



Research Paper

Academic Achievement of X Class Adolescents of Chandigarh In Relation to their Mental Health

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ABSTRACT: Academic Achievement is the first and importance in the context of an education system aimed at progressive scholastic development of the students success in any academic task has always been of special interest to educators, parents and society at large (Ajayi, 2006). In fact, complete education system revolves around the sole objective of academic achievement of students. Today mental health issues in adolescents are considered as a growing concern in the School and for the community counsellors and educators. The present era of educational scene is changing very rapidly due to increasing competition in every sphere of life. This stress is reflected in their academic performance. The sample was comprised of 100 students including 50 girls and 50 boys of Private schools of Chandigarh. In order to see the Academic achievement of X class adolescents of Chandigarh in relation to their Mental Health. The study was an attempt to find out the relationship between the academic achievement and their mental health. For analyzing the data correlation and t-test was used. The results revealed there is positive correlation between Academic Achievement and mental health, which means if Mental Health is high the academic score will be high and vice versa and there is no significant difference between boys and girls on the variable Academic achievement and mental health.

Keywords: Academic achievement, Mental Health, Adolescents, Gender.

I. INTRODUCTION

Academic achievement plays essential role in future and career of any child. Academic achievement is the core of the wider term i.e. educational growth. Sound academic records are the pillars on which the entire future stands. So, therefore it is necessary for the student to realize their capabilities and skills while they are engaged in performing their assignments/tasks at school. If students are not able to recognize their skills and capabilities, then their performances show low level of performance and Academic achievement at school. Academic achievement means performance in the field of academics. The test scores or grades assigned to the students on the basis of their performance in the achievement test determine the status of the pupil in the classroom (Singh, 2003).

According to Bashir and Mattoo (2012), "Academic achievement means how much knowledge the individual has acquired from the school".

School is an institute where an adolescent have a place to deal with emotional, behavioral and mental health problems is of learning environment as well as promoting and maintaining mental immense importance, hence, school must ensure that students get health of school students for their future career plan along with proper attention, assessments and appropriate interventions. For the present study Mental Health is typically broken into three categories, good mental health, average mental health and bad mental health the three areas a family or an individual may fall into.

Mohan (2007) defined mental health as, "the adjustment of the individuals to themselves and the world at large with a maximum of effectiveness, cheerfulness, satisfaction and socially considerate behaviour and the ability of facing and accepting the realities of life, with minimum friction and tension".

Review of the Literature

Whatever is learned or achieved as per the prescribed curriculum of a course within a definite period of time in form of obtained marks or scores, division or grade are known as the indicator of academic achievement which is the root base of further educational and occupational planning of a learner of any stage.

The following factors affecting Academic achievement:-

- Student level factors including the student's own physical health and social and emotional well-being.
- Career level factors such as socioeconomic status, and the physical and mental health of careers,
- Family and household environment factors.
- School environment factors.

Sharma (1979) conducted a study to find the relationship between mental health and academic achievement. It was found that mental health was not significantly related to academic achievement. Gall, Sinclair and Holden (2000) conducted

study on mental health and academic achievement on 383 students sample and showed that students with mental health problems had lower grades as compared to students without such problems.

Kaur (2007) conducted a study on a sample of 400 students of XI standard and found that adolescents having high level of stress and those having lower level of stress did not differ significantly in their scores of academic achievement. McLeod, Uemura and Rohrman (2012) found academic achievement is strongly related with mental health. Jadeja (2012) revealed that there was significance difference of Academic Achievement among M.P.Ed. Boys and Girls. But there was no significance difference between M.ped Boys and Girls on Mental Health. The calculated value which was given by the researcher is 'r' between Academic Achievement and Mental Health is 0.59. So we can say that it is normal correlation. Kaur and Arora (2014) investigated to find out the relationship between academic achievement and mental health of adolescents belonging to Ludhiana and Moga districts of the state of Punjab. In this study, the relationship between academic achievement and some dimensions of mental health like overall adjustment and intelligence were found to be highly significant.

