



Mental Health and Academic Achievement of Students of Raiganj

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Abstract:

Mental health is an aspect of a person's overall health. Mental health is a combination of a person's physical health and mental health. In daily life, family, social, economic, political, educational events have affected our mental health. It puts stress on the mind in many ways that can disrupt mental well-being. In our Society academic achievement is considered as a key criterion to Judge one total potentialities and capacities. A good mental health creates better motivation of students and students will perform well in their academic achievement. The objectives of the study are to find out significant difference if any in the mental health and academic achievement of students in relation to gender, locale and type of management. The descriptive method of survey was adopted. The sample of this study consisted of senior secondary school students of Raiganj. Mental Health Inventory of Talesara and Bano (2011) was used for data collection. The findings of the study were that there was significant difference in mental health of students in relation to gender and locale and non-significant in type of management variations. There was significant difference in Academic achievement of students in relation to locale and type of management and non-significant in gender variations. In each case the relationship between Mental Health and Academic Achievement was significant.

Keywords: *Mental Health, Academic achievement, Senior Secondary School Students.*

Introduction:

Competition on a global scale is heating up. Increasing one's standing in society is now dependent on one's level of performance. It is every parent's dream for their children to reach the pinnacle of success. Everyone involved in education—students, instructors, and schools— is under intense pressure to perform at a high level because of this expectation of excellence. Although many additional benefits are anticipated from the school system, it seems that everything is centred on pupils' academic accomplishment. Schools dedicate a significant amount of resources to assisting students in improving their academic performance. Mental health is an aspect of a person's overall health. Mental health is a combination of a person's physical health and mental health. In daily life, family, social, economic, political, educational events have affected our mental health. It puts stress on the mind in many ways that can disrupt mental well-being. The science of mental health is the science that is constantly working and researching to keep a person's mental health normal. With the overall development of the individual, the organization is constantly working towards the goal of serving. Maintaining mental health is a very important program in the life of an individual. Home and school

play an important role in maintaining the mental health of the individual. As a social being, we are born into a family and participate in school education to receive education after family life. The family environment and the school environment affect the mental health of the student. An independent, stress-free, empathetic family environment and school environment help protect the mental health of the student.

Mental health is a joyful activity of the person's personality organization. The mental health of the person develops through the proper adjustment with environment. There are several positive things associated with healthy and normal mentality, such adjustment with changing environments, preparing the field of self-guidance, helping the individual to be established as a cohesive and ideal etc. Mental health helps a person to develop a balanced mental organization and adapt to the changing environment. According to Hadfield, (2016) "Mental Health is the full and free expressions of all our native and acquired potentialities in harmony with one another by being directed towards a common end aim of the personality as a whole."

In today's cutthroat environment, everyone aspires to greatness. Being a high achiever is expected of everyone in today's contemporary world. The purpose of this research was to gather information on the academic performance and mental health of teenagers enrolled in CBSE's XI grade. Academic success is seen as an important indicator of a person's overall abilities and potential in contemporary society. A good mental health creates better motivation of students and students will perform well in their academic achievement. 'Academic' means 'relating to education' and 'Achievement' means 'A thing done successfully with effort, skill, or courage'. So, academic achievement means what an individual achieves after an academic year. **Singh (2015)** studied on "Mental health and Academic achievement of college students" and found that male group have better mental health than female group and high achiever group was mentally healthy than low achiever group. Additionally, the research found that there is a favourable and statistically significant correlation between mental health and academic performance. When Zada et.al. (2021) looked into the "Effect of Mental health problems on academic performance among university students in Pakistan," they discovered that certain college students can handle more stress and yet do well in school. Unfortunately, some children just can't cope with the added pressure, and as a result, they may fail to meet expectations in the classroom and eventually drop out of school altogether. University students' academic performance is adversely affected by mental health disorders, according to this research. Additionally, they discovered that students' career and personal lives are significantly impacted by mental health disorders. It is clear that female students outperform their male counterparts according to the findings of the gender impact on academic achievement. Also, compared to female students, male students are more likely to have mental health issues.

Rationale of the study:

Additionally, the research found that there is a favourable and statistically significant correlation between mental health and academic performance. When Zada et.al. (2021) looked into the "Effect of Mental health problems on academic performance among university students in Pakistan," they discovered that certain college students can handle more stress and yet do well in school. Unfortunately, some children just can't cope with the added pressure, and as a result, they may fail to meet expectations in the classroom and eventually drop out of school altogether. University students' academic performance is adversely affected by mental health disorders, according to this research. Additionally, they discovered that students' career and personal lives are significantly impacted by mental health disorders. It is clear that female students outperform their male counterparts according to the findings of the gender impact on academic achievement. Also, compared to female students, male students are more likely to have mental health issues.

