Study on the Relation Between Mental Health and Academic Achievement of Higher Secondary Students

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ABSTRACT:

The present study aimed at examining the relationship between mental health and academic achievement of school students. For this purpose 230 students (Boys-108 & Girls-122) were selected from four different schools where two urban and two rural school of Raiganj Block in Uttar Dinajpur district. The marks obtained in class 'XI' of West Bengal Higher Secondary Board was used as the indicator of academic achievement. The academic achievement scores of the sample were collected by stratified random sampling technique which considered as Descriptive research methodology. The result showed that urban students was mentally healthy than rural students. Mentally health was positively related with the academic achievement.

Keywords: Mental health, academic achievement, higher mentally health, lower mentally health.

Introduction:

Mental health is an expression we use every day. It is very broad term, which includes physical, mental, social and emotional aspects of a person's adjustment. Mental health is the balanced development of the individual's personality and emotional attitudes which enable him to live harmoniously with his/her fellow men/women. Mental health is a state of well-being in which an individual realize his/her own abilities , can cope with the normal stresses of life, can work productively and is able to make a contribution to his/her community. As with physical health , mental health changes at different points in individual' lives based on both biological and environmental factors. Many young people enjoy mental wellness, meaning that they have positive regard for themselves, enjoy positive relationship with the people who are important to them and are generally resilient when faced with challenges in their lives at home and school.

According to W.H.O., ''Mental Health is 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 own community''.

Academic achievement can be defined as, what a student does or achieve at school, college or university in class in a laboratory library or project work. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspect are most important procedural knowledge such as fact. Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes

excellence in sporting, behavior, confidence, communication skills, punctualities, assertiveness, arts, culture and the like. Academic achievement is among the most thoroughly studied social consequence of mental health problems.

Objective of the study: Every investigation investigated in the purpose to fulfill some objectives, thus the study also has some unique and genuine objectives to achieve, and specific objectives of this study were-

1. To measure the mental health of the students in class XII.
2. To explore the relation of academic achievement level (higher & lower) with mental health in status of the higher secondary school students.
3. To explore the relation between mental health and academic achievement among the students class XII in the terms of their Gender and locality.

Hypotheses (null) of the study: To fulfill the selected objective, the investigator constructed the following Null hypotheses of the study –

H_0. 1: There would be no significant correlation between students' mental health and academic achievement.

H_0. 2: There would be no significant correlation between boy students' mental health and academic achievement.

H_0. 3: There would be no significant correlation between girl students' mental health and academic achievement.

H_0. 4: There would be no significant correlation between rural students' mental health and academic achievement.

H_0. 5: There would be no significant correlation between urban students' mental health and academic achievement.

H_0. 6: There would be no significant correlation between rural boy students' mental health and academic achievement.

H_0. 7: There would be no significant correlation between rural girl students' mental health and academic achievement.

H_0. 8: There would be no significant correlation between urban boy students' mental health and academic   achievement.

H_0. 9: There would be no significant correlation between urban girl students' mental health and academic   achievement.

Variables: In this study, the mental health and academic achievement of the students were considered as the research variables and gender and locality were considered as the independent variables.

Sample: A sample of 230 students who studying in class twelve, different schools of Raiganj Block in Uttar Dinajpur District of West Bengal, selected on stratified random basis for the present study. The investigator selected two higher secondary schools from urban and two higher secondary schools from rural areas of Raiganj Block in Uttar Dinajpur District in the state of West Bengal. The stratification was based on gender (male & female) and level of achievement (High achievers & Low achievers). Higher achievers, who obtained marks above 65% and low achievers who obtained marks 50% in their Eleventh class examination.

SL. NO.	NAME OF SCHOOLS	TYPE OF SCHOOLS	ADRESS OF SCHOOLS	SAMPLES COLLECTED	
				BOYS	GIRLS
1.	Bhagilata High School (H.S.)	Rural Co-Ed	Bhagilata, Raiganj, Uttar Dinajpur	48	32
2.	Karnajora High School (H.S.)	Rural Co-Ed	Karnajora, Raiganj, Uttar Dinajpur	26	50
3.	Raiganj Sri Sri Ramkrishna Vidyabhaban	Urban CO-Ed	Raiganj, Uttar Dinajpur	06	40
4.	Mohanbati High School (H.S.)	Urban Co-Ed	Raiganj, Uttar Dinajpur	28	00
Total				**108**	**122**
			Rural = 156 **Urban = 74**	**Total = 230**	

Tools: The investigator adopted the five point scale for measuring mental health and academic achievement of the students and collecting the required data in this study as a psychological tool. Mental health inventory developed and standardized by Dr. Sushma Talesara and Dr. Akhtar Bano was used for measuring the mental health status of the students.

