

## **Study The Role Of Mental Health In Relation To Academic Achievement Of Adolescent Students**

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### **Abstract**

*Good mental health is the key of wellbeing of life. Each and every movement of life mental health do crucial role in success of life. The present study was conducted to study the role of mental health in relation to academic achievement of adolescent students. Researcher has selected the 100 sample of students by purposive sampling method, 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 16 to 18. The test used to assess the Mental Health Inventory by Jagdish and Shrivastav (1983). Data were analyzed 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 difference in mental health and academic achievement of arts and science faculty students. There is significant difference in academic achievement of male and female students. There is positive correlation between mental health and academic achievement of adolescent students.*

**Keywords: Mental Health, Academic Achievement, Adolescent Students.**

**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.

### **Mental Health:**

According to World Health Organization (WHO) the state of health is defined as a state of complete physical, mental and social well-being and not merely 'an infirmity. Today, we recognize that good mental health is not just the absence of mental illness. Nor is it absolute – some people are more mentally healthy than others, whether you are mentally ill or not. These realizations are prompting a new kind of focus on mental health that identifies components of mental wellness and mental fitness and explore ways to encourage them. Mental health refers to our positive characteristics and overall psychological well-being. Mentally healthy people are known to deal with stress effectively by being able to bounce back from adversity. They are basically content people whose activities and relationships are meaningful. Mentally healthy are focused, flexible, and creative during good and bad times because they are resilient people who can recognize and appropriately express their emotions. People who are mentally healthy avoid negative mood states created by depression and anxiety by maintaining a strong support network of loved ones whom they can depend on for encouragement. During problems, they have the characteristic ability to step forward and take

action as well as step back and reenergize themselves. Mental health is directly related to physical health because the mind and body are linked entities.

**Academic Achievement:**

Academic achievement is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examination or continues assessments but there is no general agreement on how it is best evaluated or which aspects is most important procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Individual differences in academic achievement have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity has an important influence on academic achievement in addition to intelligence and conscientiousness. Indirect evidence suggests that physical activity could affect academic achievement. Studies have shown that physical activity can increase neural activity in the brain. Exercise specifically increases executive brain functions such as attention span and working memory

**Title of the study:**

Study the Role of Mental Health in relation to Academic Achievement of Adolescent Students.

**Statement of Problem:**

To study the role of Mental Health in relation to Academic Achievement of Adolescent Students.

**Objectives of the Study:**

1. To study the mental health of adolescent students.
2. To study gender difference in mental health of adolescent student.
3. To study faculty wise mental health of adolescent students.
4. To study the academic achievement of adolescent students.
5. To study the gender difference in academic achievement of adolescent students.
6. To study faculty wise academic achievement of adolescent students.
7. To study the relationship between mental health and academic achievement of adolescent students.

**Hypothesis of 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 arts 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.

**Methodology**

**Variable:**

Independent Variable: (A) Gender- (A1) Male (A2) Female

(B) Faculty- (B1) Arts (B2) Science

Dependent Variable: 1. Mental Health

2. Academic Achievement

**Sample Selection:**

In the present study researcher has selected the 100 sample of students by purposive sampling method, 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 Nashik.

**Sample Design (2x2)**

|                        |   |      |         |              |
|------------------------|---|------|---------|--------------|
| Faculty<br>Gender<br>⇓ | ⇓ | Arts | Science | Total Sample |
| Male                   |   | 25   | 25      | 50           |
| Female                 |   | 25   | 25      | 50           |
| Total Sample           |   | 50   | 50      | 100          |

**Data Collection Procedure:**

The students were contacted in 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 for the Study:**

Following tools were used for study,

**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 10<sup>th</sup> board examination marks.

Researcher has showed academic achievement as under.

| Sr. 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                          |

**Result and Interpretation:**

The Data was collected by administering the Mental Health Inventory (MHI) by Jagdish and Srivastav (1983). And record sheet for academic achievement. The collected data was scored as per manual instruction and same is presented discussed and interpreted as follows.

**Mental Health**

|         | Mean  | SD   | N  | t- Value | Significant Level  |
|---------|-------|------|----|----------|--------------------|
| Male    | 42.18 | 6.50 | 50 | 1.39     | Not Significant    |
| Female  | 44.06 | 7.02 | 50 |          |                    |
| Arts    | 34.20 | 4.37 | 50 | 12.42    | 0.0001 Significant |
| Science | 46.00 | 5.10 | 50 |          |                    |

Above table shows that, Mean score of male adolescent student is 42.18 with S.D. of 6.50; whereas of female adolescent student mean is 44.06 with S.D. of 7.02. Difference found between mean score of male and female is not significant at 0.01 level as t-value is 1.39. There is 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 score of arts faculty student is 34.20 with S.D. of 4.37; whereas of science faculty student mean is 46.00 with S.D. of 5.10. Difference found between mean score of arts and science faculty is significant at 0.0001 levels as t-value is 12.42. There is 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 Achievement:**

|         | Mean  | SD   | N  | t- Value | Significant Level |
|---------|-------|------|----|----------|-------------------|
| Male    | 59.04 | 1.03 | 50 | 8.04     | Significant 0.01  |
| Female  | 62.01 | 2.40 | 50 |          |                   |
| Arts    | 59.94 | 1.02 | 50 | 3.57     | Significant 0.01  |
| Science | 61.09 | 2.03 | 50 |          |                   |

Above table shows that, Mean score of male adolescent student is 59.04; with S.D. of 1.03, whereas female adolescent student mean is 62.01; with S.D. of 2.40. Difference found between mean score of male and female is significant at 0.01 level as t-value is 8.04. 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 score of arts faculty adolescent student is 59.94; with S.D. of 1.02, whereas of science faculty adolescent student is 61.09; with S.D. of 2.03. Difference found between mean score of arts and science is significant at 0.01 levels as t-value is 3.57. 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:**

To see the relationship between mental health and academic achievement, researcher used Pearson product moment correlation. There is positive relationship between mental health and academic achievement,  $r = 0.57$   $P < 0.01$ . 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.

**Conclusion:**

Findings are substantial and relevant on the line of hypotheses. These salient results are mentioned here 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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