



A STUDY ON DETERMINATION OF SECONDARY SCHOOL STUDENTS MENTAL HEALTH AND THEIR ACADEMIC ACHIEVEMENTS

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Abstract:

The purpose of the study is to find out the relationship between Mental Health, in Relation to their Academic Achievement in Social Science of Belagavi district in Karnataka has been dealt within this paper. Mental health is the dynamic organization within the individual of those psychological systems that determine his characteristic behaviour and thought. The present study explores the extent to which the mental health and academic achievement of secondary level school students. The descriptive survey research method used for the study. In the present study sample of 600 students (300 boys and 300 girls) were taken by using stratified random sampling technique. Mental health scale (MHS) (2017) developed by the constructed by sushma Talesara Bano; and were used for data collection. Moreover, for academic achievement scale developed by investigator of state syllabus of Karnataka. The finding of the study revealed that **1.**A significant and positive relationship was observed between mental health and academic achievement scores in social science of students studying in secondary schools. **2.** A significant and positive relationship was observed between mental health and academic achievement scores in social science of boys studying in secondary schools. **3.** A significant and positive relationship was observed between mental health and academic achievement scores in social science of girls studying in secondary schools. **4.** A significant and positive relationship was observed between mental health and academic achievement scores in social science of students studying in rural secondary schools. **5.** A significant and positive relationship was observed between mental health and academic achievement scores in social science of students in urban secondary schools. Hence, it is concluded that, mental health enhances the student achievement in Social science.

Key words: mental health, academic achievement, secondary school students.



Introduction : School achievement may be affected by various factors like intelligence, study habits and attitudes of pupil towards school, different aspects of their personality, socio-economic status etc. The desire of success is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Thus, a child who imagine himself as top ranking, as scholars, may set his/her goal as the attainment of the highest grade in the class.

In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge attained and skill developed in the school subject, usually designated by test scores. Achievement is influenced by personality, motivation, opportunities, education and training.

According to Wikipedia, "mental health is a term used to describe either a level of cognition or emotional well-being or on absence of a mental disorder." Mental health is how we think, feel and act as we cope in life. It also helps to determine how we handle stress, mental health is important at every stage. In the modern society mental illness has become common various disorders like depression, phobia, bipolar disorder, schizophrenia and many other diseases are surrounding human beings.

Objectives of the study:

1. To study the relationship between mental health with academic achievement in social science of students studying in secondary schools.
2. To study the relationship between mental health with academic achievement in social science of boys studying in secondary schools.
3. To study the relationship between mental health with academic achievement in social science of girls studying in secondary schools.
4. To study the relationship between mental health with academic achievement scores in social science of students studying in rural secondary schools.
5. To study the relationship between mental health with academic achievement scores in social science of students studying in urban secondary schools.



Hypotheses:

In pursuance of the objectives 1-5 the following null hypotheses were setup.

1. There is no significant relationship between mental health with academic achievement scores in social science of students studying in secondary schools.
2. There is no significant relationship between mental health with academic achievement scores in social science of boys studying in secondary schools.
3. There is no significant relationship between mental health with academic achievement scores in social science of girls studying in secondary schools.
4. There is no significant relationship between mental health with academic achievement scores in social science of students studying in rural secondary schools.
5. There is no significant relationship between mental health with academic achievement scores in social science of students studying in urban secondary schools.

Methodology:

In the present study descriptive survey research method was used.

Sample :

The required schools for sample of the study was taken using stratified random sampling technique, This technique is necessitated because of the representation to be given to various types of schools and other moderator variables.

Out of the total samples of 600 students, 300 boys and 300 girls were selected for the study the total ratio of the secondary schools (government, aided and unaided).



Tools used :

- 1 Mental health scale (MHS) (2017) constructed by sushama Telesara and Akhtar Bano.
- 2 Academic achievement in social science was constructed by the investigator. It consists of 58 items and the stability reliability was 0.93346 (n=100) consistency reliability was 0.7189 (n=100).

Statistical Techniques:

Simple correlation coefficient technique was used.

Table-1. Summary of Karl Pearson's correlation product moment of relationship between mental health with academic achievement scores in social science of students studying in secondary schools

Variables	Relationship between academic achievement scores in social science of students studying in secondary schools with			
	r-value	Degrees of freedom	t-value	p-value
Mental health	0.8368	598	37.3800	0.0001, S

The above table reveals the following,

A significant and positive relationship was observed between mental health and academic achievement scores in social science of students studying in secondary schools at 5percent level of significance ($r=0.8368$, $p<0.05$). Therefore, the null hypothesis (H_0) is rejected and alternative hypotheses (H_1) is accepted. It concludes that, the mental health and academic achievement scores in social science of students studying in secondary schools dependent on each other. In another word, the strong (or weak) mental health supports with good (or poor) academic achievement scores in social science of students studying in secondary schools.

- **Table-02: Summary of Karl Pearson’s correlation product moment of relationship between mental health with academic achievement scores in social science of boys studying in secondary schools**

Variables	Relationship between academic achievement scores in social science of boys students studying in secondary schools with			
	r-value	Degrees of freedom	t-value	p-value
	0.8146	298	24.2458	0.0001, S

The above table reveals the following,

A significant and positive relationship was observed between mental health and academic achievement scores in social science of boys studying in secondary schools at 5percent level of significance ($r=0.8146$, $p<0.05$). Therefore the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It concludes that, the mental health and academic achievement scores in social science of boys studying in secondary schools dependent on each other. In another word, the strong (or weak) mental health supports with good (or poor) academic s scores in social science of boys studying in secondary schools.

