

STUDY OF RELATIONSHIP BETWEEN MENTAL HEALTH AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS

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Abstract

This study investigated the correlation between the mental health and academic achievement of senior secondary school students. The study comprised 400 senior secondary school students purposely selected from various districts of Rajasthan. The Mental Health Battery by A.K. Singh and Alpana Sen Gupta (2017) was utilized, and the academic performance report served as the basis for evaluating academic achievement. The analysis of results clarifies that the correlation between mental health and academic achievement is positive and significant at the 0.1 level. This supports the notion that a higher mental health score is associated with higher academic achievement.

INTRODUCTION

Education stands as a beacon in the journey of human evolution, a powerful tool that has the ability to shape and mold individuals into the architects of their own destinies. The profound impact of education on human behavior is undeniable; every alteration in an individual's conduct, influenced by their surroundings, is a testament to the transformative nature of learning.

Throughout the annals of history, the role of education emerges as the primary catalyst for societal, cultural, spiritual, political, and economic metamorphoses. It is the force that not only lifts the human animal from the realms of ignorance but also equips them with the knowledge and skills needed to navigate the complexities of life. Education is the cornerstone that transforms mere mortals into enlightened beings, instilling in them the capacity to not only survive but to thrive in their personal and social spheres.

Education encompasses a spectrum that goes beyond the confines of formal institutions, extending its reach into the realm of non-formal organizations. The acquisition of knowledge and skills, whether through structured classrooms or informal settings, contributes to the continuous process of individual growth and development.

In the intricate tapestry of a student's life, mental health and academic achievement emerge as pivotal threads. The symbiotic relationship between a sound mental state and academic success cannot be overstated. A student's ability to absorb, comprehend, and apply knowledge is intricately connected to their mental well-being. Striking a harmonious balance between mental health and

academic pursuits is essential for holistic development, paving the way for a successful and fulfilling educational journey.

In essence, education is not merely a means to acquire information; it is the cornerstone of personal evolution and societal progress. It empowers individuals to navigate the complexities of life, fostering a symbiotic relationship between mental well-being and academic achievement for a truly enriching educational experience.

MENTAL HEALTH

In our daily lives, we witness a multitude of facilities catering to our physical well-being, emphasizing the importance society places on physical health. However, mental health often doesn't receive the same level of recognition. The mind, akin to a central controller, plays a pivotal role in shaping our overall health. A positive mindset, for instance, significantly contributes to our success in life. While historically mental health may not have been given its due importance, significant strides have been made globally to enhance mental health facilities.

The 2005 World Health Organization (WHO) European Ministerial Conference on Mental Health marked a turning point, endorsing the statement, 'No health without mental health.' This approval underscores the inherent and indispensable role of mental health. A person's mental well-being is characterized by their ability to manage daily stresses, maintain productivity, and contribute to their community.

The term 'Mental Health' comprises two words: 'mental' and 'health.' Beyond the pure cerebral functioning of an individual, 'mental' encompasses emotional states and the relationships established in a social-cultural context. Similarly, 'health' goes beyond physical well-being. Mental health is integral to education, acting as a foundational condition for any type of learning. If children aren't in sound mental health, their ability to concentrate, learn, and retain knowledge diminishes. Education and mental health are interlinked; a person with good mental health tends to achieve higher academic success, and vice versa. Likewise, a well-educated individual is likely to be more mentally resilient.

Several factors influence a student's mental health, including the home environment, physical condition, and school environment. Recognizing mental health as a universal human right is essential for fostering a society where both physical and mental well-being are given the attention they deserve.

Definition

“Good mental health is more than just the absence of mental illness. It can be seen as a state of mental health that allows one to flourish and fully enjoy life.” (Alberta Division,2009).

ACADEMIC ACHIEVEMENT

Nowadays, the competition is at a high phase. The key factor influencing individual progress is the quality of a student's performance. Parents wish for their children to reach the highest level of achievement, resulting in increased pressure on teachers, students, and the education system in general. In broad terms, academic achievement is the demonstration of competence in academic work. There are several ways to assess students' achievements, with achievement tests used to evaluate the nature and extent of learning in a particular subject.

Various environmental conditions and elements influence a student's achievement in a specific field. Additionally, numerous psychological factors directly or indirectly impact students' achievements. Academic achievement represents the knowledge acquired by students in different subjects of study, inspiring them to work hard and understand their standing. Two essential emotions in human life are happiness and sadness. In academic achievement, when students reach their goals, they feel joy and motivation. Conversely, when they are unable to achieve their goals, they experience sadness, leading to feelings of anger and frustration.

