STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO MENTAL HEALTH OF ADOLESCENTS

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ABSTRACT

In the present study an attempt was made to elaborate the relationship between academic achievement and mental health of adolescents belonging to the Ludhiana and Moga district of Punjab .The sample of 300 adolescents (150 rural and 150 urban) were taken from various govt. schools. Tools used for the study were the Mental Health Battery (Singh and Gupta 2005) and the academic achievement was assessed by the results of their matriculation board examination in the subject of mathematics. Results clearly indicated that there is a highly significant relation between academic achievement and certain dimensions of mental health namely overall adjustment and intelligence for the sample as a whole.

KEYWORDS: Academic Achievement, Adolescents, Mental Health

INTRODUCTION

Academic achievement is one of the most important goals of education in this competitive age. Achievement itself on varying degree depends upon various factors like age, sex, intelligence, personality, motivation, socio-economic status, attitude, study habits, mental health etc. which are termed as correlates of achievement and in turn categorizes pupils as high achievers, average achievers and low achievers. Out of these mental health can be considered as a important factor as good intellect depends on the sound mental health.

Academic achievement of a student refers to the skills developed in school subjects that are evaluated by school authorities with the help of achievement test that may be either standardized or teacher made. In other words academic achievement may be defined as competence that is really revealed in school subjects in which they have received the instructions.

In spite of all the best efforts made in schools to raise the abilities, capabilities and personality traits of children, it is not possible for us to attain the optimum level of educational goals i.e. all round development of one's personality. One of the major factors influencing educational products is the sound mental health which is a key to success in all domains of life.

Health is an indispensable quality in human beings. It has been described as soul from which the finest flowers grow. A healthy individual is not only physically healthy, but is also mentally healthy. The modern concept of health extends beyond the proper functioning of the body. It includes a sound, efficient mind and controlled emotions. Mental health which today is recognized as an important aspect of one's total health status is a basic factor that contributes to the maintenance of physical health as well as social effectiveness.

Modern age is the age of competition, which results in tension and mental illness. The present era of educational scene is fast changing. Curriculum and co-curriculum offerings have tremendously expanded thereby gripping the students in adjustment problems. Good mental health is obtained and maintained by helping pupils to overcome serious conflicts

and frustrations. They are to be helped to understand their own potentialities, abilities, aptitudes, interests and the environmental conditions so that they can work harmoniously at an optimum level of functioning.

A number of studies has been conducted in context of academic achievement and mental health. Wig and Nagpal (1971) studied the mental health and academic achievement – a comparison of successful and failed students. Sarker (1979) studied the relationship between mental health and some family characteristics of middle class school going adolescents. Sinha and Bhan (1978) studied the mental health in university students. Sharma (1979) studied the self-concept, level of aspiration and mental health as factors in academic achievement.

Marotra (1982) studied the mental health as a correlate of intelligence education, academic achievement and socio-economic status. Prasanna (1984) made a study of certain mental health variables associated with high and low achieving adolescents. Balilashak, N. Safavi, M. & Mahmoudi, M. (2010) studied the comparative assessment of mental health of gifted and average students of junior high school. Verma, K (2013) studied the mental health and academic achievement among secondary students. Review of related literature clearly indicates that we have some evidences regarding association of academic achievement and mental health but none of the study was found pertaining to govt. senior secondary school students in the state of Punjab. So a need was felt to study academic achievement in relation to mental health of adolescents.

OBJECTIVES

- To study the relationship between academic achievement and mental health of adolescents.

- To study the relationship between academic achievement and mental health of rural students

- To study the relationship between academic achievement and mental health of urban adolescents.

HYPOTHESES

- There will be no significant relation between academic achievement and mental health of adolescents.

- There will be no significant relation between academic achievements and mental health of rural adolescents.

- There will be no significant relation between academic achievement and mental health of urban adolescents.

SAMPLE

A sample of 300 senior secondary school students (150 rural and 150 urban) were selected from Moga and Ludhiana districts of Punjab.

METHOD

Descriptive survey method was used for the collection of data.

