

MENTAL HEALTH AND SCHOLASTIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS

Sabahat Aslam

Research Scholar School of Education and Behavioural Sciences

Abstract

The present research was taken up with broad objective to study the Mental Health and scholastic achievement of higher secondary school students in relation to their gender and Rural/Urban Dichotomy. The sample comprised of 800 higher secondary school students (400 Rural and 400 Urban students, out of which 200 were male and 200 were female). The sample for the study was selected randomly from the different schools of Srinagar (as urban district) and Ganderbal(as rural district). The sample was selected in such a way to ensure that every unit of the population could get equal chance to be selected in the sample. Mental Health Battery developed by A.K.Singh and Alpna Sen Gupta (Hindi Version) and translated into English by Gulnaz was used for studying Mental Health and scholastic Achievement was obtained from the previous two years performance records of the sample subjects. Result findings suggest significant mean difference between male and female students on overall scores of mental health and Female students were found to have better mental health than the male higher secondary school students. Result Findings also suggest significant mean difference between rural and urban higher secondary school student`s on Mental Health and Urban students were found to have high mental health than the rural higher secondary school students. The results also suggest significant mean difference between rural and urban students on their Scholastic Achievement and urban student`s have higher Scholastic Achievement as compared to rural higher secondary school students. And the results also suggest that there is significant difference between male and female higher secondary students on Social Intelligence and females were found to have higher Scholastic achievement than male students.

Keywords: *Mental Health, Scholastic Achievement, Higher Secondary School Students*



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

INTRODUCTION

Mental Health is the person's condition with respect to their psychological and emotional well being. After leaving school and entering further for higher education, much stress is created in the minds of young adults. And to cope up with that stress many studies have been conducted into how well universities and higher educational institutes are responding to mental health problems among their students. Mental Health has been defined as positive but relative quality of life. It is a condition of an average person who works hard to meet the demands of life on the basis of his capacities and abilities. Mental Health is the complete and harmonious functioning of the whole personality. Media reports also reflect growing concern over students mental health and adjustment issues.

Scholastic Achievement or Scholastic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Scholastic 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. Scholastic Achievement concerns with the development, motives, capabilities, interests and behavior that have to do with performance in evaluative situations. The issue of student's achievement has become the plus of many Psychological and educational studies and numerous research works have linked it to adolescence.

It is important to note that Scholastic Achievement and subsequent plans and decisions of any sort, made especially during adolescence, are believed to have important implications on an individual's later endeavour, and hence influence future success, field of career, job prestige, earnings, life styles, identity, economic functioning and subsequently psychological development

OBJECTIVES

The following objectives were formulated for the present Investigation:

- To compare Rural and Urban higher Secondary School Students on Mental Health.
- To compare Male and Female higher secondary school students on Mental Health.
- To compare Rural and Urban higher Secondary School Students on Scholastic Achievement.
- To compare male and female higher secondary school students on Scholastic Achievement.

HYPOTHESES

The following hypotheses were formulated for the present study:

- There is significant difference between Rural and Urban higher Secondary School Students on Mental Health.
- There is significant difference between Male and Female higher secondary school students on Mental Health.
- There is significant difference between Rural and Urban higher secondary school students on Scholastic Achievement.
- There is significant difference between Male and Female higher secondary school students on Scholastic Achievement.

OPERATIONAL DEFINITION OF VARIABLES

The following operational definitions were been formulated for the present study:

- 1. Mental Health:** For the present study, Mental Health was been operationally defined as the scores obtained by administered A.K. Singh and Alpana Sen Gupta's, "Mental Health Battery".
- 2. Scholastic Achievement:** For the present study, scholastic achievement was been operationally defined as the scores obtained by the sample subjects in their previous two examinations.