A student's growth and development depend on the education system. It is the responsibility of a school or other educational institution, established by society, to promote healthy academic growth and student development. In conclusion, academic achievement is the extent to which a student, teacher, or institution has attained its short or long-term educational goals.

Definition

Academic achievement is generally regarded as the display of knowledge attained or skills developed in the school subject. (Busari,2000).

Factors Affecting Academic Achievement

There are various factors that affect the academic achievement of students. Before addressing these factors, it is essential to understand that these situations should be managed carefully and with sensitivity. During these times, it is important for parents and teachers to comprehend the challenges faced by children and help them overcome their problems so that children can achieve their goals.

1. **Learning Environment:** The type of surroundings and people a child interacts with during the secondary school phase partially determines their overall performance and academic scores. If a child faces problems such as bullying, difficulty in making friends, or a dislike towards their teachers, it can have a negative impact on their concentration, which is crucial during classes. Some students are not interested in going to school, resulting in increased absenteeism. High levels of absenteeism lead to lower academic achievement because children miss important lectures on various topics, facing difficulty in preparing for those topics. Children who actively participate in school activities, engage in class interactions, and spend time with friends develop a liking for the learning environment, resulting in better performance and goal achievement.

2. **Performance Pressure:** In today's competitive world, everyone aspires to be at the top, whether in education, business, or life. This desire for excellence often leads to high levels of performance pressure, arising from unrealistic expectations from family, unplanned objectives, job requirements, etc. This pressure has an adverse impact on the mental health of the child, causing a serious reduction in academic achievement. It is the responsibility of parents and teachers to ensure that students do not succumb to stress due to performance expectations. Some schools provide guidance and counseling facilities to help students cope with pressure and achieve their goals.
3. **Teacher-Student Ratio:** The teacher-student ratio is a significant concept followed by various schools in India. It indicates the number of students in a classroom per teacher. In the development of students' interest in a subject, undivided attention, understanding, and appreciation from teachers play important roles. An unbalanced teacher-student ratio results in adverse academic achievements. Some schools pay proper attention to the teacher-student ratio, dividing classes into sections and assigning roles to teachers to maintain a healthy student-teacher ratio. Young learners should be provided with quality education.
4. **Family Background:** "The academic achievement of a student is affected by family conflicts and disputes. Home is a place where a child should relax and live a stress-free life. However, returning to a home full of negativity affects the desire to study. In a disturbed household, students are unable to focus while studying at home, leading to issues of attentiveness in the classroom. It is a matter of concern, and parents should maintain a healthy and happy household, avoiding involving their children in household matters, especially during examinations. Some schools organize parent counseling sessions for troubled households, where students are supported to perform academically, helping them prepare for their exams.

OBJECTIVES OF THE STUDY

1. To study the significant relationship between mental health and academic achievement among senior secondary school students.
2. To study the relationship between mental health and academic Achievement among senior secondary school students on the basis of locale.
3. To study the relationship between mental health and academic Achievement among senior secondary school students on the basis of gender.

HYPOTHESES OF THE STUDY

- H1: There exists significant relationship between mental health and academic achievement among senior secondary school students.
- H2: There exists significant relationship between mental health and academic achievement among senior secondary school students on the basis of locale.
- H2 (a): There exists significant relationship between mental health and academic achievement among rural senior secondary school students.

H2 (b): There exists significant relationship between mental health and academic achievement among urban senior secondary school students.

H3: There exists significant relationship between mental health and academic achievement among senior secondary school students on the basis of gender.

H3 (a): There exists a significant relationship between mental health and academic achievement among male senior secondary school students.

H3 (b): There exists significant relationship between mental health and academic achievement among female senior secondary school students.

SAMPLE

For the present study, a sample of 400 senior secondary school students from various districts of Rajasthan was utilized.

TOOLS USED

Following tools were used

- Mental Health battery by A.K. Singh and A. Sen Gupta (2017).
- Students' Academic Performance Report.

RESULTS AND DISCUSSION

H1 There exists significant relationship between mental health and academic achievement among senior secondary school students.

