Role of Mental Health in relation to Academic Achievement of Adolescent students

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Abstract:

Good mental health plays key role for wellbeing of life. Mental health do crucial role in success of life in each and every movement. The present study was conducted to study the role of mental health in relation to academic achievement of adolescent students. 100 students were selected from Aligarh by purposive sampling technique, out of them 50 students from Arts faculty (25 male and 25 female) and 50 students from science faculty (25 male and 25 female), whose age range from 16 to 18. T0 assess the mental health the test used Mental Health Inventory by Jagdish and Shrivastav (1983). Data were analysed with the help of Mean, SD, 't' test and Pearson Correlation. The result revealed that there is no significant gender difference in mental health. There is significant differences found in Mental Health and Academic Achievement of Arts and Science faculty students and of Male and Female students. Result also showed that there is positive correlation between Mental Health and Academic Achievement of adolescent students.

Keywords*: Mental health, Academic achievement, correlation.*

Introduction:

In the adolescence stage, various physiological and psychological changes occur in human being. Good mental health creates soundness in each and every area of life. Student academic achievement is depends on his emotional intelligence and also intellectual ability. So, the present study was conducted to study the role of mental health in relation to academic achievement of adolescent students.

The development of an individual depends on his health. If a person is not healthy, he is unable to do his duties and responsibilities to his satisfaction that is why individual health is more important. Education has to train the individual how to develop and preserve the individual health. The aim of education is to provide healthy personality for individuals and one of the important ingredients of education. The role of mental health is crucial not only in formal education centers, but also in informal education such as family and societies. Mental health is perceived as a positive source contributing to asset development individually, socially, and economically. It is a condition and level of social functioning, socially acceptable, and personally satisfying. Mental Health is the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. Mental health describes a level of psychological well-being. The **World Health Organization (2014)** defines mental health as "a state of well-being in which the individual realizes his own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his community".

Ryff (1989) defined psychological well-being as the optimal psychological functioning and experience, comprising of six dimensions: self-acceptance, autonomy, environmental mastery, positive relations with others and purpose in life. **Deci & Ryan (2008)** conceptualized psychological well-being using two perspectives: hedonic i.e. an aggregation of positive affective states such as happiness and eudemonic i.e. functioning with optimal effectiveness in personal and social life. Psychological well-being affects an individual's emotional and psychological processes, enhances his/her mental health as it incorporates principles that can improve his/her physiological, informative, individual, professional and family health, and by establishing positive social bonds **(Asli Azad, Shariat, Farhadi & Shahidi, 2018)**.

Objectives of the Study:

1. To study the Mental Health of Male and Female adolescent students. **2.** To study the Mental Health of Arts and Science faculty adolescent students. **3.** To study the Academic Achievement of Male and Female adolescent students. **4.** To study the

Academic Achievement of Arts and Science faculty adolescent students. **5.** To study the relationship between Mental Health and Academic Achievement of adolescent students.

Hypotheses of the Study:

   1. There will be no significant difference in Mental Health of Male and Female adolescent students.

   2. There will be significant difference in Mental Health of Art and Science faculty adolescent students.

   3. There will be significant difference in Academic Achievement of Male and Female adolescent students.

   4. There will be significant difference in Academic Achievement of Arts and Science faculty adolescent students

   5. There will be positive correlation between Mental Health and Academic Achievement of adolescent students.

Materials and Methods:

The study entitled **"Role of Mental Health in relation to Academic Achievements of Adolescent students"** was undertaken to assess the mental well-being in academic achievements of adolescent students. Two variables were used for the study:

   1. Dependent Variables: Gender and Faculty

   2. Independent Variables: Mental health and Academic Achievements **Sample Selection:**

In the present study, researcher has selected the 100 sample of students by purposive sampling technique, out of them 50 students from Arts faculty, 25 male and 25 female students. And 50 students from Science faculty 25 male and 25 female students, whose age range 16 to 18 from Aligarh.