METHODOLOGY

The descriptive method was used for the present study. The descriptive study describes and interprets what is - it is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with present, although it often considers past events and influences as they relate to current conditions

SAMPLE

The sample for the study consisted of 800 Higher secondary school students in which 400 were rural higher secondary school students 400 were urban higher secondary school students and out of which 200 were male rural and female rural higher secondary school students and 200 were male urban and female urban higher secondary school students. The sample for the present study was selected from district Srinagar (Urban) and district Ganderbal (Rural), which were selected randomly from ten districts of Kashmir. The sample for the study was selected randomly to ensure that every unit of the population gets equal chance of being selected. The researcher ensured that discretions of the researcher should not get involved in the selection of the sample from the population.

SELECTION AND DESCRIPTION OF TOOLS

The tools for the present study were selected in a manner to achieve an optimum level of confidence by the investigator for the objectives of the study. Since the study principally contained two variables namely Mental Health and Scholastic Achievement. Therefore, such tools were decided to be chosen as could validly and reliably measure these variables. The investigator after screening a number of available tests finally selected the following tools to collect the data.

1. Mental Health Battery developed by A.K.Singh and Alpana Sen Gupta (Hindi Version) and translated into English by Gulnaz.

2. Scholastic Achievement of the sample subjects were assessed by checking the previous two year Scholastic performance record of the sample subjects.

ANALYSIS AND INTERPRETATION

A) Mental Health Battery

Mental Health Battery was employed to measure the mental health status of higher secondary school students in Kashmir division. The tool is valid and reliable tool measuring the mental health of the sample subjects in six dimension viz., emotional stability, overall adjustment, autonomy, security-insecurity, self concept and general intelligence.

Table 4.33: Showing the mean comparison between male and female higher secondary school students on ‘Emotional Stability’ component of Mental Health Battery.

Group	N	Mean	S.D	t-value	Level of significance
Male	400	8.85	2.821	0.78	Not significant
Female	400	9.01	2.91		

The above table reveals that there is mean difference between male and female students on ‘Emotional Stability’ of mental health. The statistical data reveals that there is no significant mean difference between the two groups on ‘emotional stability’ dimension which confirms that both male and female have almost equal emotional stability.

Table 4.34: Showing the mean comparison between male and female higher Secondary school students on overall adjustment dimension of mental health battery(N=800).

Group	N	Mean	S.D	t-value	Level of significance
Male	400	19.93	2.366	4.287	Significant at 0.01 level
Female	400	20.66	2.449		

The perusal of the table shows mean comparison between male and female higher secondary school students on ‘Overall Adjustment’ dimension of social intelligence. The statistical data reveals that there is significant mean difference between rural and urban higher secondary school students on ‘Overall Adjustment’ dimension and the difference was found to be significant at 0.01 level. As the mean difference favours the male students which confirms that male higher secondary school students are having better overall adjustment than the female higher secondary school students.

Table 4.35: Showing the mean comparison between male and female higher secondary school students on ‘Autonomy’ dimension of mental health battery (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Male	400	10.54	1.793	6.485	Significant at 0.01 level.
Female	400	9.65	2.078		

The perusal of the above table shows the mean difference between male and female higher secondary school students on ‘Autonomy’ dimension of mental health. The data reveals that there is significant difference between the two groups on ‘Autonomy’ dimension of mental health as the calculated t-value exceeds the tabulated t-value at 0.01 level of significance. As the mean difference favours the male higher secondary school students which concludes that male students enjoy more autonomy than the female higher secondary school students.

Table 4.36: Showing the mean comparison between male and female higher secondary school students on ‘Security-Insecurity’ dimension of mental health battery (N=400 each)

Group	N	Mean	S.D	t-value	Level of significance
Male	400	9.03	1.843	1.395	Not Significant
Female	400	8.84	2.006		

The above table shows the mean comparison between male and female higher secondary school students on ‘Security-Insecurity’ dimension of mental health battery. The statistical data shows that there is no significant mean difference between the two groups on security-insecurity dimension which confirms that both male and female feel equally secure in the society.

Table 4.37: Showing the mean comparison between male and female higher secondary school students on ‘Self Concept’ dimension of mental health battery (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Male	400	8.51	1.567	4.001	Significant at 0.01 level
Female	400	8.96	1.614		

The above table depicts that there is mean comparison between male and female higher secondary school students on ‘self-concept’ dimension of mental health. The statistical data reveals that there is significant mean comparison between male and female higher secondary

school students on ‘self-concept’ dimension and the difference was found to be significant at 0.01 level. As the mean difference favours the female students which confirm that female higher secondary school students are having better ‘Self Concept’ than the male higher secondary school students.

