



Impact of Mental Health Status on Academic Achievement

KEYWORDS

Mental health, academic achievement, variables

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ABSTRACT *Early adulthood is the transitional period between adolescence and adult life. Mental health is an important aspect of one's total health status. The objective of this study was to know the impact of mental health status on academic achievement among IX standard students. For the purpose of the study a sample of IX standard students (N=320) was selected by stratified random sample technique. Mean, SD, t-test were used to analyze the data. With the high prevalence rates and severity of mental health problems, education department mental health providers must continue to make strategic efforts to disseminate knowledge about mental health services to all students.*

1. INTRODUCTION:

Mental health describes a level of psychological well-being, or an absence of a mental disorder. From the perspective of 'positive psychology' or 'holism', mental health may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience. Mental health can also be defined as an expression of emotions, and as signifying a successful adaptation to a range of demands.

The World Health Organization defines mental health as "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 community". It was previously stated that there was no one "official" definition of mental health. Cultural differences, subjective assessments, and competing professional theories all affect how "mental health" is defined. There are different types of mental health problems, some of which are common, such as depression and anxiety disorders, and some not so common, such as schizophrenia and bipolar disorder.

Mental health is perceived as a positive source contributing to asset development individually, socially, and economically (WHO, 2004). The World Health Organization conceptualized mental health separate from mental ill-health and defined the concept as: 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. Better mental health outcomes in adolescents are characterized by greater adaptation in family, society, and school environment, improved quality of life (Hoagwood et al., 1996; USDHHS, 1999). The rise in mental health issues in adolescents is a growing concern in the school and for the community counsellors, and educators. As 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. Various studies have been carried out in different parts of the world to identify factors that impact on students' mental health since poor mental health has been recognised as the leading cause of suicidal behaviour, a sense of helplessness (Kay, Li, Xiao, Nokkaew & Park, 2009) and lower academic achievements (Puskar & Bernardo, 2007). According to previous studies, factors that influence mental health are demographic backgrounds such as age and gender (Yen, Hsu, Liu, Huang, Ko, Yen & Cheng, 2006), academic field and academic year (Dahlin, Joneberg, & Runeson, 2005), personal-

ity traits (Goodwin & Friedman, 2006) and loneliness (Wang, Yuen & Slaney, 2009).

Home environment is the most important institution for the existence and continuance of human life and the development of various personality traits. An ideal home environment is one where there is proper reward to strengthen the desired behavior, a keen interest in and love for the child, provision of opportunities to express its views freely, where parents put less restrictions to discipline the child, not preventing the child from acting independently and not continuing infantile care, optimum use of physical and affective punishment, where the children are not compelled to act according to parental desires and expectations. Studies show that high parental involvement leads to high achievement and low parental involvement leads to low achievement (Ahuja and Goyal 2005). Family being the first and major agency of socialization plays a pivotal role in styling child's life. It has been shown that most of children who are successful and well adjusted come from families where wholesome relationships exist between children and their parents. Parental involvement is much more likely to promote adolescent school success when it occurs in the context of an authoritative home environment (Steinberg et al. 1992). Parental acceptance and encouragement are positively related with academic school success and competence (Lakshmi and Arora 2006). Daulta (2008) studied the impact of home environment on the scholastic achievement of children and found that good quality of home environment had significant positive correlation with high level of scholastic achievement in boys than among girls. Shek (1997) has found that family factors play an important role in influencing the psychosocial adjustment, particularly the positive mental health among. Whether parents are involved in and support their adolescents' school life can directly affect their personal and social development as well as their academic success (Gecas & Schwalbe, 1986; Harris & Goodall, 2008; Jaynes, 2007). Indeed, a substantial body of literature documents the existence of such a relationship (Christenson, Rounds & Gorney, 1992; Epstein, 1992; Izzo et al., 1999; Keith et al., 1998). Kim's (2002) research findings indicate that parental involvement makes a positive contribution to children's educational achievement. Epstein (1992) argues that "students at all grade levels do better academic work and have more positive school attitudes, higher aspirations, and other positive behaviors if they have parents who are aware, knowledgeable, encouraging, and involved"

School difficulties may be a sign of emerging or unrecognized mental illness

Poor attendance, particularly frequent absences for vague, non-specific physical health problems, may be

related to underlying mental health needs. Difficulties with academic work, social integration, adjustment to school, behavior regulation, attention, and concentration may be school-related signs of emerging or existing mental health problems in youth.

The impact factors of mental illness on school success and academic achievement

- Ø Attendance
- Ø Perceived Competence
- Ø Concentration
- Ø Academic Achievement and Grade Completion
- Ø Depression
- Ø Suicidality
- Ø Substance Use Disorders
- Ø Attention Disorders

Identification and treatment of mental illness improves academic success

Early detection of childhood mental health problems, timely referral, and access to appropriate services leads to improvements in both mental disorder symptoms and school performance.

Academic achievement or (**academic**) **performance** is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals.

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts.

