



## A Study of Relationship Between Academic Achievement And Mental Health of Secondary School Tribal Students of Assam

**Dr. M.S. Talawar**

Dean and Professor, Faculty of Education, Bangalore University  
Bangalore

**Mrs. Anindita Das**

UGC-JRF Awardee and Research Scholar, Department of Education, Bangalore University, Bangalore

### ABSTRACT

The present investigation was undertaken to study the Academic Achievement of secondary school tribal students in relation to their Mental Health. The Researcher had selected 200 secondary school students giving representation to gender and locality. The mental health scale developed by Mercy Abraham and K.C. Baby Prasanna was used as tool and academic achievement scores has taken from school. Pearson's product moment correlation was applied to find out the relationship and 't' test was applied to find out the significance of difference between different variables. The study 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.

### KEYWORDS

Academic achievement, Mental health, Scheduled tribes

### INTRODUCTION:

Academic achievement is one of the most important goals of education in this competitive age. Everyone wants children to be physically and mentally healthy and to experience academic success. Academic achievement often depends on many factors, mental health can be considered as one of the important factor. A healthy individual is not only physically healthy, but also mentally healthy. It includes a sound efficient mind and controlled emotions. Mental health is the ability to adjust satisfactorily to the various strains of the environment, which today is recognized as an important aspect of one's total health status. According to the National Institute of Mental Health, twenty percent of students may have undiagnosed mental health problems that cause difficulty with academic work. However, well-planned and well-implemented social and emotional programmes can have positive effects on academic outcomes. One of the major factors influencing educational products is the sound mental health which is a key to success in all domains of life.

### Need and importance of the study:

The tribal communities have their own languages different from the language spoken in the state where they are located. Majority of tribal lived in scattered habitations located in interior, remote, and inaccessible hilly and forest areas. As a consequence, most of the tribal children confront with the communication problem right from the day of schooling. Due to their unique and distinctive cultural identity and complex social way of life, they feel aloof from others which create adjustment problems among the students. This has a negative influence on self-esteem which has direct effect on their mental health. In the process of education, mental health plays a significant role. Studies shows that there is a positive correlation between academic achievement and mental health. (Tavilyad Manshingbhai S. 2013, Verma K. 2013, Jasbir Kaur and Babita Arora, 2014) studied the relationship between mental health and academic achievement of secondary students. At the same time, all the studies on learner achievement levels in India have shown that tribal students have lower achievement compared to non-tribals (Govinda and Varghese, 1993, Varghese 1994, Sujatha 1998, Prakash, 1998). Review of related literature clearly indicates the evidences regarding the association of academic achievement and mental health but none of the study was found pertaining to tribal secondary school students in the state of Assam. So a need was felt to study ac-

ademic achievement in relation to mental health of secondary school tribal students of Assam.

### REVIEW OF RELATED LITERATURE:

According to the findings of the researches done, it can be concluded that the higher the mental health of the students, the better their educational performance (Mehdi Bostani, Amir Nadri, Azami Rezaee Nasab 2014). Prasanna (1984) made a study of certain mental health variables associated with high and low achieving adolescents. Jasbir Kaur & Babita Arora (2012) conducted a study on academic achievement in relation to mental health of adolescents. Findings of study clearly reveal that for better academic achievement, a healthy environment should be provided to adolescents by family, school, neighbourhood 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.

### OPERATIONAL DEFINITION:

**Academic achievement:** Academic achievement refers to the "level of performance in school, accomplishment or success in school". In the present study academic achievement is defined on the basis of the scores obtained by VIII and IX standards tribal students in four main subjects English, Mathematics, Science and Social Studies in the school annual examination.

**Mental Health:** It is defined as a state of well-being in which every individual realises his or her own potential, 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 (WHO, 2007).

### OBJECTIVES OF THE STUDY:

- To find out the relationship between academic achievement and mental health of secondary school tribal students of Assam
- To find out the significant differences of mental health of secondary school tribal students in Assam when they are classified according to their gender and locality.

### HYPOTHESES:

- There is no significant relationship between academic achievement and mental health of secondary school tribal students of Assam.

• There is no significant difference of mental health of secondary school tribal students of Assam when they are classified according to their gender and locality.

**SAMPLE:**

Stratified random sampling method was used for the selection of sample. A total of 200 secondary tribal students studying in class VII and IX standard were selected, out of which 100 girls and 100 boys.

**TOOL USED:**

To test the hypothesis formulated for the study, data was collected with the help of Mental Health Scale by Dr.Mercy Abraham and Dr.K.C.Baby Prasanna.

**STATISTICAL TECHNIQUE USED:**

The statistical technique used for the analysis of data were 't'test to find out the significance of the mean difference between two groups and the Pearson's coefficient of correlation method to find out the relationship between mental health and academic achievement of secondary school tribal students of Assam.

**ANALYSIS AND INTERPRETATION:**

In order to present the result systematically the hypothesis wise interpretation has been given by using the results presented in tables.

**Hypothesis: 1** -There is no significant relationship between the academic achievement and mental health of secondary school tribal students of Assam.

