the scale of five judges to assess the relevance of items to the content being measured by the scale. Only those items selected having 80% unanimity keeping in mind the criteria given by Edward (1969).

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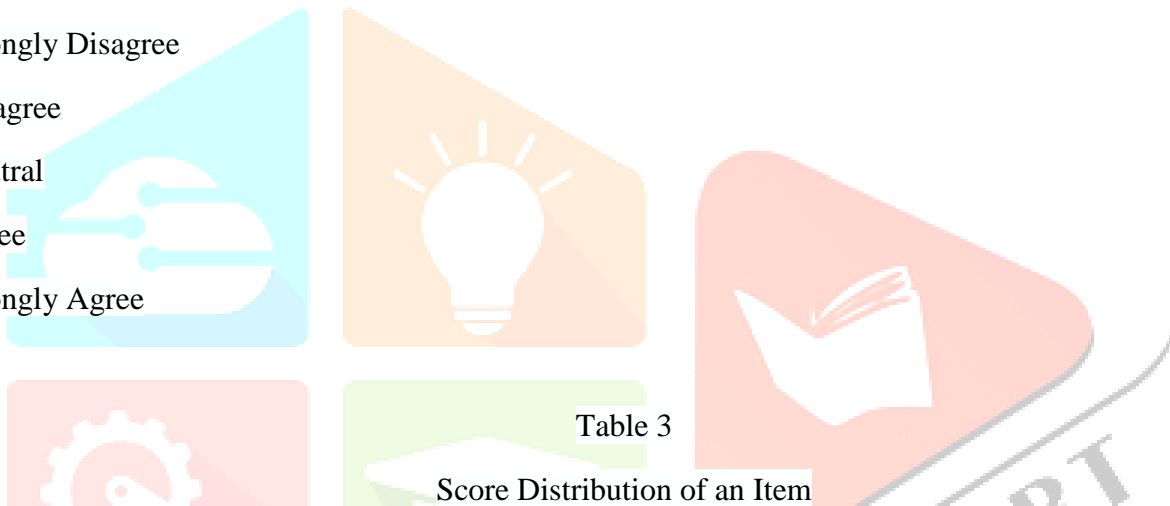


Table 3

Score Distribution of an Item

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive Items	5	4	3	2	1
Negative Items	1	2	3	4	5

## CONCLUSION

The preliminary form of the scale was administrated on a sample of **30 students** of S.R. Memorial School, Prayagraj to find out the efficacy of language of items. The number of students in the first draft was kept low as it was only use to check the efficacy of the **language and ambiguity** of items. After this preliminary administration, editing of the items was done as suggested by the first try out. The edited items constituted a **scale of 63 items**.

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