A mentally healthy individual is unfazed by the pressures and stresses of life and has unwavering goals in mind, according to the aforementioned characteristics of a healthy personality. As a relatively stable and long-lasting effect of temperament, one's mental state may be a measure of psychological maturity.

Attaining this state means that one's personal and social interactions are as productive and fulfilling as they may be. Optimism for oneself and other people is a hallmark of a healthy mental state.

Research questions

- Is there any significant difference in mental health of senior secondary school students in relation to their gender, locale and type of management variation?
- Is there any significant difference in the academic achievement of senior secondary school students in relation to their gender, locale and type of management variation?
- Is there any significant relationship between mental health and academic achievement of senior secondary school students.

In an attempt to answer to these questions, the researcher has undertaken the study and stated the problem as follows.

Statement of the problem

Keeping in view of the above, the problem is stated as: "MENTAL HEALTH AND ACADEMIC ACHIEVEMENT OF STUDENTS OF RAIGANJ"

Objectives of the study:

Keeping in view the need of the problem, the researcher formulated the following objectives

- I. Research the gender, geographic, and management-type differences that may exist in the mental health of high school seniors.
- II. The second objective is to determine if there are any discernible gender, geographical, or management-related inequalities in the academic performance of high school seniors.
- III. With regard to the intra factors of gender, location, and type of management variations, examine the link between students' mental health and their academic accomplishment in senior secondary school.

Hypotheses of the study:

Depending upon the objectives of study the following hypotheses have been formulated.

H₀₁. When looking at the mental health of kids in their last year of high school, there is no discernible gender gap.

H₀₂: When it comes to the emotional well-being of high school seniors, regional differences do not matter much.

H₀₃: When comparing the mental health of students in senior year of high school, there is no discernible difference according to management style.

H₀₄: Students' academic performance in senior high school is not significantly different based on their gender.

H₀₅: Students' academic performance in senior high school does not vary much by location.

H₀₆: When comparing the academic performance of pupils in senior secondary school, there is no discernible difference according to management style.

Ho₇: When looking at the correlation between students' mental health and their performance in the classroom, no statistically significant association is found.

Scope and Delimitation:

Scope of the study covers assessment of mental health of students in relation to gender, locale and type of management variations and its impact on academic achievement. The study was delimited to senior secondary school students controlled by CBSE in Raiganj. The study was delimited to 50 boys and 50 girls studying in class XI.

Operational definitions of the terms used in the study

Mental Health: When we talk about a person's mental health, we're referring to their capacity to deal with the challenges they confront in life in terms of how they perceive, feel, and behave (Shalala 1996).

Here the mental health status of adolescents is decided as per the standardized tool developed by Talesara and Bano (2011) which consists of 54 items with three dimensions (School related, home related and Peers related).

Academic Achievement: Academic Achievement is the degree and level of success and proficiency attained in the academic field. In the present study, it refers to the scores obtained in the annual examination of class X under the CBSE.

Senior Secondary school students are here the students reading in class XI of Senior secondary schools of Raiganj.

Methodology:

Design: The design of the study was a descriptive study design. But the method is correlational study of ex-post facto in nature.

Population: The class XI students of senior secondary schools of Raiganj.

Sampling Technique: Simple random sampling technique was taken for the selection of the students.

Sample: 100 students (50 boys and 50 girls) of 60 to 70 percent of aggregate marks in their previous annual examination from four senior secondary schools of Kolkata were selected.

Tools used:

Mental Health Scale of Talesara and Bano (2011): For measuring Mental Health, the scale developed and standardized by Talesara and Bano (2011) which consists of 54 items with three dimensions (School related, home related and Peers related) were used. The reliability of the scale was 0.72. Concurrent validity was 0.69. Z-score Norms for each dimension i.e. school related causes, home related causes and peer group related causes was calculated and ranged from -2.01 to +2.01.

Academic Achievement: The scores obtained in the annual examination of class X under the CBSE were converted to normal scores in percentages. This has been done because in class X standard question are asked to all the students and the norm for evaluating the performance remain common for all. So common question, common standard of evaluation and common grade in percentages awarded by unique board. Thus, it becomes the student evaluation of achievement.

Analysis and interpretation of data

The study's findings were derived by calculating the means, medians, and modes of the three mental health and academic success variables, as well as their standard deviations and tests of significance for difference between means.

Differential analysis on Mental Health

Descriptive and inferential statistics were used for data analysis. Calculations of Q3 (28.57), Q1 (19.93), Q (4.32), P90 (33.63), and P10 (15.82) were used to study the normality of distribution. The median was 24.64, the mode was 25.28, and the standard deviation was 6.08. In contrast to the typical values of zero and 0.263 for a normal curve, the observed skewness and kurtosis values of -0.148 and 0.242, respectively, suggested that the curve was somewhat leptokurtic and negatively skewed. The sample was categorised based on the mean and standard deviation of the mental health scores. Almost 14% had excellent mental health, 16% were somewhat above normal, 52% were medium, 10% were below average, and 8% were very unhealthy. The purpose of calculating 't' ratios was to identify statistically significant differences between two different subsamples. Table 1 shows the results of the sub-sample-wise calculations of the mean, standard deviation, standard error difference, and 't' values.