Table 4.38: Showing the mean comparison between male and female higher secondary school students on General Intelligence component of mental health battery (N=400each).

Group	N	Mean	S.D	t-value	Level of significance
Male	400	9.62	3.802	0.613	Not Significant
Female	400	9.77	3.085		

The above table depicts that there is mean comparison between male and female students on General Intelligence dimension of mental health battery. The statistical data shows that there is no significant difference between the two groups on General Intelligence dimension which confirms that both male and female have almost similar general mental ability.

Table 4.39: Showing the mean comparison between male and female higher secondary school students on Overall dimensions of Mental Health (N=800 each).

Group	N	Mean	S.D	t-value	Level of significance
Male	400	66.48	5.434	2.013	Significant at 0.05 level
Female	400	67.18	4.339		

The perusal of the above table shows the mean difference between male and female higher secondary school students on overall dimensions of mental health and the data reveals that there is significant mean difference between the two groups and the difference was found to be significant at 0.05 level. As the mean difference favours the female students which confirm that female higher secondary school students are having strong mental health than the male higher secondary school students.

Table 4.40: showing the mean comparison between rural and urban higher secondary school students on ‘Emotional Stability’ of Mental Health Battery (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Rural	400	8.57	1.793	4.694	Significant at 0.01 level
Urban	400	9.15	1.701		

The above table shows the mean comparison between rural and urban school students on ‘Emotional Stability’ dimension of mental health. The statistical data reveals the that the significant difference between rural and urban higher secondary school students on ‘Emotional stability’ dimension of mental health and the difference was found to be significant at 0.01 level. As the mean difference favours the urban students which confirms that urban higher secondary school students are having high emotional stability than the rural higher secondary school students.

Table 4.41: Showing the mean comparison between rural and urban higher secondary school students on ‘Overall Adjustment’ dimension of mental health battery (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Rural	400	20.11	2.411	2.154	Significant at 0.05 level
Urban	400	20.48	2.446		

The above table depicts the mean comparison between the rural and urban students on Overall adjustment dimension of mental health. The statistical data reveals that there is significant mean difference between rural and urban higher secondary school students on ‘Overall adjustment’ dimension and the difference was found to be significant at 0.05 level. As the mean difference favours the urban students which confirms that urban higher secondary school students are having high adjustment than the rural higher secondary school students.

Table 4.42 : Showing the mean comparison between rural and urban higher secondary school students on ‘Autonomy’ dimension of mental health battery. (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Rural	400	9.92	1.960	2.495	Significant at 0.05 level
Urban	400	10.27	2.007		

The above table depicts the mean comparison between rural and urban higher secondary school students on ‘Autonomy’ dimension of mental health. The statistical data reveals that there is significant mean difference between rural and urban higher secondary school students on ‘autonomy’ dimension of mental health and the difference was found to be significant at 0.05 level. As the mean difference favours the urban students, which confirms that urban higher secondary school students are more autonomous than the rural higher secondary school students.

Table 4.43: Showing the mean comparison between rural and urban higher secondary school students on ‘Security-Insecurity’ dimension of Mental Health Battery (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Rural	400	8.67	1.931	3.923	Significant at 0.01 level
Urban	400	9.20	1.889		

The above table reveals mean comparison between rural and urban students on Security-Insecurity dimension of mental health. The statistical data reveals that there is significant difference between rural and urban higher secondary school students on ‘Security-Insecurity’ dimension and the difference was found to be significant at 0.01 level. As the mean difference favours the urban students which confirms that urban higher secondary school students feel more secure than the rural higher secondary school students.

