Mental Health In Relation To Academic Achievement of Tribal Secondary School Students of Ranchi

*Ranjit Kumar Singh &
**Dr. Sarita Goswami

*Abstract

The present research paper explored the mental health of Schedule Tribe secondary school students in relation to their academic achievement. The Mental Health of students was assessed by Mental Health Battery (MHB) developed and standardized by Kumar and Gupta. The MHB contains 130 items and measures the mental health of the 13 to 22 years age group through six health indices — I. emotional stability, II. overall adjustment, III. Autonomy, IV. Security-Insecurity, V. Self Concept and VI. Intelligence. The academic achievement of students was assessed by the marks obtained by the students in their last annual exams. The findings indicated that there exists a statistically significant relationship between Mental Health and academic achievement of Schedule Tribe secondary school students. The results of the study need a more elaborate study to generalize the findings.

*Key Words: Mental Health, Academic Achievement, Secondary School Students, Schedule Tribes.

The mental health of students is one of the important variables which needs to be studied. There are studies that reflect that mental health affects students in many ways. It affects their

*Research Scholar. IIMT University, Meerut, India
**Dean, IIMT, University, Meerut , India

social and emotional well-being. Mental health is defined as the adjustment of an individual to themselves and to the world at large with maximum effectiveness, satisfaction, cheerfulness, socially acceptable behavior, and the ability to live. Mental health is a basic factor that contributes to the maintenance of physical health as well as social effectiveness. If a person is well adjusted, he has good physical health and desirable social and moral values; his mental health is likely to be good. Good mental health is indicated in such people as are happy, healthy, hopeful, and have harmonious personalities. If the students are mentally sound then they can improve their academic grades as well. The present research paper tries to study mental health in relation to the academic achievement of tribal students of Ranchi, Jharkhand.

Review of Related Literature

Magotra (1982) studied mental health as a correlate of intelligence, education, academic achievement and socio economic status. The tools used for collection of data were general intelligence cultural level questionnaire, socio-economic status questionnaire, health condition questionnaire and mental health inventory. In the intelligence test and socio economic questionnaire girls get higher position then the boys. Girls appeared in the better mental health and able to face more realities of life and around them. In boys it was found that they dominates with the feeling of depression and neurotic behavior but, on the other side in girls they were suffering from sense of insecurity and anxiety.

Usha P. and Rekha (2009) in the study "emotional competence and mental health as a predictor of academic achievement " designed to investigable the emotional competence and mental health among the academic achievement from secondary school of Kerala student a sample of 530 student of Thrissur and Ernakulum of Kerala was selected on the basis of gender, type of management of school and locality in which they managed scale of emotional competency mental health status scale and achievement test in physics there will be significant relationship between sample. In the finding of study simply that emotional competency achievement in physics of secondary school of students, so they give more attention on emotional literacy and proper school climate create to develop emotional skills among students.

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Mentally healthy children accept their responsibility and make their own decision and set their goals and solve their problem according to different situation.

Shirsath (2010) examined a study of mental health and emotional maturity among child labor students and other adolescents. The results indicate that there is gender wise difference on emotional maturity. Female students more emotionally matured than male students. There is very poor mental health among child labor than the regular students. There is no gender effect on mental health. Both are equal range of mental health. There is no relation between emotional health and mental maturity.

Shivane (2011) studied the mental health and family environment of tribal and urban secondary students and the results revealed that there is no significant difference between tribal students and urban students in terms of family environment and mental health components.

Das and Talawar (2014) studied relationship between academic achievement and mental health of secondary school tribal students of Assam and reported that there is a positive relationship between academic achievement and mental health of secondary school tribal students of Assam. It also reported that there is a significant difference in the mental health of boys and girls, urban and rural secondary school tribal students of Assam.

Hokby et al. (2016) conducted a longitudinal study to get the answer to the research question- Are Mental Health Effects of Internet Use Attributable to Web-Based Content or Perceived Consequences of Usage? The results of the study reported that the magnitude of Internet use is negatively associated with mental health in general, but specific Web-based activities differ in how consistently, how much, and in what direction they affect mental health. Consequences of Internet use (especially sleep loss and withdrawal when the Internet cannot be accessed) seem to predict mental health outcomes to a greater extent than the specific activities

themselves. Interventions aimed at reducing the negative mental health effects of Internet use could target its negative consequences instead of the Internet use itself.