Analysis and Interpretation of the study: The Investigator analyzed his data using IBM statistics v.21 and Microsoft Excel – 2007. Hence he presented the analysis in two sections –

1. Representation of Descriptive statistics and
2. Representation of Inferential statistics.

➢ **Presentation of the Descriptive Statistics of mental health and academic achievement scores of the sample.**

Descriptive Statistics

		Statistics	Std. Error
Mental Health	Mean	150.3826	1.64245
	Median	151.5000	
	Variance	620.456	
	Std. Deviation	24.90895	
	Minimum	94.00	
	Maximum	209.00	
	Range	115.00	
	Skewness	.094	.160
	Kurtosis	-.586	.320
	Mean	61.0391	1.25396
	Median	61.0000	

Academic Achievement	Variance	361.653	
	Std. Deviation	19.01719	
	Minimum	28.00	
	Maximum	94.00	
	Range	66.00	
	Skewness	-.048	.160
	Kurtosis	-1.300	.320

This table shows the descriptive statistics of mental health (M=150.3826, SD=24.90895) and academic achievement (M=61.0391, SD=19.01719) of total sample (N=230).

➢ **Presentation and Interpretation of the Inferential Statistics.**

H0. 1: There would be no significant correlation between mental health and academic achievement of the higher secondary students.

Correlations

		Mental Health	Academic Achievement
Mental Health	Pearson Correlation	1	.057
	Sig. (2-tailed)		.387
	N	230	230
Academic Achievement	Pearson Correlation	.057	1
	Sig. (2-tailed)	.387	
	N	230	230

This table shows that the relation between Mental Health and Academic Achievement of the higher secondary students (N=230) are positive and statistically non-significant (r=.057, p>0.005). Hence the null hypothesis **(H0. 1)** will be accepted and it may be interpreted that there is a no-significant correlation between mental health and academic achievement of the higher secondary students.

H0. 2: There would be no significant correlation between mental health and academic achievement of male students' higher secondary level.

Correlations [a]

		Mental Health	Academic Achievement
Mental Health	Pearson Correlation	1	-.077
	Sig. (2-tailed)		.428
	N	108	108
Academic	Pearson Correlation	-.077	1

Achievement	Sig. (2-tailed)	.428	
	N	108	108

a = Gender (Male)

This table shows that the relation between Mental Health and Academic Achievement of the male students (N=108) will be negative and statistically non-significant (r=-.077, p>0.005). Hence the null hypothesis **(H0. 2)** accepted and it may be interpreted that there is a no-significant correlation between mental health and academic achievement of the male students of higher secondary level.

H0. 3: There would be no significant correlation between mental health and academic achievement of female students' higher secondary level.

Correlations [a]

		Mental Health	Academic Achievement
Mental Health	Pearson Correlation	1	.195[*]
	Sig. (2-tailed)		.032
	N	122	122
Academic Achievement	Pearson Correlation	.195[*]	1
	Sig. (2-tailed)	.032	
	N	122	122

*= Correlation is significant at the 0.05 level (2 – tailed)

a = Gender (Female)

This table shows that the relation between Mental Health and Academic Achievement of the female students (N=122) of higher secondary class are positive and statistically significant (r=.195[*], p>0.005). Hence the null hypothesis **(H0. 3)** will be rejected and it may be interpreted that there is a significant correlation between mental health and academic achievement of the female students of higher secondary level.

H0. 4: There would be no significant correlation between mental health and academic achievement of urban students' higher secondary level.

Correlations [a]

		Mental Health	Academic Achievement
Mental Health	Pearson Correlation	1	.202
	Sig. (2-tailed)		.087
	N	74	74
Academic Achievement	Pearson Correlation	.202	1
	Sig. (2-tailed)	.087	
	N	74	74

a = Urban (Locality)

This table shows that the relation between Mental Health and Academic Achievement of the urban students (N=74) are positive and statistically non-significant (r=.202, p>0.005). Hence the null hypothesis **(H0. 4)** will be accepted and it may be interpreted that there is a non-significant correlation between mental health and academic achievement of the urban students of higher secondary level.

H0. 5: There would be no significant correlation between mental health and academic achievement of rural students' higher secondary level.

Correlations [a]

		Mental Health	Academic Achievement
Mental Health	Pearson Correlation	1	-.071
	Sig. (2-tailed)		.375
	N	156	156
Academic Achievement	Pearson Correlation	-.071	1
	Sig. (2-tailed)	.375	
	N	156	156

a = Rural (Locality)

This table shows that the relation between Mental Health and Academic Achievement of the rural students (N=156) are negative and statistically non-significant (r=-.071, p>0.005). Hence, the null hypothesis **(H0. 5)** will be accepted and it may be interpreted that there is a non-significant correlation between mental health and academic achievement of the rural students of higher secondary level.

H0. 6: There would be no significant correlation between mental health and academic achievement of urban male students' higher secondary level.