Table 4.44: Showing the mean comparison between rural and urban higher secondary school students on ‘Self concept’ dimension of Mental Health Battery (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Rural	400	8.89	1.681	2.742	Significant at 0.01 level
Urban	400	8.58	1.513		

The perusal of the above table shows the mean comparison between the rural and urban higher secondary school students on ‘Self Concept’ dimension of mental health. The statistical data reveals that there is significant difference between rural and urban higher secondary school students on ‘Self -Concept’ dimension and the difference was found to be significant at 0.01 level. As the mean difference favours the rural students which confirms that rural higher secondary school students have better concept of self than the urban higher secondary school students.

Table 4.45: Showing the mean comparison between rural and urban higher secondary school students on ‘General Intelligence’ component of Mental Health Battery (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Rural	400	9.74	2.781	0.05	Not Significant
Urban	400	9.75	2.107		

The above table shows the mean comparison between rural and urban students on General Intelligence dimension of mental health battery. The statistical data reveals that there is no significant difference between the two groups on General Intelligence dimension which confirms that both rural and urban have almost equal general mental ability.

Table 4.46: Showing the mean comparison between rural and urban higher secondary school students on Composite score of Mental Health Battery (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Rural	400	65.90	7.301	2.90	Significant at 0.01 level
Urban	400	67.43	7.606		

The table shows the mean comparison between rural and urban higher secondary school students on overall dimensions of mental health. The statistical data reveals that there is significant mean difference between rural and urban students on overall dimensions of mental health and the difference was found to be significant at 0.01 level. As the mean difference favours the urban students which confirms that urban higher secondary school students are high on mental health than the rural higher secondary school students.

B) SCHOLASTIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS

The scholastic achievement of the sample subjects were assessed by consulting the previous two years academic performance of the sample subjects. The aggregate marks of the two years were taken as indicators of academic performance of the sample subjects.

Table 4.47: Showing the mean comparison between male and female higher secondary school students on Scholastic Achievement.

Group	N	Mean	S.D	t-value	Level of significance
Male	400	65.82	5.842	7.755	Significant at 0.01 level
Female	400	69.98	8.999		

The above table reveals that there is significant mean difference between male and female higher secondary school students on scholastic achievement. The data depicts that there is a significant mean difference between the two groups and the difference was found to be significant at 0.01 level. As the mean difference favours the female students which reveals that female students are higher on academic achievement than male students.

Table 4.48: Showing the mean comparison between rural and urban higher secondary school students on Scholastic Achievement.

Group	N	Mean	S.D	t-value	Level of significance
Rural	400	69.22	2.907	11.34	Significant at 0.01 level
Urban	400	73.58	7.117		

The above table shows the mean comparison between rural and urban students on Scholastic Achievement. The data depicts that there is significant mean difference between the two groups and the difference was found to be significant at 0.01 level as the calculated t-value exceeds the tabulated t- value at 0.01 level. The observed difference favours the urban higher secondary school students which confirms that urban higher secondary school students are high on academic achievement than the rural higher secondary school students.

CONCLUSION

The following conclusion have been drawn from the present study:

Mental Health

1. It was found that there is no significant mean difference between the male and female higher secondary school students on security-insecurity and general intelligence dimensions of mental health.
2. It has been found that there is no significant difference between male and female higher secondary school students on emotional stability dimensions of mental health.
3. Significant difference was found between male and female students on overall adjustment dimensions of mental health. Female students were having better overall adjustment than the male higher secondary school students.
4. Significant difference was found between the male and female on autonomy dimension of mental health. Male students were found to have better autonomy than the female students.

5. Significant difference was found between male and female students on self-concept dimension of mental health. Female higher secondary school students were found to have better self concept than the male higher secondary school students.
6. On the overall scores of mental health, significant mean difference was found between male and female students on overall scores of mental health. Female students were found to have better mental health than the male higher secondary school students.
7. Significant difference was also found between rural and urban students on emotional stability dimension of mental health and Urban students were found to have high level of emotional stability than the rural students.
8. It was found that there is significant mean difference between rural and urban students on overall adjustment dimension. Urban students were found to have high level overall adjustment than the rural students.
9. Significant mean difference was found between rural and urban students on autonomy dimension of mental health. Urban students were found to have better autonomy than the rural higher secondary school students.
10. It has been found that there is significant mean difference between rural and urban students on Security-Insecurity dimension of mental health. Urban students are high on Security-Insecurity dimension than the rural students.
11. It was found that there is significant mean difference between rural and urban students on self-concept dimension of mental health. Rural students were found to have better concept of self than the urban higher secondary school students.
12. Significant mean difference was found between rural and urban students on overall dimensions of mental health. Urban students were found to have better mental health than the rural higher secondary school students.