TOOLS

For assessment of academic achievement, the scores in the subject of mathematics in the final matriculation examination of selected sample were used.

Mental health battery by Singh and Gupta (2005) was used. It has 130 items belonging to six dimensions of mental health. These are Emotional stability, over all adjustment, Autonomy, Security- Insecurity, Self- concept and

Intelligence. Reliability of various dimensions of the battery varied across 0.72 to 0. 87. It also has high level of concurrent and construct validity.

ANALYSIS AND INTERPRETATIONS

The data were analyzed by applying descriptive and inferential statistics. Karl Pearson's coefficient of correlation was used to find out the relationship between academic achievement and mental health of adolescents.

**Table 1: Relationship between Academic Achievement and
Mental Health of Adolescents (Total)**

Variables	Correlation
Academic achievement and Mental Health (Emotional stability)	0.12*
Academic achievement and Mental Health (Over-all Adjustment)	0.10*
Academic achievement and Mental Health (Autonomy)	0.10*
Academic achievement and Mental Health (Security- Insecurity)	0.03(NS)
Academic achievement and Mental Health (Self - Concept)	0.12*
Academic achievement and Mental Health (Intelligence)	0.28*

* Significant at .05 level of significance (1.96)
NS = Not significant at both the levels (.01 = 2.58 and .05 = 1.96)

The results reveals that there exists a significant and positive correlation between Maths subject and various dimensions of mental health i. e Emotional stability(r = 0.12), Over-all Adjustment (0.10),Autonomy (0.10), Self- concept (r = 0.12), and intelligence (r = 0.28) and show no significant correlation with Security- Insecurity(0.03) as far as total population is concerned.

**Table 2: Relationship between Academic Achievement and
Mental Health of Adolescents (Urban)**

Variables	Correlation
Academic achievement and Mental Health (Emotional stability)	0 .17*
Academic achievement and Mental Health (Over-all Adjustment)	0.05(NS)
Academic achievement and Mental Health (Autonomy)	0.12(NS)
Academic achievement and Mental Health (Security- Insecurity)	0.01(NS)
Academic achievement and Mental Health (Self - Concept)	0.18*
Academic achievement and Mental Health (Intelligence)	0.16*

* Significant at .05 level of significance (1.96)
NS = Not significant at both the levels (.01 = 2.58 and .05 = 1.96)

The results reveals that there exists a significant and positive correlation between Maths subject and various dimensions of mental health i.e Emotional stability(r = 0.17),Self- concept (r = 0.18), and intelligence (r = 0.16) and show no significant correlation with Emotional Stability(0.05), Over-all Adjustment (0.05), Autonomy (0.12) and Security- Insecurity(0.01) as far as urban population is concerned.

Table 3: Relationship between Academic Achievement and
Mental Health of Adolescents (Rural)

Variables	Correlation
Academic achievement and Mental Health (Emotional stability)	.04(NS)
Academic achievement and Mental Health (Over-all Adjustment)	.03(NS)
Academic achievement and Mental Health (Autonomy)	.03(NS)
Academic achievement and Mental Health (Security- Insecurity)	.01(NS)
Academic achievement and Mental Health (Self - Concept)	.04(NS)
Academic achievement and Mental Health (Intelligence)	.21*

* Significant at .05 level of significance (1.96)
NS = Not significant at both the levels (.01 = 2.58 and .05 = 1.96)

The results reveals that there exists a significant and positive correlation between Maths subject and only one dimensions of mental health i.e Intelligence (r = 0.21), and show no significant correlation with Emotional Stability(0.04),Over-all Adjustment (0.03), Autonomy (0.03), Security- Insecurity(0.01), and Self- concept (0.04) as far as rural population is concerned. On the basis of above results hypothesis has been partially accepted.

CONCLUSIONS

The main purpose of the present study was find out the relationship between academic achievement and mental health among adolescents. Findings of study clearly reveal that for better academic achievement a healthy environment should be provided to adolescents by family, school, neighborhood and society in general. The results also show that special attention is needed for the rural students. The government and authorities should pay due attention towards rural school. The facilities and infrastructure of the rural schools should be augmented liberally.

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