A Study of Mental Health of X Class Students in Relation to Academic Achievement

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Abstract: In the present era of globalization, privatization and liberalization, the entire social scenario of the whole world has turned into a global village but the social attitudes, value patterns, conduct and behaviour of the people have been radically changed in the inverse direction. Today, we live in a money worshipping society which is full of competition with values of consumerism, individualism, materialism and hedonism; sadism and masochism have significantly increased and sensitivity toward others’ suffering has considerably decreased. Feelings of envy and jealousy towards others are spreading in each society with impersonal relationship, alienation, non-consciousness and unmindfulness, which have damaged the person himself. All kinds of insecurities – physical, mental, social etc., have engulfed the psyche of the people who are mad for more and more materialistic possessions in order to live luxuriously and also to leave the same for generations to come. Today’s men are unnecessarily running from early morning till late at night for minting money and amassing wealth with their never-ending lust. All these have created anxiety, frustration, stress, tension, maladjustment with some many personal and social problems and have disturbed the mental health of the individual to a great extent. The mental health, positive psychology, psychological well-being, qualitative living, excellence in living, feeling wellness (Raina, 2006) are the synonyms which are used interchangeably.

Keywords: Mental health, Academic achievements, X Class Students

I. Introduction

Mental Health

Mental health is an important aspect of one’s total health status. It is a quality of emotional well-being which provides the individual with effective living concerned with the everyday living conditions or situations. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Mental health is a concept that refers to a human individual’s emotional and psychological well-being. Merriam-Webster defines mental health as "A state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life."

According to the World Health Organization (WHO), there is no one “official” definition of mental health. Cultural differences, subjective assessments, and competing professional theories all affect how "mental health" is defined. In general, most experts agree that "mental health" and "mental illness" are not opposites. In other words, the absence of a recognized mental disorder is not necessarily an indicator of mental health.

II. Review of Related Literature

Pyari Salma (2011) investigated that Management has significant influence on the assets and mental health of 9th class students employed and unemployed mothers. Mother’s occupation has significant influence on the mental health of 9th class students employed and unemployed mothers. Type of family has significant influence on the assets, liabilities and mental health of 9th class students employed and unemployed mothers. Mother’s education has significant influence on the liabilities and mental health of 9th class students employed and unemployed mothers. Sons have significant influence on the assets of 9th class students employed and unemployed mothers. Children of unemployed mothers have significant influence on the assets of 9th class students. Children of employed mothers have significant influence on the assets, of 9th class students.

Komila Parthi, Shilpa Singh Rohilla (2017) Now a day’s mental health has become one of the most critical issues among individuals of all ages. Due to the demanding nature of academic field more and more students in higher education are now experiencing elevated level of health difficulties. The consequences of these problems can be devastating for some individuals (Abouserie, 1994) leading to discontinuation of studies also at
times. Therefore, the present research was designed to understand the mental health status and the contributing factors if any for the students to drop out of higher education. For the present study the sample comprised of 200 students, 100 from Ph.D. research programs and 100 from post-graduation with equal number of males and females under each group. The students were randomly selected from Panjab University Chandigarh. The participants were administered the following measures viz., General Health Questionnaire-12 (GHQ-12, Goldberg & Williams, 1988), Perceived Stress Scale (Cohen & Williamson, 1988) and Self-Esteem Scale (Rosenberg, 1965). Results indicate significant differences on mental health among research students and post graduate students.

III. Methodology

Statement of the Problem
The problem taken by the investigator for investigation is “A Study of Mental Health of X Class Students in Relation to Academic Achievement”

Objectives of the Study
1. To study the influence of management on the mental health of X class students.
2. To study the influence of size of the family on the mental health of X class students.
3. To study the influence of academic achievement in biological sciences on the mental health of X class students.

Hypotheses of the Study
1. There would be no significant influence of management on the mental health of X class students.
2. There would be no significant influence of size of the family on the mental health of X class students.
3. There would be no significant influence of academic achievement in biological sciences on the mental health of X class students.

