

A STUDY OF INFLUENCE OF MENTAL HEALTH ON ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS IN DISTRICT HARIWDAR

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Received : 12/11/2017

1st BPR : 13/11/2017

2nd BPR : 16/11/2017

Accepted : 21/11/2017

ABSTRACT

This paper aims at reviewing and studying the influence of mental health on academic achievement for college students in district Haridwar, (Uttarakhand, India). The sample consists of 400 (200 male and 200 female) students of B.A, B.Sc. B.Com. First year from different degree colleges of Haridwar district. The investigator used Arun Kumar Singh's Mental Health Battery to study the mental health of sample subjects. The Academic Achievement of the students was obtained from their marks percentage in intermediate board result. The data collected was subjected to the statistical treatment for which Pearson's coefficient of correlation was used by the investigator. After analyzing the data it was found that mental health and academic achievement have positive and significant relationship. This study reveals that mental health of college student have significant influence on their academic achievement.

Keywords : Mental health, Academic Achievement, Influence, College Students.

Introduction

A few decades ago education was purely teacher centered and its sole aim was to instill the three R's in the child. Today education has become child centered; the curriculum is framed keeping in mind the child's mental conditions, mental level, interests and other abilities and qualities. The aim of education is to attain the complete development of the child. Children who are not mentally healthy cannot take full interest in their studies; nor can they focus their attention upon books and this cannot exploit teaching to their own full advantage. The concept of mental health is as old as human race. In recent years proper attention is being given by various educationists on the study of mental health, however in India not much work has been conducted in this field.

Mental health is an expression we use every day. It is a very broad term, which includes physical, mental, social and emotional aspects of a person's adjustment. Mental health is a subject of discussion over the years among psychologists, educationists and social scientists due to its complex nature. Mental health is a term used globally to the conditions of an individual resulting from the organization and functioning of his mind.

Barnard (1981) emphasizes the mental health of a teacher as a person, as a private individual which is quite different from his functioning as a teacher. A teacher's mental health should be at a very high level then only it will help maximum benefit to the mental health of pupils. Mental health is a positive state of mind and absence of mental illness. Mental health can be fostered among children by providing a better social and emotional atmosphere to every child, family member and working colleague.

The aims of self-realization, good human relations and good academic achievement by pupils cannot

be fulfilled if children do not enjoy good mental health, modern and scientific attitude.

Objectives of the study

1. To study the influence of mental health on academic achievement of the students.
2. To study influence of dimensions of mental health on academic achievement of the students.

Hypothesis of the study

1. There is no significant influence of mental health on academic achievement of students.
 - 1.1 There is no significant influence of 'emotional stability' dimension of mental health on academic achievement of students.
 - 1.2 There is no significant influence of 'overall adjustment' dimension of mental health on academic achievement of students.
 - 1.3 There is no significant influence of 'autonomy' dimension of mental health on academic achievement of students.
 - 1.4 There is no significant influence of 'security-insecurity' dimension of mental health on academic achievement of students.
 - 1.5 There is no significant influence of 'self-concept' dimension of mental health on academic achievement of students.
 - 1.6 There is no significant influence of 'intelligence' dimension of mental health on academic achievement of students.

Sample

Sample of the present study is consisted of 400 college students (200 male and 200 female) selected randomly from different degree colleges of district haridwar.

Subjects	N
Male students	200
Female students	200
Total	400

Tools

Following tool was used for the present study:

1. Mental Health Battery by Arun Kumar Singh and Alpana Sen Gupta (original Hindi version)
All the following six popular indices of this tool have been used in present study
 - (1) Emotional Stability
 - (2) Over-all Adjustment
 - (3) Autonomy
 - (4) Security-Insecurity
 - (5) Self-Concept
 - (6) Intelligence

Statistical Treatment

Pearson's coefficient of correlation was used for statistical analysis

Analysis and interpretation of the data

TABLE - 01

Coefficient of Correlation of Mental Health with Academic Achievement of students

Variable	Coefficient of correlation	Level of significance
Mental Health	0.18	.01

N=400

The table 1 show the coefficient of correlation between mental health and academic achievement of students is +0.18 which is positive and significant at .01level of significance. So, the null hypothesis "There is no significant influence of mental health on academic achievement of students" is rejected. It means that mental health and academic achievement have positive and significant relationship. It can be concluded that mental health of the students has significant influence on their academic achievement.