Thilagavathy (2014) conducted a study to find out the relationship between academic achievement of adolescents and their mental health. Descriptive survey research method was employed for the study. The study concluded positive and significant relationship between mental health and academic achievement. Bostani (2014) According to the findings of this research, it can be concluded that the higher the mental health of the students, the better their educational performance, although it seems that the student's educational performance is also affected by other factors and their interactional effects as well. Das and Talwar (2014) found that there is a positive relationship between academic achievement and mental health of secondary school tribal students of Assam. The study also found that there is a significant difference in the mental health of boys and girls, urban and rural secondary school tribal students of Assam. Gall, Sinclair and Holden (2000), McLeod, Uemura and Rohrman (2012), Kaur and Arora (2014), Thilagavathy (2014) and Bostani (2014) indicated positive relation between mental health and academic achievement mental health has a strong impact on students' academic achievement. But in contrast to the above, two studies (Sharma, 1979 and Kaur, 2007) concluded that mental health had no significant effect on academic achievement.

Objectives of the study

1. To study the relationship between Academic achievement and Good mental health of X class students.
2. To study the significant relationship between Academic achievement and Average mental health of X class students.
3. To study the significant relationship between Academic achievement and Poor mental health of X class students.
4. To study the relationship between Academic achievement and mental health of X class students.
5. To study the difference in Academic achievement of boys and girls of X class students.
6. To study the difference in mental health of boys and girls of X class students.

Hypotheses

1. There exists no significant relationship between Academic achievement and Good mental health of X class students.
2. There exists no significant relationship between Academic achievement and Average mental health of X class students.
3. There exists no significant relationship between Academic achievement and Poor mental health of X class students.
4. There exists no significant relationship between Academic achievement and mental health of X class students.
5. There exists no significant difference in Academic achievement of boys and girls of X class students.
6. There exists no significant difference in mental health of boys and girls of X class students.

Delimitations of the study

1. It was restricted to Chandigarh only.
2. It was restricted to X class students of two private schools of Chandigarh only.

Design of the study

Method

The present study was descriptive in nature. The purpose of the study was to examine Academic Achievement of adolescents in relation to mental health.

Sample

Private schools of Chandigarh were selected as the population for the present study. Two schools of Chandigarh were selected randomly. The present study was carried out on 100(50 girls and 50 boys) students studying in class X class were taken for data collection.

Tools used

In the present study these tools were used

1. Academic Achievement was assessed on the basis of aggregate scores of previous class of an adolescent.
2. Mental Health Battery by Singh and Gupta (2010) to study the mental health of X class students.

Procedure of the study

In order to collect data, the researchers personally visited to the sample schools and distributed the questionnaires among participants. They were told to give appropriate response. The entire data was collected from the private school students with due permission from the principal of each school. All the students were made to fill in the data individually in

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order to avoid duplication of the data in their sheets. Those sheets were collected and scoring was done by using the scoring procedure. Descriptive statistic, Pearson's coefficient of correlation and t-test was used to analysis the data statistically

Analysis and Interpretation of the results

Table No-1 Mean, Standard Deviation, Skewness and Kurtosis on the variable of Academic Achievement and Mental Health

Statistics			
		Academic Achievement	Mental Health
N	Valid	100	100
	Missing	0	0
Mean		464.87	93.3900
Std. Error of Mean		8.55956	1.89091
Std. Deviation		8.55956	1.89091
Skewness		.319	-.169
Std. Error of Skewness		.241	.241
Kurtosis		-.920	-.990
Std. Error of Kurtosis		.478	.478

Hypothesis 1 There exists no significant relationship between Academic achievement and Good Mental Health of X class students.

Table No. 2
Coefficient of Correlations

Correlations			
		Academic Achievement	Mental Health
Academic Achievement	Pearson Correlation	1	.437*
	Sig. (2-tailed)		.023
	N	27	27
MentalHealth	Pearson Correlation	.437*	1
	Sig. (2-tailed)	.023	
	N	27	27

*. Correlation is significant at the 0.05 level (2-tailed).

Table no. 2 shows that the coefficient of correlation between academic achievement and good mental health is .437 which shows, there exists positive relationship between academic achievement and good mental health of X class students. Thus, if scores of mental health are increased there will be increase in the scores of academic achievement and vice versa. Also this relationship is significant 0.05.

Hypothesis 2 There exists no significant relationship between Academic achievement and Average Mental health of X class students.