Scholastic Achievement

1. It was found that there is significant mean difference between the male and female students on scholastic achievement. Female students were found to have better scholastic achievement than male students.
2. It has been found that there is significant mean difference between the rural and urban students on their scholastic achievement. Urban students were found to have better scholastic achievement than the rural higher secondary school students.

INFERENTIAL SUGGESTIONS:

1. A very high percentage (91%) of the higher secondary school students was found to have average mental health. Therefore, timely guidance and counseling should be given to the students so that students will have high emotional stability and good adjustment in the society. Rural higher secondary school students were found to have low mental health. Therefore, efforts should be made to involve rural higher secondary students in non academic activities like sports, social services etc besides academic activities so that their mental health will be developed. Female were found to have better mental health than their male higher secondary school students. Therefore, efforts should be made to involve the male higher secondary school students in different non academic activities so that mental health of the male students will be developed.
2. Females were found to have better academic achievement than the males. Therefore, proper motivation, remedial classes, career counseling should be organized for the male higher secondary school students to enhance their academic achievement. A good attractive school climate should be ensured in the educational institutions so that male students will excel in their academic career. Urban higher secondary school students were found to have better academic performance than the rural higher secondary schools students. Therefore, it is recommended that the infrastructural facilities in the rural higher secondary schools should be upgraded so that the children of the rural school will get maximum benefit out of the education in order to motivate best minds in the rural schools. Incentives should also be given to the teachers who are voluntarily willing to serve in the rural areas.

REFERENCES

- Adri Menheere & Edith H. Hooge(2014) Parental involvement in children's education: A review study about the effect of parental involvement on children's school education with a focus on the position of illiterate parents. Journal of the European Teacher Education Network JETEN (6)(144-157).*
- Araceli Martinez (2015) Parental Involvement and its affect on Student Achievement. Unpublished thesis Presented to the Faculty of California State University, Stanislaus*
- Arya, K and Kistwaria J., (2002) factors affecting the academic performance of adolescents girls and to find out the association socio-between personal characteristics and academic performance. Journal of Anthropologists, vol. 7(1): 29-33.*
- Ayman Mokhtar Zaher Eldeeb (2012). The impact of parental involvement on academic student achievement. Dissertation submitted of Master of education -international management and policies,*
- Baljinder S. and Kuldip S. (2009) The Influence of Emotional Intelligence and Learning Style on Student's Academic Achievement. Conference on Scientific and Social Research.*
- Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies*

- Bo Scott Bennett (2015) Social Intelligence of Undergraduates Enrolled in Traditional vs. Distance Higher Education Learning Programs. Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Doctor of Philosophy Psychology, Walden University*
- Borncl & Montrare,K(2005) Mental Health, Academic Achievement of students according to their family size.*
- Chowdhury, Aparajita & Muni, Anita Kumari (1995). Role of Parental Support in Children's Need Satisfaction and Academic Achievements. Journal of Community Guidance and Research, 12(2), pp. 135-144.*
- Gina A. N. Chowa Rainier D. Masa Jenna Tucker(2013) Parental Involvement's Effects on Academic Performance.. An evidence from the Youth Save Ghana Experiment. CSD Working Papers No. 13-15*
- Gulnaz(2004) Mental Health and Academic Achievement of Adolescent Boys and Girls. M.phil Dissertation submitted to the department of Education, University of Kashmir.*
- Javed Ahmad Puju (2010) A study of Mental Health and Academic Achievement of physically challenged and physically normal students in Kashmir university. unpublished ph.D thesis submitted to the department of Education,university of Kashmir.*