

STUDY OF DIFFERENT DIMENSIONS OF MENTAL HEALTH OF ADOLESCENTS WITH RELATION TO THEIR ACADEMIC ACHIEVEMENT

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Abstract: Present research was undertaken to study the impact of academic achievement and gender on mental health of higher secondary students. Mental health is not merely important but essential for survival as social being. It is a level of psychological well being or an absence of a mental disorder. Academic achievement has become important indices and measure of self worth, self esteem and self efficacy. A sample of 160 adolescents of high and low achiever was taken from different schools of Nainital district of Uttarakhand. Mental health scale of Arun kumar singh and Alpna sen gupta were used. Mean, SD, t-test was used for analyzing the data obtained from the sample. The findings of the study revealed that there exists significant difference in over all mental health of high and low achievers. The findings of the study revealed that there exists significant difference in Emotional stability, 'Overall Adjustment, Security-insecurity' and Intelligent of mental health of high and low achievers. No significant difference has been found in 'Autonomy and Self concept dimensions of mental health

Key Words: acedamic achievement, mental health.

1. INTRODUCTION:

The role of mental health in human life is very important. It plays its role not only in the lives of individuals but also in the life of society. There is no area in human life which is beyond the range of mental health. The term mental health does not refer to any one aspect of mental life or to any one dimension of human personality. Mental health is a level of psychological well being or an absence of a mental disorder.(About.com2006). 'Mental health is the capacity of the individual, the group and the environment to interact with one another in ways that promote subjective well-being, the optimal development and use of mental abilities (cognitive, affective and relational), the achievement of individual and collective goals consistent with justice and the attainment and preservation of conditions of fundamental equality.' (World Health Organization's) (1981). Like physical health, mental health is also an aspect of total personality. Mental health is an index which shows the extent to which the person has been able to meet his environmental demands, i.e., social, emotional or physical; and the extent to which he gets himself mentally strained. This mental strain is generally reflected is symptoms like anxiety, tension, restlessness or hopelessness among others.

Mental health problems were significantly higher among those children whose both parents were employed. Maternal employment effect children and working mother's children have found much higher mental health problems than non-working mother. (Seenivasan,P.,Caroline,P.K.,2014).

Academic Achievement is the extent to which a student, teacher or institutions has achieved their short or long term educational goals. It is measured by the final grade earned in the course or class. It is an attained ability or degree of competence in school task, usually measured by standardized tests and express in grades.(Trow W.C. 1956)

Adolescence is a period of rapid physical, intellectual, emotional and social growth periods, of growing up. The problems of mental health becomes particularly acute during late phase of adolescence. *Adolescence is the crucial stage which need education and traning regarding factors influencing their mental health and well being also proper counseling for the high risk individuals for their future development.(Dash,M.,Charlie, 2015)*

2. REVIEW OF LITERATURES:

Syeda Shabnum (2015) The sample of the study comprised of 100 bright and 100 dull adolescents. These bright and dull adolescents had been identified through Raven's Advanced Progressive Matrices (IQ test). The data was collected by employing Mental Health Battery by A.K. Singh and Alpna Sen Gupta to all 100 bright and 100 dull adolescents. The data was analysed through t-test. Line Graph and Bar Diagram were plotted to make the results transparent. The results show that the two groups (bright and dull adolescents) differ significantly on all dimensions of mental health battery except Emotional Stability (E.S.) dimension of mental health battery.

Vock, et al. (2013) studied vocational interests of intellectually gifted and highly achieving young adults and found that Gifted participants reported stronger investigative and realistic interests, but lower social interests than less intelligent participants. Highly achieving participants reported higher investigative and (in wave 2) higher artistic

interests. Beyond a strong gender effect, intelligence and school achievement each contribute substantially to the prediction of vocational interests.

Tannir, A. and Anies-AI-Hroub (2013) studied effects of character education on the self esteem of intellectually able and less able elementary students in Kuwait and the results revealed that the intellectually able students who received character education showed a higher self-esteem rating than the intellectually less able. The character education program had benefited the intellectually able more than the intellectually less able students. From the above review it can be seen that, no or few studies have been conducted mental health of Intelligent and Dull students. So the investigators are interested in studying the mental health of Intelligent and Dull students.

Kalpan and Kalpan(2005) found that early adolescence school related stress both independently and interaction with high academic expectation, negatively affected performance 3 years later,. The results suggested that for students in high stress school environment , and increased in academic expectations increases their school related stress and impeded their academic performance.

Kumar and Singh(2004) studied between stress and academic performance of students and found poor performance produces problems like stress ,phobia and behavioral problems. The results revealed that psychological stressor significantly influence academic performance of the students

3. OBJECTIVES:-

- To compare the overall mental health of students on the basis of their academic performance.
- To compare the different dimensions of mental health on the basis of their academic performance.

4. HYPOTHESIS:

- There would be no significant effect of academic achievement on overall mental health of students..
- There would be no significant difference between different dimensions of mental health of higher and low achievers.

5. METHODOLOGY:

Sample and sampling technique:

Purposive random sampling technique had use for the collection of data of high and low achievers. The sample comprised of 80 High and 80 low achievers(male and female students)on the basis of their academic achievement i.e. result of class 12th . High achiever students have got above 75% marks and low have got below 50 % in 12th standard. It was obtained from progress registers of schools.