Table 1

Summary of 't' ratios between the two sub-samples on Mental Health

Variation	Sub samples	N	M	SD	SED	't' Ratio	Remarks
Gender	Boys	55	25.35	6.8	1.49	5.6	p< 0.01
	Girls	45	18.68	6.5			
Locale	Rural	54	25.98	5.9	1.78	5.12	p< 0.01
	Urban	46	20.27	5.3			
Type of Management	Private	44	25.21	6.2	1.29	0.85	NS
	Government	56	24.40	6.9			

$t_{0.05}$ for $df 109 = 1.98$; $t_{0.01}$ for $df 98 = 2.61$

Looking at the data in the table above, it's clear that there was a very significant 't' ratio when looking at gender variation; more specifically, the boys had much better mental health than the females. Subsamples of the group exhibiting geographical variance also exhibited statistically significant 't' ratios. Consequently, we may say that there is a substantial difference in mental health, and we can reject the null hypothesis. However, since the 't' ratio was not statistically significant, we cannot reject the null hypothesis regarding management style. The study's findings are consistent with those of previous research by Singh (2015) and Zada et.al (2021). Therefore, it is desirable for the investigator to draw the conclusion that the outcome was suitable.

Differential analysis on Academic Achievement

The distribution's mean, median, and mode for academic performance were 78.25, 78.70, and 79.6, respectively. There was a 9.55 standard deviation in the data. After analysing the distribution of academic performance scores for normalcy, it was shown that 75% of cases fall within 16 and 97.0% inside 26 and 36, compared to 68.16%, 95.43%, and 99.97% in a normal curve, respectively. In comparison to a normal curve,

which would have skewness and kurtosis values of 0 and 0.263, respectively, this curve has values of 0.141 and 0.236. The results showed that the pupils' grades did not follow a normal distribution. The results of the subsamples' means, standard deviations, and t-ratios are shown in table 2.

Table 2

Summary of 't' ratios of sub samples due to gender, locale and type of management variations on Academic Achievement

Variation	Sub samples	N	M	SD	't' Ratio	Remarks
Gender	Boys	55	79.24	9.35	1.27	NS
	Girls	45	77.15	9.38		
Locale	Rural	54	79.49	9.69	2.36	p< 0.05
	Urban	46	76.38	9.56		
Type of Management	Private	44	81.22	9.6	3.92	p< 0.01
	Government	56	75.87	9.8		

After reviewing the data in the table, it became clear that there were large variances in the 't' ratio for location and management style, but no such variation for gender. Academic performance was similar for boys and females. The findings pointed to the fact that location and management style are strong indicators of academic performance. This finding agreed with prior research by Singh (2015) and Zada et al. (2021). The investigator determined that the current study's outcome was suitable based on the aforementioned grounds.

Relationship Study

From the vantage point that excellent mental health is the learnt propensity and inclination to pursue success with the same level of excellence, the researcher in this study also sought to determine the association between mental health and academic accomplishment. In that setting, we calculated the correlation between mental health and academic performance according to gender, location, and management style, and we displayed the results in table 3.

Table 3

Co-efficient of co-relation between Mental Health and Academic Achievement

Variation	Sub-sample	N	R	Remarks
Gender	Boys	55	0.42	p<.01
	Girls	45	0.32	p<.05
Locale	Rural	54	0.43	p<.01
	Urban	46	0.33	p<.05

Type of Management	Private	44	0.43	p<.01
	Government	56	0.30	p<.05
	Total	100	0.44	P<.01

From the table, it was observed that in each case the relationship was significant. The study was in conformity with earlier studies of Singh (2015) & Zada et.al (2021).

Findings:

The findings of the study are summarized below:

- The mental health of male and female students differs significantly. • The mental health of students varies significantly according on their location.
- The relationship between the kind of management and students' mental health is not statistically significant.
- Students' intellectual success does not vary much based on their gender.
- Academic success is influenced by the kind of management and the locality.
- A strong correlation exists between students' mental health and their performance in the classroom in every instance.

Conclusion:

Parents and teachers both have to contribute significantly to the mental health of the adolescents. Teachers as well as parents should provide them the knowledge of rich heritage, values, and traditions in a way so that by understanding those they become able to transmit the same at later stages of life. They must be given restricted freedoms. They should be made part of the decision making process both in home and classroom. Parents and teachers must be supportive, friendly and a trustable authority for them.

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