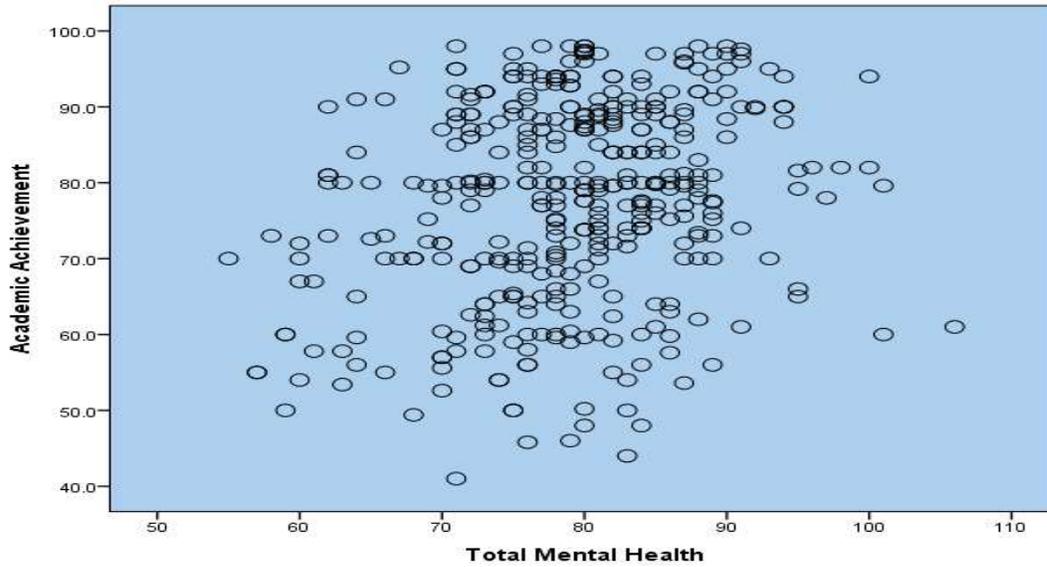
Table 1: Correlation between Mental health score and Academic achievement among senior secondary school students

	Mental health score	Academic achievement
Pearson Correlation	1	0.25**
p-value		0.00
N		400

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1 represents the correlation between Mental health score and Academic achievement among senior secondary school students. When mental health score is correlated with academic achievement, Positive and significant correlation (corr=0.25, $p < 0.01$) was observed at 0.01 level of significance among the senior secondary school students.

Figure 1: Showing relationship between total mental health & Academic achievement score among senior secondary school students.



H2: There exists significant relationship between mental health and academic achievement among senior secondary school students on the basis of locale.

H2(a): There exists significant relationship between mental health and academic achievement among rural senior secondary school students.

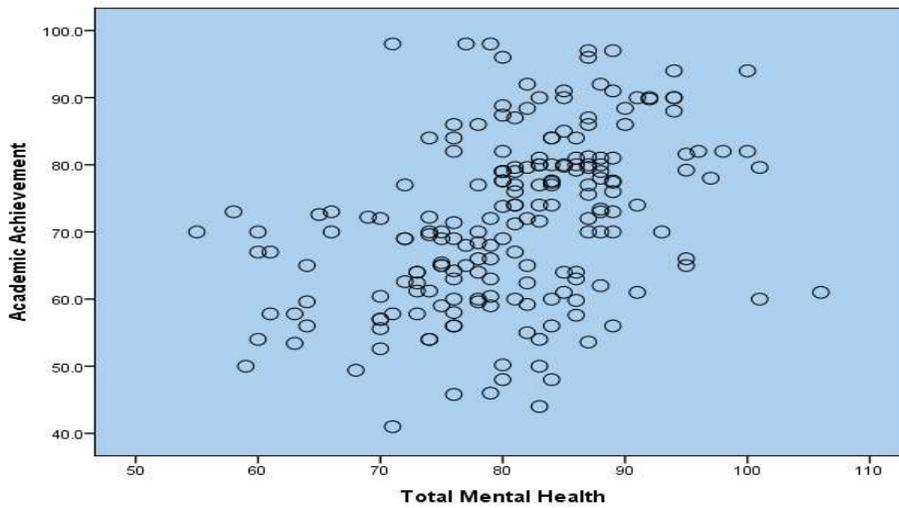
Table 2: Correlation between Mental health score and Academic achievement among rural senior secondary school students

	Mental health score	Academic achievement
Pearson Correlation	1	0.40**
p-value		0.00
N		200

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 represents the correlation between mental health score and Academic achievement among rural senior secondary school students. When mental health score is correlated with academic achievement, Positive and significant correlation (corr=0.40, p<0.01) was observed at 0.01 level of significance among the rural senior secondary school students.

Figure 2: Showing relationship between total mental health & Academic achievement score among rural senior secondary school students



H2(b): There exists significant relationship between mental health and academic achievement among urban senior secondary school students.