Table No. 3
Coefficient of Correlations

Correlations			
		Academic Achievement	Mental Health
Academic Achievement	Pearson Correlation	1	.550**
	Sig. (2-tailed)		.000
	N	46	46
Mental Health	Pearson Correlation	.550*	1
	Sig. (2-tailed)	.000	
	N	46	46

** . Correlation is significant at the 0.01 level (2-tailed).

Table no. 3 shows that the coefficient of correlation between academic achievement and average mental health is .550, which shows, there exists positive relationship between Academic achievement and average mental health of X class students. Thus, if scores of mental health are increased there will be increase in the scores of academic achievement and vice versa. Also this relationship is significant 0.01.

Hypothesis No 3 There exists no significant relationship between Academic achievement and Poor Mental Health of X class students.

Table No. 4
Coefficient of Correlations

Correlations			
		Academic Achievement	Mental Health
Academic Achievement	Pearson Correlation	1	.949**
	Sig. (2-tailed)		.000
	N	27	27
Mental Health	Pearson Correlation	.949	1
	Sig. (2-tailed)	.000	
	N	27	27

**. Correlation is significant at the 0.01 level (2-tailed).

Table no. 4 shows that the coefficient of correlation between bad academic achievement and bad mental health is .949, which shows, there exists positive relationship between Academic achievement and bad mental health of X class students. Thus, if scores of mental health are decreased than there will be decrease in the scores of academic achievement and vice versa. Also this relationship is significant at 0.01. There exists positive relationship between low socio-economic status and academic achievement of X class students.

Hypothesis 4 There exists no significant relationship between Academic achievement and Mental Health of X class students.

Table No. 5
Coefficient of Correlations

Correlations			
		Academic Achievement	Mental Health
Academic Achievement	Pearson Correlation	1	.855**
	Sig. (2-tailed)		.000
	N	100	100
Mental Health	Pearson Correlation	.855	1
	Sig. (2-tailed)	.000	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Table no. 5 shows that the coefficient of correlation between academic achievement and mental health is .855, which shows, there exists positive relationship between academic achievement and mental health of X class students. So, if a student has good mental health than there will be increase in the scores of academic achievement and vice versa. Also this relationship is significant at 0.01.

Hypothesis 5. There exists no significant difference in level of Academic achievement of boys and girls of X class students.

Table No. 6
T-ratio between boys and girls on the variable Academic Achievement

	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-ratio	Level of significance
Academic Achievement	Boys	50	457.18	86.48	12.23	.898	Not significant
	Girls	50	472.56	84.86	12.00		

Table 6 shows that t-ratio between the of boys and girls on the variable academic achievement .898, which is less than the table value. So t-ratio is not significant at 0.05 and 0.01 both levels of significance.

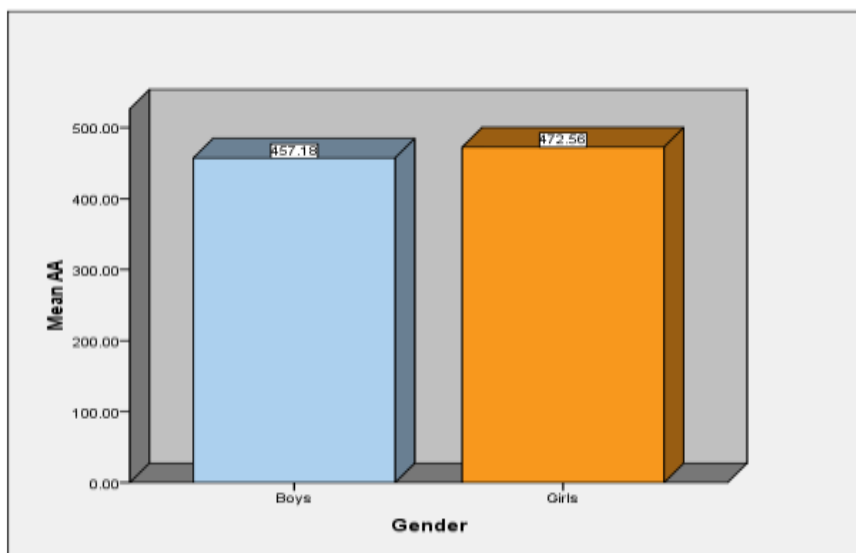


Figure1. Table showing mean values scores on Academic Achievement between boys and girls Adolescents of X class. It is apparent from figure 1 which indicates that mean scores of Boys and Girls don't differ on academic achievement. This shows that Boys and Girls adolescents have same condition on the variable academic achievement.