2. STATEMENT OF THE PROBLEM:

The Title of the Problem is “**Impact of Mental Health Status on Academic Achievement of IX Standard Students.**”

3. OBJECTIVES OF THE STUDY:

- To study the influence of gender, management, locality and academic achievement on the mental health of IX standard Students.

4. HYPOTHESIS OF THE STUDY:

- There would be no significant influence of gender on the mental health of IX standard students.
- There would be no significant influence of management on the mental health of IX standard students.
- There would be no significant influence of locality on the mental health of IX standard students.
- There would be no significant influence of academic achievement on the mental health of IX standard students.

5. METHODOLOGY:

Method: In the present study Descriptive Survey Method of investigation was employed by the investigator.

Sample: For the purpose of the study a sample of 320 IX standard students was selected in Chittoor District through stratified random sampling technique.

Tool: Mental health status of children was assessed by mental health inventory adopted, developed by Thorpe and Clark.

Statistics Used: Mean, SD and t-test were used to analyze the data.

6. ANALYSIS AND INTERPRETATION OF THE DATA:

Hypothesis – 1: There would be no significant influence of gender on the mental health of IX standard students.

To test this hypothesis, the technique t-test was employed and the results are shown in table-1.

Table-1: Influence of gender on the mental health of IX Standard Students and their t- value.

Gender	Sample	Mean	S.D	t-Value
Boys	160	70.16	9.62	5.27**
Girls	160	75.61	9.04	

Note: **: significant at 0.01 level.

It is found that from the table-1, that the calculated t-value (5.27) is greater than the table t-value (2.59) for 318 df at 0.01 level. Hence we reject the null hypothesis. Hence we conclude that the gender has significant influence on the mental health of IX standard students.

Hypothesis – 2: There would be no significant influence of management on the mental health of IX standard students.

To test this hypothesis, the technique t-test was employed and the results are shown in table-2.

Table-2: Influence of management on the mental health of IX Standard Students and their t- value.

Management	Sample	Mean	S.D	t-Value
Government	160	72.23	12.90	7.19 **
Private	160	81.51	10.16	

Note: **: Significant at 0.01 level.

It is found that from the table-2, that the calculated t-value (7.19) is greater than the table t-value (2.59) for 318 df at 0.01 level. Hence we reject the null hypothesis. Hence we conclude that the management has significant influence on the mental health of IX standard students.

Hypothesis – 3: There would be no significant influence of locality on the mental health of IX standard students.

To test this hypothesis, the technique t-test was employed and the results are shown in table-3.

Table-3: Influence of locality on the mental health of IX Standard Students and their t- value.

Locality	Sample	Mean	S.D	t-Value
Rural	160	71.76	8.58	6.62**
Urban	160	78.51	9.91	

Note: **: significant at 0.01 level.

It is found that from the table-3, that the calculated t-value (6.62) is greater than the table t-value (2.59) for 318 df at 0.01 level. Hence we reject the null hypothesis. Hence we conclude that the locality has significant influence on the mental health of IX standard students.

Hypothesis – 4: There would be no significant influence of academic achievement on the mental health of IX standard students.

On the basis of academic achievement, the students are divided into three groups. Group-I, is formed with academic achievement up to 49%, group-II, is formed with academic achievement is 50% to 59%. Group-III is formed with academic achievement is 60% and above.

To test this hypothesis, the technique t-test was employed and the results are shown in table-4.

Table-4: Influence of academic achievement on the mental health of IX Standard Students and their t- value.

Academic Achievement	Sample	Mean	S.D	t-Value
Group-I	52	69.05	9.05	3.41**
Group-II	122	74.06	8.52	
Group-I	25	69.05	9.05	7.40**
Group-III	146	79.94	9.61	

Group-II	122	74.06	8.82	5.32**
Group-III	146	79.94	9.61	

Note: **: significant at 0.01 level.

It is found that from the table-4, that the calculated t-values are greater than the table t-value (2.59) for 318 df at 0.01 level. Hence we reject the null hypothesis. Hence we conclude that academic achievement has significant influence on the mental health of IX standard students.

7. FINDINGS OF THE STUDY:

- There is a significant influence of gender at 0.01 level on the mental health of IX standard students.
- There is a significant influence of management at 0.01 level on the mental health of IX standard students.
- There is a significant influence of locality at 0.01 level on the mental health of IX standard students.
- There is a significant influence of academic achievement at 0.01 level on the mental health of IX standard students.

8. CONCLUSION:

A structured developmental and preventive program can be organized to address the issue of poor mental health among students. The main purposes of the present study were to see the impact of academic achievement on mental health of IX standard students. Maintaining a healthy attitude involves not only the physical health, psychological development, the shape of the good moral character and the cultivation of the perfect personalities of majorities of students but also the overall quality of the talents, for the full realization of higher education goals and the smooth progress of modernization construction and progressive development of society. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designed by test scores. The level of achieving is how far a student succeeds in a particular exam or standardized test (Reber, 1985). Gender, locality, management has significant influence on the mental health of IX standard students and academic achievement has significant influence.

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