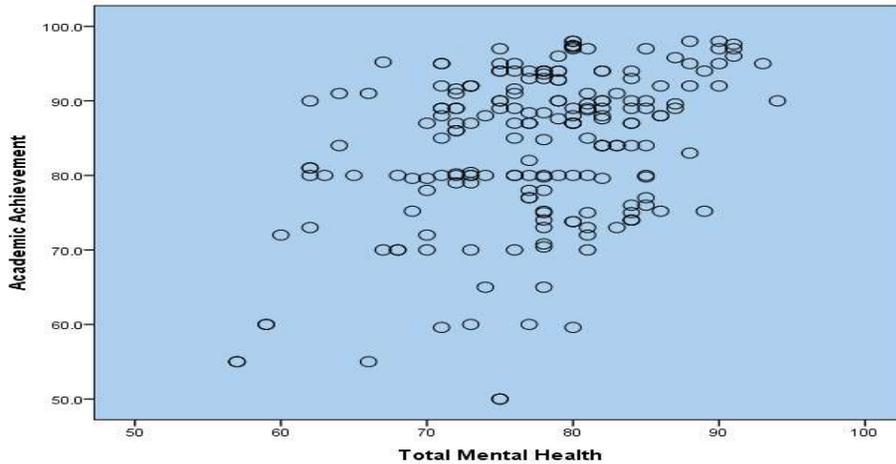
Table 3: Correlation between Mental health score and Academic achievement among urban senior secondary school students

	Mental health score	Academic achievement
Pearson Correlation	1	0.38**
p-value		0.00
N		200

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 represents the correlation between mental health score and Academic achievement among urban senior secondary school students. When mental health score is correlated with academic achievement, Positive and significant correlation (corr=0.38, $p < 0.01$) was observed at 0.01 level of significance among the urban senior secondary school students.

Figure 3: Showing relationship between total mental health & Academic achievement score among urban senior secondary school students



H3: There exists significant relationship between mental health and academic achievement among senior secondary school students on the basis of gender.

H3(a): There exists significant relationship between mental health and academic achievement among male senior secondary school students.

Table 4: Correlation between Mental health score and achievement score among male senior secondary school students

	Mental health score	Academic Achievement score
Pearson Correlation	1	0.23**
p-value		0.00
N		200

** Correlation is significant at 0.01 level

Table 4 represents the correlation between mental health and Academic achievement score among male senior secondary. When mental health score is correlated with academic achievement of male students, positive and significant correlation (Corr=0.23, p<0.01) was found at 0.01 level.

H3(b) There exists significant relationship between mental health and academic achievement among female senior secondary school students.

Table 5: Correlation between mental health score and academic achievement score among female senior secondary school students

	Mental health score	Academic achievement score
Pearson Correlation	1	0.31**
p-value		0.00
N		200

** Correlation is significant at 0.01 level

Table 5 represents the correlation between mental health and Academic achievement score among female senior secondary. When mental health score is correlated with academic achievement of female students, positive and significant correlation ($\text{Corr}=0.31, p<0.01$) was found at 0.01 level. Further, relationship between total mental health and academic achievement score of male and female senior students using scattered plot is shown in Figure 4 and figure 5.

Figure 4: Showing relationship between total mental health & academic achievement of male senior secondary school students.

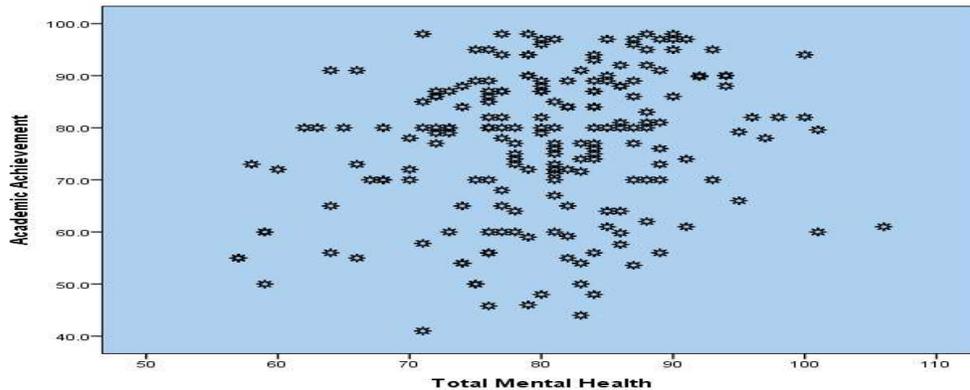
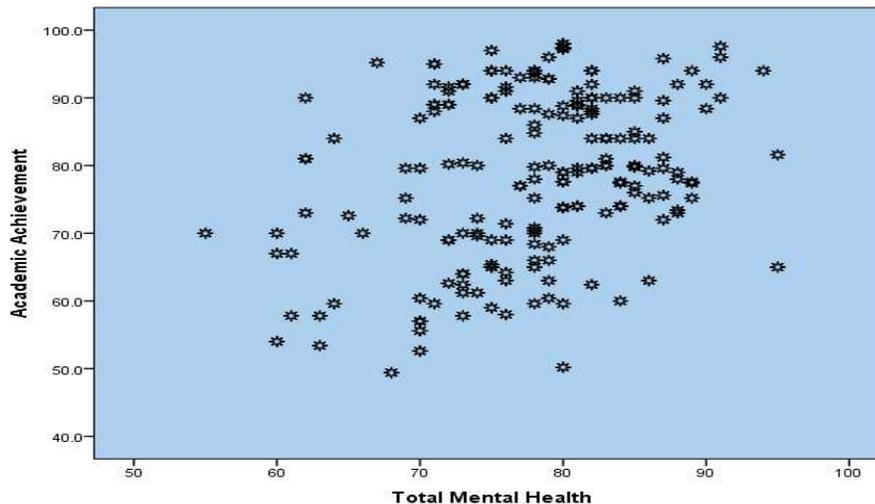