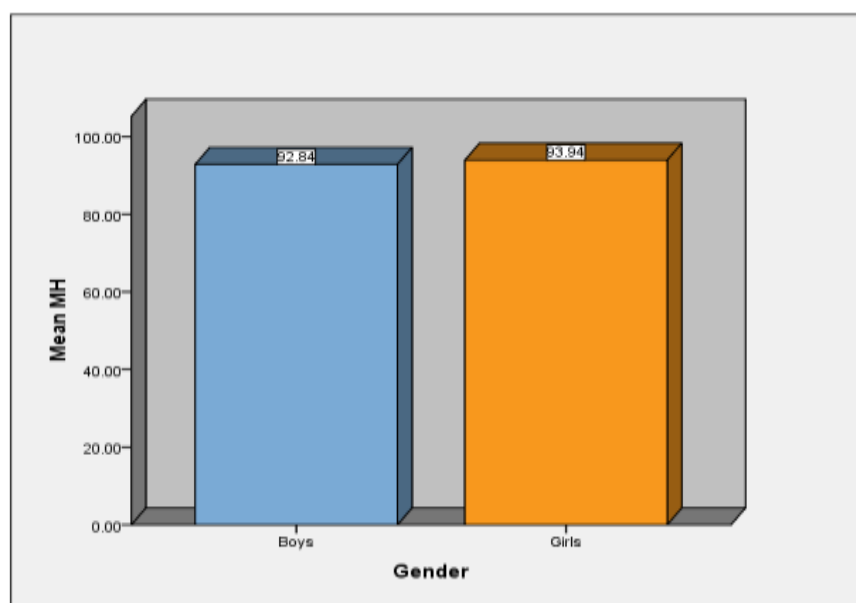
Hypothesis 7. There exists no significant difference in level of mental health of boys and girls of X class students.

Table No. 7
T-ratio between boys and girls on the variable Mental Health

	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-ratio	Level of significance
Mental Health	Boys	50	92.84	19.06	2.69	0.290	Not significant
	Girls	50	93.94	18.92	2.67		

Table 7 shows that t-ratio between boys and girls on the variable mental health 0.290, which is less than the table value. So t-ratio is not significant at 0.05 and 0.01 both levels of significance.

Figure2. Table showing mean values scores on Mental Health between boys and girls Adolescents of X class



It is apparent from figure 2 which indicates that mean scores of Boys and Girls don't differ in mental health. This shows that Boys and Girls adolescents have same condition on the variable mental health. Jadeja (2012) revealed that there was no significance difference between M.ped Boys and Girls on Mental Health. Thus, the null hypothesis-2 stating that, "there exists no significant difference in the mental health of boys and girls of X class students" is accepted.

II. FINDING AND CONCLUSION

The results of the present study reveal that adolescents having good and average mental health have better academic achievement than adolescents having poor mental health. There are many reasons like stresses, difficulties and circumstances such as peer pressure due to competition, moving to a new school environment, breaking relationships with friends, struggle for autonomy, arguments with parents, examinations and fear of failures etc which is the cause of bad mental health. When the data was analyzed on the basis of academic achievement of X class students in relation to mental health, then the results show it is correlated with it and have significant relation also. The results are supported by Gall, Sinclair and Holden (2000), McLeod, Uemura and Rohrman (2012), Kaur and Arora (2014), Thilagavathy (2014) and Bostani (2014) indicated positive relation between mental health and academic achievement mental health has a strong impact on students' academic achievement. But in contrast to the above, two studies (Sharma, 1979 and Kaur, 2007) concluded that mental health had no significant effect on academic achievement. Any research work can be considered effective only when the results are taken seriously and make education system more effective. The students having low mental health should be counselled. Schools have a profound influence on children, their families and the community. So a coordination and consultation is must among all these, so that bad mental health can be cured for good academic achievement. It is the duty of school administration to provide such kind of facilities like counselling programmes, skills development, hobby class, parent's teacher meeting and other issues related to mental health of an adolescent. So that they can handle issues very effectively, intelligently and become more capable in life with good mental health.

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