Sample Design:

Faculty/ Gender	Arts	Science	Total Sample
Male	25	25	50
Female	25	25	50
Total Sample	50	50	100

Data Collection Procedure:

The students were selected from their respective colleges and they were made to realize the important of the study. The test was administered on them in group situation. They were given record sheet and Response sheet of the test and were asked to write their particulars neatly and legibly on the front page of test. Then they were asked to read instruction carefully and respond each item. As soon as they have completed the task of making response on the test and record sheet and recollect it.

Tools Used:

1. Mental Health Inventory (MHI) by Jagdish and Srivastav (1983).

This scale has 56 items with four alternatives. High score on MHI is indicating better mental health of respondent.

2. Academic Achievement:

Researcher has developed record sheet for the purpose to collect general information and academic information of the students. This record sheet consist education, sex, age, birth order, birth place, parents education, students 10th board examination marks.

Researcher has showed academic achievement as under:

S. No.	Marks obtained in Board Examination	Classification of Academic Achievement
1.	Above 70	Excellent
2.	60-69	Better
3.	50-59	Average
4.	Below 50	Below Average

Results and Discussion:

The Data was collected by using the Mental Health Inventory (MHI) prepared by **Jagdish and Srivastav (1983)**. The collected data scored as per manual instruction and same is discussed and interpreted as follows.

Mental Health:

Data presented in Table 1 shows the mean score of male adolescent student is 42.20 with S.D. of 6.51; whereas of female adolescent student mean is 44.04 with S.D. of 7.00. Difference found between mean score of male and female is not significant at 0.01 level as tvalue is 1.37. There was no significant mean difference in mental health of male and female adolescent students. Hence first hypotheses, "there will be no significant difference in mental health of male and female adolescent students" is accepted.

	Mean	SD	N	t- Value	Significant Level
Male	42.20	6.51	50	1.37	Not Significant
Female	44.04	7.00	50		
Arts	34.22	4.38	50	12.46	0.0001 Significant
Science	46.18	5.26	50		

Mean score of arts faculty student is 34.22 with S.D. of 4.38; whereas of science faculty student mean is 46.18 with S.D. of 5.26. Difference found between mean score of arts and science faculty is significant at 0.0001 levels as t-value is 12.46. There was significant faculty difference in mental health among arts and science faculty student. Hence the second hypotheses, "There will be significant difference in mental health of arts and science faculty adolescent students" is accepted.

Academic Achievements:

Data presented in Table 2 shows the mean score of male adolescent student is 59.09; with S.D. of 1.04, whereas female adolescent student mean is 62.18; with S.D. of 2.45. Difference found between mean score of male and female is significant at 0.01 level as t-value is 8.02. There is significant mean difference in academic achievement of male and female adolescent students. Hence Third hypotheses, "There will be significant difference in academic achievement of male and female adolescent students." is accepted.

	Mean	SD		N	t- Value	Signific ant Level
Male	59.09	1.04		50	8.02	Not Significant
Female	62.18	2.45		50		
Arts	59.83	1.01		50	3.55	0.0001 Significant
Science	61.11	2.02		50		

Mean score of arts faculty adolescent student is 59.83; with S.D. of 1.01, whereas of science faculty adolescent student is 61.11; with S.D. of 2.02. Difference found between mean score of arts and science is significant at 0.01 levels as t-value is 3.55. There is significant faculty difference in academic achievement among arts and science adolescent students. Hence the fourth hypothesis, "There will be significant difference in academic achievement of arts and science faculty adolescent students." is accepted.

Correlation analysis:

Relationship between the mental health and the academic achievement, Pearson product moment correlation was used. There is positive relationship between the mental health and the academic achievement, $r = 0.52$ $P < 0.01$. It interprets that adolescent students who have a sound mental health having better academic achievement and vice versa. Hence the fifth hypothesis "There will be positive correlation between mental health and academic achievement of adolescent students." is accepted.

Summary and Conclusion:

Findings of the study are substantial and relevant on the line of hypotheses. These salient results are mentioned under in brief.

1. There is no significant difference in mental health of male and female adolescent students.

2. There is significant difference in mental health of arts and science faculty adolescent students.

3. There is significant difference in academic achievement of male and female

adolescent students.

4. There is significant difference in academic achievement of arts and science faculty adolescent students.

5. There is positive correlation between mental health and academic achievement of adolescent students.

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