Tripathi (2017) studied the impact of internet addiction on mental health and emphasized the need for integrative therapy. The findings of the study reported that internet gaming disorder (IGD) has become very frequent, leading to many personalities and psychiatric disorders including low self-esteem, impulsivity, poor sleep quality, mood disorder, and suicide. Internet addiction leads to many neuroanatomical and neurochemical alterations including cortical thinning of various components of the brain and altered dopaminergic reward circuitry. Due to the widespread neuropsychiatric and neurobiological implications of internet addiction, multiple therapeutic approaches are needed. Integrative therapy in the form of yoga and mindfulness has proven to be effective in many addiction disorders including internet addiction.

Lebni et al. (2020) investigated internet addiction and its effects on the mental health of Iranian University Students. The findings of the study reported that students' excessive internet usage leads to anxiety, depression, and adverse mental health, which affect their academic performance. Monitoring and controlling students' internet addiction through informative sessions on how to use the Internet adequately is useful.

Sontakke and Patil (2021) studied Mental Health Among Tribals and Non-Tribals College Students and aimed to determine the status of mental health among tribal and non-tribals college students. The sample consists of 240 subjects 120 tribals (60 male and 60 female) and 120 non-tribals (60 male and 60 female) college going students. Total sample selected in the age range of 19 to 24, who are living in different taluka of Jalgaon district. Standardized psychological test (Mental Health) was used for data collection. After doing this, the scoring data treated as a mean, SD and t test. The findings revealed that there was no significant difference in mental health of tribal and non-tribal students and male students have better mental health than female students.

Thapliyal (2022) studied the relationship between mental health and academic achievement in senior secondary school students and measured the mental health of students

with the help of the Mental Health Scale (MHS) developed by Dr. Talesara and Dr. Bano. The findings of the research reflected that the mental health of students has a significant positive relationship with academic achievement of the students**.**

Objectives of the Study

To study the relationship between mental health and academic achievement of senior secondary students.

Hypotheses of the Study

There exists no significant relationship between mental health and academic achievement of secondary school students.

Delimitation of the Study

1. The research was delimited to five Government Secondary Schools in Ranchi.
2. The study was delimited to 100 Tribal students of class ninth.
3. This research study was delimited to mental health as measured by the tools used in the study.

Methodology

Descriptive Survey Method was used.

Sample

In the present study, five Government Secondary Schools were chosen purposively from different regions of Ranchi. From each school, twenty tribal secondary school students from class ninth were chosen randomly. The total sample consisted of hundred secondary school students.

*Research Scholar. IIMT University, Meerut, India
**Dean, IIMT, University, Meerut , India

Tools Used

Mental health was measured by Mental Health Battery (MHB) developed and standardized by Kumar and Gupta. The academic achievement of the students was measured by their annual percentage marks in their previous class. Annual marks scored by students in their previous class were treated as Academic achievement of students.

Collection of Data

The data for the research was collected by administering the instruments to the selected students as per the instructions provided in the manual of the tool.

Scoring Procedure

The MHB is a scale with 130 items and measures the mental health of the 13 to 22 years age group through six health indices — I. emotional stability, II. overall adjustment, III. Autonomy, IV. Security-Insecurity, V. Self Concept and VI. Intelligence. The answer table with scoring is provided in the manual of the test and accordingly, scoring has been done. The right answer is given one mark and the wrong question is given zero marks.

Statistical Techniques Used

Pearson's product movement correlation was used to assess the relationship between variables in the study.

Results and Discussions

The result of the study isdiscussed with the help ofthe table provided below:

Table

*Research Scholar. IIMT University, Meerut, India
**Dean, IIMT, University, Meerut , India

Coefficient of Correlation between Mental Health andAcademic Achievements of tribal secondary school students

Sr. No.	Variables	N	r- calculated	Table Value (r)	Result
1.	Mental Health	100	0.28	0.197(at 0.05 level)	Significant
2.	Academic Achievement				

It can be observed from the above table that the coefficient of correlation between Mental Health and Academic Achievement is significant. This indicates that there exists a significant positive relationship between Mental Health and Academic Achievement of secondary school students. More such studies need to be conducted to generalize the findings. The result of the study is supported by the previous studies by Dass and Talawar (2014) and Thapliyal (2022) which indicated a positive relationship between mental health and academic achievement.

Educational Implication

The Mental Health of students needs to be studied to give proper attention to students' well-being and positive educational outcomes. Nowadays students are more prone to mental health issues due to the pressure caused by the teaching-learning process. Medical sciences also accepted excess pressure in the lives of adolescents creating trouble for them academically as well as socially. The findings of the study indicated that there is a positive relationship between academic achievement and mental health. Therefore, teachers, parents, and students must be alerted about the impact of mental health on their positive academic performance.

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*Research Scholar. IIMT University, Meerut, India
**Dean, IIMT, University, Meerut , India