TABLE 1.1
Coefficient of Correlation of Mental Health Dimensions with
Academic Achievement of Male/Female students

S. No.	Dimensions of Mental Health	Correlation	Level of significance
1	Emotional Stability	+0.02	NS
2	Over-all Adjustment	+0.07	NS
3	Autonomy	-0.05	NS
4	Security-Insecurity	-0.04	NS
5	Self- Concept	-0.21	.01
6	Intelligence	+0.42	.01

N=400

Table 1.1 shows the coefficient of correlation between academic achievement and various dimensions of mental health viz. Emotional stability, over-all-adjustment, autonomy, security-insecurity, self-concept, and intelligence of students.

Emotional Stability and Academic Achievement

Coefficient of correlation between emotional stability dimension of mental health and academic achievement is +0.02 which is positive but not significant at any level of significance. So, the null hypothesis "There is no significant influence of 'emotional stability' dimension of mental health on academic achievement of students" is retained. It means that emotional stability dimension of mental health and academic achievement has no significant relationship. It can be concluded that emotional stability dimension of mental health do not influence the academic achievement of the students.

Over-all-adjustment and Academic Achievement

Coefficient of correlation between over-all-adjustment dimension of mental health and academic achievement is +0.07 which is positive but not significant at any level of significance. So, the null hypothesis "There is no significant influence of over-all-adjustment dimension of mental health on academic achievement of students" is retained. It means that over-all-adjustment dimension of mental health do not influence the academic achievement of the students.

Autonomy and Academic Achievement

Coefficient of correlation between autonomy dimension of mental health and academic achievement is -0.05 which is negative and not significant at any level of significance. So, the null hypothesis "There is no significant influence of autonomy dimension of mental health on academic achievement of students" is retained. It means that autonomy dimension of mental health do not influence the academic achievement of the students.

Security-Insecurity and Academic Achievement

Coefficient of correlation between security-insecurity dimension of mental health and academic achievement is -0.04 which is negative and not significant at any level of significance. So, the null

hypothesis "There is no significant influence of security-insecurity dimension of mental health on academic achievement of students" is retained. It means that security-insecurity dimension of mental health do not have any significant influence on academic achievement of the students.

Self- Concept and Academic Achievement

Coefficient of correlation between self-concept dimension of mental health and academic achievement is -0.21 which is negatively significant at .01 level of significance. So, the null hypothesis "There is no significant influence of self-concept dimension of mental health on academic achievement of students" is rejected. It means that self-concept dimension of mental health have negative influence on academic achievement of the students.

Intelligence and Academic Achievement

Coefficient of correlation between intelligence dimension of mental health and academic achievement is +0.42 which is positively significant at .01 level of significance. So, the null hypothesis "There is no significant influence of intelligence dimension of mental health on academic achievement of students" is rejected. It means that intelligence dimension of mental health have positive and significant influence on academic achievement of the students.

Findings

Following conclusions drawn from the study:

1. It has been found that emotional stability, over-all-adjustment, autonomy and security-insecurity dimensions of mental health do not have any significant relationship with mental health. So, it can be concluded that these dimensions of mental health do not influence the academic achievement of the students.
2. It has been found in the study that self-concept dimension of mental health has negatively significant relationship with academic achievement. It means that higher the self-concept in students, lower will be their academic achievement.
3. It is also found in this study that intelligence dimension of mental health has positive and highly significant relationship with academic achievement of students. It is concluded that intelligence dimension of mental health positively influences the academic achievement.
4. It has been found that mental health and academic achievement of the students have positive and significant relationship. It means that mental health has significant influence on academic achievements of the students. It can be concluded that good mental health results good academic achievement in students.

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