- **Table-03: Summary of Karl Pearson’s correlation product moment of relationship between mental health with academic achievement scores in social science of girls studying in secondary schools**

Variables	Relationship between academic achievement scores in social science of girls students studying in secondary schools with			
	r-value	Degrees of freedom	t-value	p-value
	0.8531	298	28.2286	0.0001, S



The above table reveals the following,

A significant and positive relationship was observed between mental health and academic achievement scores in social science of girls studying in secondary schools at 5percent level of significance ($r=0.8531$, $p<0.05$). Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It concludes that, the mental health and academic achievement scores in social science of girls studying in secondary schools dependent on each other. In other word, the strong (or weak) mental health supports with good (or poor) academic achievement scores in social science of girls studying in secondary schools.

Table -04: summery of karl pearson’s correlation product moment of relationship between mental health with academic achievement scores in social science of students studying in rural secondary schools

Variables	Relationship between academic achievement scores in social science of students studying in rural secondary schools with			
	r-value	Degrees of freedom	t-value	p-value
Mental health	0.8287	298	25.5636	0.0001, S

The above table reveals the following,

A significant and positive relationship was observed between mental health and academic achievement scores in social science of students studying in rural secondary schools at 5percent level of significance ($r=0.8287$, $p<0.05$). therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It concludes that, the mental health and academic achievement scores in social science of students studying in rural secondary schools dependent on each other. In another word, the strong (or weak) mental health supports with good (or poor) academic achievement scores in social science of students studying in rural secondary schools.

Table-05: summery of karl pearson’s correlation product moment of relationship between mental health with academic achievement scores in social science of students studying in urban secondary schools

Variables	Relationship between academic achievement scores in social science of students studying in urban secondary schools with			
	r-value	Degrees of freedom	t-value	p-value
Mental health	0.8427	298	27.0165	0.0001, S

The above table reveals the following,

A significant and positive relationship was observed between mental health and academic achievement scores in social science of students studying in urban secondary schools at 5percent level of significance ($r=0.8427$, $p<0.05$). Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It concludes that, the mental health and academic achievement scores in social science of students studying in urban secondary school dependent on each other. In another word, the strong (or weak) mental health supports with good (or poor) academic achievement scores in social science of students studying in urban secondary schools.

Discussion and conclusion

Mental health

From the result obtained in the present study, it is found that the students mental health has made positive and significant influence on academic achievement in social science.

Mental health affects human life mentally healthy person has balanced, having good relations, memory and learning capacity has good emotional control, full of confidence, well adjusted, performed better in the field. Nagaraja (2017) found that mental health is significantly related to academic achievement of high school students in all subjects. Students with high mental health performed high in all subjects and there is significant interaction among variables mental health, with regard to academic achievement among high school students.



Educational Implications

The school plays a major role on the preservation and promotion of positive mental health of the students. The school teacher and parents play an important role in helping their children in the maintenance of proper mental health. Therefore the following measures are suggested.

Counseling and Guidance

The secondary school students so called adolescents experience stress because of the variety of experiences, most of the stresses are managed by dealing with same situation they require help. At school point provision should be made for the post of counselor. Psychiatrist/psychologist or social worker to help the student. To adjust with the pressure and cope with physiological, emotional, mental and sociological needs and self-confidence and self-esteem can be enhanced among the students.

Exercises

Walking, physical exercises, participating in sports and games releases stress among the students and makes them mentally, physically, socially and emotionally strong. In all the schools there should be strict provision for these activities.

Recreation

Hussain (1998) highlighted the importance of humour as a coping mechanism. Therefore in every school joyful learning atmosphere shall be created and students shall be allowed to participate in recreational activities so as to prevent the student damage effects of stress.

Value education

The literature related to value education should be discussed before the students. Social and practical values involved in the stories develop rational and practical thinking among the students.



Meditation

Jangid, vyas and shula (1998) indicated that six week practice of transcendental meditation has shown significant reduction in anxiety and improvement in memory of normal person with continued practice. Hence for the improvement of the concentration levels of the students Meditation acts as stress relief agent.

Yoga

Pranayama and yoga are become very popular now-days. Singh and Udupa (1977) mentioned that yoga practices produce a series of psychological, physiological endocrinal and metabolic changes in body. Gupta (1981) described that yoga facilitates the achievement of psychological integration and wellbeing. Therefore in all the Residential and Non-residential schools Yoga is recommended as a part of curriculum.

Suggestions for Parents and Teachers

- Watch signs of school related stress and provide timely guidance.
- Teach students time management skills.
- Stress relieving homework tips.
- Consider whether your child is over scheduled.
- Encourage sleep, exercise and family meal times
- Provision for sports, games and recreational activities at home and in the school.
- Reducing heavy loaded curriculum
- Adoption of joyful teaching learning methods
- Organizing excursions and picnics and field trips
- Creating democratic atmosphere in the school.
- Allow the students to participate in debates, seminars and science exhibitions.



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