Figure 5: Showing relationship between total mental health & Academic achievement score of female senior secondary school students



EDUCATIONAL IMPLICATIONS

The study of the relationship between mental health and academic achievement of senior secondary school students has several educational implications:

1. Early Identification and Intervention:

- Schools can implement strategies to identify students facing mental health challenges early on, allowing for timely intervention and support.
- Early identification can help prevent a decline in academic performance and overall well-being.

2. Tailored Support Programs:

- Educational institutions can develop tailored support programs and resources to address the mental health needs of students.
- This may include counseling services, stress management workshops, and other interventions designed to enhance students' mental well-being.

3. Teacher Training:

- Teachers and school staff can receive training on recognizing signs of mental health issues in students.
- Training programs can equip educators to provide appropriate support and create a more understanding and empathetic learning environment.

4. Promoting a Positive School Climate:

- Schools can focus on fostering a positive and supportive school climate that prioritizes students' mental health.
- Creating a safe and inclusive environment contributes to overall well-being and positively influences academic achievement.

5. Academic Accommodations:

- For students with diagnosed mental health conditions, academic accommodations can be implemented to ensure equal access to educational opportunities.
- This may involve flexible deadlines, additional support, or modified assessment methods.

6. Parental Involvement:

- Involving parents and guardians in discussions and initiatives related to students' mental health can lead to a more comprehensive support network.
- Parental awareness and engagement contribute to a holistic approach to student well-being.

7. Research-Informed Policies:

- Schools and educational authorities can develop policies informed by research findings on the relationship between mental health and academic achievement.
- Evidence-based policies can guide decision-making and resource allocation to effectively address the needs of students.

8. Peer Support Programs:

- Encouraging peer support and mentorship programs can create a sense of community among students.
- Peer relationships positively impact mental health and can contribute to a supportive academic environment.

9. Teacher-Student Relationships:

- Building positive teacher-student relationships is crucial in creating a supportive educational environment.
- Teachers who are attuned to students' mental health needs can provide emotional support, enhancing both well-being and academic success.

10. Professional Development Opportunities:

- Providing ongoing professional development opportunities for educators and support staff in the realm of mental health can enhance their ability to address students' needs effectively.

11. Holistic Education Approach:

- Adopting a holistic approach to education that recognizes the interplay between mental health and academic achievement.
- This involves integrating mental health awareness into the overall curriculum and educational practices.

In conclusion, studying the relationship between mental health and academic achievement in senior secondary school students can lead to the implementation of targeted educational interventions that promote well-being and enhance overall academic success.

CONCLUSION

Mental health plays a pivotal role in the lives of senior secondary school students, influencing both their personal and academic trajectories. The positive correlation between mental health and academic achievement is evident; individuals with strong mental well-being actively engage in school and societal activities, facilitating the attainment of their goals. Conversely, academic success serves as a motivator, propelling students to work harder and thereby fortifying their mental resilience.

Furthermore, recognizing that only a fraction of human potential has been tapped thus far—approximately 15-20%—underscores the immense possibilities for innovation and progress. Encouraging students to harness their untapped mental capabilities can lead to groundbreaking discoveries and advancements, akin to the transformative impact of inventions like supercomputers, mobile phones, and aircraft.

The synergy between mental health and academic achievement extends beyond personal benefits; it holds the potential to contribute significantly to national progress. Therefore, it becomes imperative for educators, policymakers, and parents to create an environment conducive to nurturing students' mental health and academic success. By doing so, we not only empower individuals to realize their academic goals but also contribute to the collective pride and advancement of our nation.

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