Tools: Mental Health Battery (2000) by Arun Kumar Singh and Alpana Sen Gupta. There are six dimensions of this battery. I) related to Emotional Stability (ES), II) related to Overall Adjustment (OA), III) related to Autonomy (AY), IV) related to Security- Insecurity (SI), V) related to Self – Concept (SC) and VI) related to Intelligence .

6. RESULTS:

Table-1 showing the Mean, SD, & t-ratio between High and low achiever on overall mental health

Groups	N	Mean	SD	t- ratio	Level of significance
High achiever	80	80.73	3.64	11.8	Significant
Low achiever	80	50.93	4.15		

The high level shows higher level of intelligence and the lower level shows dullness level. The mean score of bright and Dull adolescents were 80.73 and 50.93 After calculating the significant of difference between mean score of intelligent and Dull, the t- test value was found to be 11.8, which was significant at 0.05 level. This reflects the rejection of Null hypothesis.

Table-2 showing the significance of difference between High and low achiever on emotional stability

Groups	N	Mean	SD	t- ratio	Level of Significance
High achiever	80	8.15	0.55	4.34	Significant
Low achiever	80	3.81	1.28		

The Table -2 makes it obvious that mean of high achiever (8.15) and low was (3.81) on emotional stability. It seems that higher achiever are emotionally stable than low . However as the obtained ‘t’ value (4.34) was significant at 0.05 level. Therefore null hypothesis was rejected.

Table-3 showing the significance of difference between High and low achiever on overall-adjustment:

Groups	N	Mean	SD	t- ratio	Level Significance
High achiever	80	24.01	1.40	6.8	Significant
Low achiever	80	17.21	3.16		

The Table-3 shows that mean of high achiever (24.01) is higher to mean of low (17.21) on overall-adjustment. The mean difference favors the high achiever and ie. High achiever are emotionally stable than low. However as the obtained 't' value (6.8) is significant at 0.05 level. Therefore null hypothesis was rejected .

Table-4 showing the significance of difference between High and low achiever on Autonomy:

Groups	N	Mean	SD	t-ratio	Level of Significance
High achiever	80	8.85	0.8	1.6	Insignificant
Low achiever	80	7.25	0.42		

Table-4 shows that mean of high achiever (8.85) is higher to mean of low (7.25) on Autonomy . It seems that high achievers and low have same in Autonomy .The obtained 't' value (1.6) is not significant at 0.5 level. This indicates acceptance of null hypothesis between these two.

Table-5 showing the significance of difference between High and low achiever on security-insecurity:

Groups	N	Mean	SD	t-ratio	Level of Significance
High achiever	80	8.6	0.63	8.35	Significant
Low achiever	80	6.93	1.54		

The Table-5 shows that mean of high achiever (8.6) and low is (6.93) on security- Insecurity. It seems that high achiever are stable on security-insecurity than low. 't' value (8.35) is significant at 0.05 level. Therefore null hypothesis was rejected.

Table-6 showing the significance of difference between High and low achiever on self-concept:

Groups	N	Mean	SD	t-ratio	Level of Significance
High achiever	80	8.16	0.87	1.1	Insignificant
Low achiever	80	3.38	1.6		

The Table -6 makes it obvious that mean of intelligent students (8.16) is higher to mean of dull students (3.38) on self-concept. it seems that high achiever are emotionally stable than lower. 't' value (1.1) is not significant at 0.05 level.

Table-7 Showing the significance of difference between High and low achiever on intelligence:

Groups	N	Mean	SD	t-ratio	Level of Significance
High achiever	80	21.73	1.24	4.26	Significant
Low achiever	80	11.83	2.89		

The Table -7 makes it obvious that mean of intelligent students (21.73) is higher to mean of dull students (11.83) on intelligent dimension. It seems that high achiever are more intelligent than low . However as the obtained 't' value (4.26) is significant 0.05 level.

7. CONCLUSION:

The overall mental health of high and low achiever clearly shows that they are differ significantly . It indicates that high achiever have better overall mental health than low.

There is a significant difference between higher and low achiever in their mental health towards emotional stability (ES), which indicates that higher achiever refers to experiencing subjective stable feelings which have positive or negative values for the individual. The overall Adjustments (OA) which indicates that higher achiever have

greater overall balance between the demands of various aspects of environment and cognition but low have not. Higher and low achiever do not show any variation on Autonomy (AY) dimension of Mental Health. It shows that both can have approximate same sense on autonomy. Higher and lower achievers differ significantly on Mental Health towards security Insecurity (SI) which shows that bright students have greater sense of safety, confidence, and freedom from fear, apprehension or anxiety particularly with respect to fulfilling the person's present or future needs than dull students. These two differ are not significantly in their mental health towards Self Concept (SC), It shows that both can have approximate same sense of self. Last dimension is intelligent , both are differ significantly on Intelligence (IQ) of Mental Health which prove that high achiever think rationally and behave purposefully in their environment than lower achiever.

20% of adolescents in India suffer from some forms of mental health problems and 2%-5% with serious mental problems.(TIMES OF INDIA Jan 2014)

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