**Table-1 showing the variables, 'r' value and their significant level**

SL. No.	Category	No. of students	df (N-2)	'r' Value	P Value	Level of significance
1.	Academic achievement	200	198	0.540	0.000*	(P<0.01) Significant at 0.01 level
2.	Mental Health	200	198			

The above table shows that the obtained 'r' value is greater than the table value at 0.01level and hence the null hypothesis is rejected. The rejection of the null hypothesis shows that there is a significant correlation between academic achievement and mental health of secondary school tribal students of Assam.

**Hypothesis: 2-** There is no significant difference between the mental health of boys and girls of secondary school tribal students of Assam.

**Table-2: Result of Mean, SD, t-value of boys and girls tribal secondary school students with respect to mental health**

SL. No.	Gender	No. of students	Mean	S.D	't' Value	P Value	Level of Significance
1.	Boys	100	86.2	14.1	2.44	0.016*	(P<0.05) Significant at 0.05 level
2.	Girls	100	81.83	9.96			

The above table shows that the obtained 't' value is greater than the table value at 0.05 level and hence the null hypothesis is rejected. The rejection of the null hypothesis shows that there is a significant difference between boys and girls of mental health of secondary school tribal students of Assam.

**Hypothesis:3-** There is no significant difference between the mental health of urban and rural secondary school tribal students of Assam

**Table-3: Result of Mean, SD, t -value of urban and rural tribal secondary school students with respect to mental health**

SL. No.	Gender	No. of students	Mean	S.D	't' Value	P Value	Level of Significance
1.	Urban	100	88.1	11.1	5.09	0.000*	(P<0.01) Significant at 0.01 level
2.	Rural	100	79.7	12.1			

The above table shows that the obtained 't' value is greater than the table value at 0.01 level and hence the null hypothesis is rejected. The rejection of the null hypothesis shows that there is a significant difference between urban and rural secondary school tribal students of Assam with respect to their mental health.

**FINDINGS:**

1. There is a significant relationship between academic achievement and mental health of secondary school tribal students of Assam.
2. There is a significant difference between boys and girls of secondary school tribal students of Assam with respect of their mental health. Mental health of tribal boys are greater than the tribal girls.
3. There is a significant difference between urban and rural secondary school tribal students of Assam with respect of their mental health. Mental health of urban tribal students are greater than the rural tribal students.

**DISCUSSION OF RESULTS:**

From the above results, we can conclude that there is a positive correlation between academic achievement and mental health of tribal secondary school students (National Center for Mental Health Check-ups at Colombia University,1999). Studies have also shown that mental health of a student has immense effects on their academic performance (Jane D.McLeod, Ryotaro Uemura, and Shawna Rohrman,2012 Katherine L Dix, Phillip.TSlee, Michael J Lawson, and John P Keeves, 2012). Hypothesis has also proved that there is a significant difference between boys and girls of secondary school tribal students of Assam as girls are getting less educational opportunities. Parents and teachers attitude towards girls are different than the boys at home and school (Jarraniya (1996) depicts that there was significant variation seen between boys and girls in the matter of mental health).At last, hypothesis proves that there is a significant difference between urban and rural secondary school tribal students of Assam as there is an environmental difference in both urban and rural areas. Urban students are getting better educational environment, educational opportunities and care from both the parents and teachers than the rural students.

**EDUCATIONAL IMPLICATIONS:**

Mental health is considered as one of the major requirements of educational objectives because it is essential for efficient learning. So, school should take care of mental health of students for better educational outcomes.

- Teacher should create a healthy educational and friendly environment in the classroom where child can freely ask their doubts without hesitation.
- Proper guidance and counselling by the teacher is required to protect the child from mental illness or behavioural problems. There should be a mental health service in school to provide necessary help to child.
- Co-curricular activities should be an integral part of the

curriculum to discharge the pent-up feelings of students and to use their unhealthy energy in a healthy way.

- 'Free discipline' should maintain in the classroom. There should be an absence of over restriction in school.
- Social and emotional learning programme in schools has been found to improve students' achievement test scores.

## REFERENCES

- Philip H. Winne and John C. Nesbit (2009), *The Psychology of Academic Achievement*, Vol. 61: 653-678, DOI: 10.1146/annurev.psych.093008.100348 | Balilashak, N.Safavi, M. &Mahmoudi, M. (2010), Comparative Assessment of Mental Health of Gifted and Average students of Junior High School.Procedia – social and behavioural sciences, 5, 2010, 2027-2033.2. | Verma, K.(2013), Mental Health and Academic achievement among Secondary Students.Indian Journal ofPsychometry and Education,44(1): 64-67.8. | Jane D.McLeod, RyotaroUemura, and Shawna Rohrman (2012), Adolescent Mental Health, Behavior Problems, and Academic Achievement, *Journal of Health and Social Behavior*53(4) 482 –497, American Sociological Association 2012 | TaviyadMansingbhai S. (2013) Mental Health Of Tribal And Non-Tribal Students, *Journal Of Information, Knowledge And Research In Humanities And Social Sciences* ISSN: 0975 – 6701| Nov 13 To Oct 14 | Volume 3, Issue 1 | Katherine L. Dix, Phillip T. Slee, Michael J. Lawson & John P. Keeves(2012), Implementation Quality of whole-school Mental Health promotion and students' AcademicPerformance, *Child and Adolescent Mental Health* Volume 17, No. 1, 2012, pp. 45–51 |