Sample Design
The sample for the investigation consisted of 300 X class students in Kurnool district. The stratified random sampling was applied in three stages. The first stage is locality i.e. rural and urban (150 + 150), the second stage is management i.e. Government, Private and Aided schools (100 + 100 + 100) and third stage is sex i.e. Boys and girls (150 + 150). It is a 2X3X2 factorial design with 300 sample subjects. The sample design for the study is presented in Table – 1.

Table: 1: Sample Design

<table>
<thead>
<tr>
<th>Locality</th>
<th>Rural</th>
<th>Urban</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>Government</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Private</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Aided</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>150</td>
<td>300</td>
</tr>
</tbody>
</table>

IV. Analysis and Interpretation of the Data

Management
The relationship of mental health of X class students with their management is studied in the present investigation. On the basis of management, the X class students are divided into three groups. The Government school students form with the Group – I, Group – II forms with the Private school students and Group – III forms with the Aided students. The corresponding mental health of X class students of the three groups were analyzed accordingly. The mean values of mental health of X class students for the three groups were tested for significance by employing ‘F’ test. The following hypothesis is framed.

Hypothesis – 1
There would be no significant impact of ‘management’ on the mental health of X class students. The above hypothesis is tested by employing ‘F’ test. The results are presented in Table – 2.

Table – 2: Influence of management on the mental health of X class students

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Management</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘F’ – Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Government</td>
<td>100</td>
<td>58.19</td>
<td>10.38</td>
<td>3.397*</td>
</tr>
<tr>
<td>2.</td>
<td>Private</td>
<td>100</td>
<td>59.53</td>
<td>9.52</td>
<td>3.976*</td>
</tr>
<tr>
<td>3.</td>
<td>Aided</td>
<td>100</td>
<td>61.90</td>
<td>10.49</td>
<td></td>
</tr>
</tbody>
</table>

*Indicates significant at 0.05 level

It is found from the Table – 2 that the computed value of ‘F’ (3.397) is greater than the critical value of ‘f’ (3.03) for 2 and 297 df at 0.05 level of significance. Hence the Hypothesis – 1 is rejected at 0.05 level. Therefore it is concluded that the management has significant influence on the mental health of X class students.

The Bar diagram for the means of management of mental health of X class students is given in Figure-1.
Size of the family

The relationship of mental health of X class students with their size of the family is studied in the present investigation. Size of the family means total members of the family. On the basis of size of the family, the students are divided into three groups. Group – I is formed with size of the family is three, Group – II formed with size of the family is four and Group – III is formed with size of the family is five and above. The corresponding mental health of X class students of the three groups were analyzed accordingly. The mean values of mental health of X class students for the three groups were tested for significance by employing ‘F’- test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of ‘size of the family’ on the mental health of X class students. The above hypothesis is tested by employing ‘F’- test. The results are presented in Table – 3.

Table – 3: Influence of size of the family on the mental health of X class students

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Size of the family</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘F’ – Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Group – I</td>
<td>106</td>
<td>60.01</td>
<td>10.06</td>
<td>3.269*</td>
</tr>
<tr>
<td>2.</td>
<td>Group – II</td>
<td>81</td>
<td>57.59</td>
<td>11.15</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Group – III</td>
<td>113</td>
<td>61.38</td>
<td>9.44</td>
<td></td>
</tr>
</tbody>
</table>

* Indicates significant at 0.05 level

It is found from the Table – 3 that the computed value of ‘F’ (3.269) is greater than the critical value of ‘F’ (3.030) for 2 and 297 df at 0.05 level of significance. Hence the Hypothesis – 2 is rejected at 0.05 level. Therefore it is concluded that the size of the family has significant influence on the mental health of X class students.

The Bar diagram for the means of size of the family of mental health of X Class students is given in Figure–2.