Correlations [a]

		Mental Health	Academic Achievement
Mental Health	Pearson Correlation	1	.175
	Sig. (2-tailed)		.315
	N	34	34
Academic Achievement	Pearson Correlation	.175	1
	Sig. (2-tailed)	.315	
	N	34	34

a = Urban Male (Gender Locality)

This table shows that the relation between Mental Health and Academic Achievement of the urban male students (N=34) are positive and statistically non-significant (r=.175, p>0.005). Hence, the null hypothesis **(H0. 6)** will be accepted and it may be interpreted that there is a non-significant correlation between mental health and academic achievement of the urban male students of higher secondary level.

H0. 7: There would be no significant correlation between mental health and academic achievement of urban female students' higher secondary level.

Correlations ^{a}

		Mental Health	Academic Achievement
Mental Health	Pearson Correlation	1	.166
	Sig. (2-tailed)		.313
	N	40	40
Academic Achievement	Pearson Correlation	.166	1
	Sig. (2-tailed)	.313	
	N	40	40

a = Urban Female (Gender Locality)

This table shows that the relation between Mental Health and Academic Achievement of the urban female students (N=40) are positive and statistically non-significant (r=.166, p>0.005). Hence, the null hypothesis **(H0. 7)** will be accepted and it may be interpreted that there is a non-significant correlation between mental health and academic achievement of the urban female students of higher secondary level.

H0. 8: There would be no significant correlation between mental health and academic achievement of rural male students' higher secondary level.

Correlations ^{a}

		Mental Health	Academic Achievement
Mental Health	Pearson Correlation	1	-.185
	Sig. (2-tailed)		.115
	N	74	74
Academic Achievement	Pearson Correlation	-.185	1
	Sig. (2-tailed)	.115	
	N	74	74

a = Rural Male (Gender Locality)

This table shows that the relation between Mental Health and Academic Achievement of the rural male students (N=74) are negative and statistically non-significant (r=-.185, p>0.005). Hence, the null hypothesis **(H0. 8)** will be accepted and it may be interpreted that there is a non-significant correlation between mental health and academic achievement of the rural male students of higher secondary level.

H0. 9: There would be no significant correlation between mental health and academic achievement of rural female students' higher secondary level.

Correlations ᵃ

		Mental Health	Academic Achievement
Mental Health	Pearson Correlation	1	.098
	Sig. (2-tailed)		.379
	N	82	82
Academic Achievement	Pearson Correlation	.098	1
	Sig. (2-tailed)	.379	
	N	82	82

a = Rural Female (Gender Locality)

This table shows that the relation between Mental Health and Academic Achievement of the rural students (N=156) are positive and statistically non-significant (r=.098, p>0.005). Hence, the null hypothesis **(H0. 9)** will be accepted and it may be interpreted that there is a non-significant correlation between mental health and academic achievement of the rural female students of higher secondary level.

Findings of the study:

- There was a non-significant positive correlation (r=0.57, p>0.005) between mental health and academic achievement of the total students.
- There was a non-significant negative correlation (r=-.077, p>0.005) between mental health and academic achievement of the total male students.
- There was a significant positive correlation (r=.195, p>0.005) between mental health and academic achievement of the total female students.
- There was a non-significant positive correlation (r=.202, p>0.005) between mental health and academic achievement of the total urban students.
- There was a non-significant negative correlation (r=-.071, p>0.005) between mental health and academic achievement of the total rural students.
- There was a non-significant positive correlation (r=.175, p>0.005) between mental health and academic achievement of the total urban male students.
- There was a non-significant positive correlation (r=.166, p>0.005) between mental health and academic achievement of the total urban female students.
- There was a non-significant negative correlation (r=-.185, p>0.005) between mental health and academic achievement of the total rural male students.
- There was a non-significant positive correlation (r=.098, p>0.005) between mental health and academic achievement of the total rural female students.

Discussion and Results of the study : The study concluded that the students' mental health is the major factor for their academic achievement as it was found that maximum is positively correlated with the academic achievement of the students, which is an indication for the increased academic achievement for those who showed a higher level of mental health.studies have also show that mental health of a students has maximum effects on their academic performance. Hypothesis has also proved that there is a significant difference between total female of secondary school at Raiganj block as rural areas girls are

getting less educational opportunity. Parents and teachers attitude towards girls in rural areas that are different than the girls in urban areas at home and school. Therefore, parents and the teachers should be more conscious for nurturing mental health among the students.

Significance of the study : Mental health is an enduring factor that influence the success of human in his/her activity and academic achievement is also an influencing factor of an individual to belong among the society. The investigator felt that there would be a relation between mental health and academic achievement and mental health and adjustment also mental health and others variables of the students of class XII in relation to their gender , locality of residence and level of achievement . Hence , the investigator wishes to design study to examine the relation of Mental Health and academic achievement of the students which will explore the nature of the said relations and will be helpful to the society . It was also expected t hat the findings of present study would contribute to fill some gap and might help in generalization regarding these variables .

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