Figure – 2: Bar diagram for the means of size of the family of mental health of X class students

Academic achievement

The relationship of mental health of X class students with their academic achievement is studied in the present investigation. On the basis of academic achievement, the students are divided into three groups. Group – I is formed with Academic achievement is up to 49%. Group – II formed with Academic achievement is 50% to 59%. Group – III is formed with Academic achievement is 60% and above. The corresponding mental health of
X class students of the three groups were analyzed accordingly. The mean values of mental health of X class students for the three groups were tested for significance by employing ‘F’ - test. The following hypothesis is framed.

**Hypothesis – 3**

There would be no significant impact of ‘academic achievement’ on the mental health of X class students. The above hypothesis is tested by employing ‘F’ - test. The results are presented in Table – 4.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Academic achievement</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘F’ - Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Group – I</td>
<td>143</td>
<td>61.04</td>
<td>9.31</td>
<td>3.020*</td>
</tr>
<tr>
<td>2.</td>
<td>Group – II</td>
<td>70</td>
<td>57.39</td>
<td>10.56</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Group – III</td>
<td>87</td>
<td>59.35</td>
<td>11.10</td>
<td></td>
</tr>
</tbody>
</table>

* Indicates significant at 0.05 level

It is found from the Table – 4 that the computed value of ‘F’ (3.020) is greater than the critical value of ‘F’ (3.03) for 2 and 297 df at 0.05 level of significance. Hence the Hypothesis – 3 is rejected at 0.05 level. Therefore it is concluded that the academic achievement has significant influence on the mental health of X class students.

The Bar diagram for the means of academic achievement of mental health of X Class students is given in Figure-3.

**Figure – 3: Bar diagram for the means of academic achievement of mental health of X class students**

In the light of the findings presented in preceding pages, the following conclusions are drawn.

1. Management has significant influence on the mental health of X class students.
2. Size of the family has significant influence on the mental health of X class students.
3. Academic achievement has significant influence on the mental health of X class students.

**VI. Educational Implications**

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their mental health.

1. Management is highly influence on the mental health of IX class students. Aided school students have positive mental health than the Government school students. The administrators to provide physical facilities for various types of managements.
2. Size of the family is highly influence on the mental health of IX class students. Big family students have positive mental health than the small family students. The administrators to provide educational facilities for small families.
3. Academic achievement is highly influence on the mental health of IX class students. Low achievement students have positive mental health than the high achievement students. The administrators to provide extra coaching facilities for low achievement students.

The Educational implication of mental health through curriculum can be described as follows:

- By giving a place for mental health in the curriculum.
- Mental health can be explained through Stories and illustrations.
- Mental health Education has mainly focused on training and educating civil servants and anti mental health practitioners.
- By introducing a course on mental health and anti-mental health as part of its Master Degree in Developmental Administration.
- Giving course training to students on identifying where mental health starts and develop strategies to reduce or eliminate mental health entirely.
By educating citizen through direct contact by setting up local offices across the religion.
Educate people through posters, advertisements and dramatizations; those are all a part in the curriculum.
By telling moral and ethical stories in the class room.
Role play of a good story in the lesson.

Co-curricular activities:
- Arranging excursions, field trips and service camps and making the Degree Students/students to participate actively in them.
- Organizing service agencies like JRC, Scouting, NSS, Clubs, Association, etc.
- Arranging debates, discussions, essay writing competitions etc., on topics like National Integration, Literacy Mission.
- Celebration birthdays of national leaders, important persons and events.
- Arranging inter-collegiate and intra-university sports, athletics, games, etc.
- Dramatization and role play.
- Making the students responsible in various school managements and college activities-student/scholar participation.
- Organization of science clubs, literary associations, music centers, recreational centers, adult education programs etc.
- Organization morning prayers, celebrating certain socio-cultural festivals, anniversaries, school day, teachers’ day, parent-teacher association meeting etc.
- Encouraging values in the students by giving the talented and devoted persons awards, gifts, titles, rolling shields etc.
- Telling about good stories about values and mental health.
- Conducting different types of competitions regarding to mental health.
- Giving suggestion to read good books regarding to mental health.

References