

MENTAL HEALTH AND ACADEMIC ACHIEVEMENT AMONG URBAN AND RURAL SECONDARY SCHOOL STUDENTS

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Abstract

The main purpose of this research was Mental Health and Academic Achievement among Urban and Rural Secondary School Students. The total sample consisted of 80 students (Urban and Rural) were taken. The research tool for mental health was measured by D. J. Bhatt and Gita R. Gida (1992). While the tool for Academic Achievement was measured by T. R. Sharma (2002). Here t-test was applied to check the significance of the difference between mental health and academic achievement in urban and rural secondary school students. To check the relationship between mental health and academic achievement correlation mental was used. Results revealed that significant difference in mental health and academic achievement with respect to both urban and rural secondary school students. While to correlation between mental health and academic achievement reveals a high positive correlation between urban and rural secondary school students.

Keywords: Mental Health, Academic Achievement, Secondary School Students.

INTRODUCTION

Mental health is not just the absence of mental illness, but it is also the ability to cope with life's problems. Mental health is as important as physical health for everyone. A good mental health is essential to lead a good life. A person cannot succeed effectively in his life if he is suffering from stress and tension and is battling with mental health problems like depression or unstable feelings due to academic, social, or family pressures. With poor mental health, the person loses overall effectiveness (Negi, 2010).). Failure to detect one's mental health problems can result in negative and dangerous consequences such as increased risk for academic failure, social isolation, unsafe sexual behavior, drug and alcohol abuse, suicide attempts, unemployment, poor mental health, and overall harm (Mosdhyedi, 2008).

Mental health is a balance between all aspects of life social, physical, spiritual, and emotional aspects of a person. It informs how we manage our environment and the choices we make in life clearly an integral part of our overall health (Negi, 2010).

Now the question arises what are the determinants of mental health? The answer is that mental health is determined by many factors which can be biological, cultural, social,

environmental, and above all personality. Cultural factors in the context of racism, poverty, and violence all contribute to mental illness (Naisi, Goodarzi and Nezhard, 2009). Stressful life events, traumatic events, and social rejection also have a negative impact on one's mental health. Much has been said about these factors but less focused/explored on personality.

In today's fast-paced, technological world, there are often varieties of quick fixes for physical ailments, but not yet mental ones. If anything, treatment for mental health takes time and patience for maximum effect. In the past, scientists defined health simply as "The absence of disease or infirmity". However, in 1948, when the World Health Organization (WHO) was established, the following definition of health was established. "A complete state of physical, mental and social well-being and merely the absence of disease or inferiority." So, mental health is an attitudinal concept toward us and others. It also presents a humanistic approach toward understanding and assessing the self, positive feelings, attitudes, and others.

Academic environments have different work settings than non-academic ones and therefore differences in the symptoms, causes, and consequences of stress can be expected in the two setups (Elfering et al., 2005; Chang & Lu, 2007). Maintaining a healthy lifestyle, including turning challenges into positive pressures, can facilitate academic learning and personal growth (Whitman, Spendlove, and Clark, 1984, 1986). But more than that, how students cope during these years can shape lifelong habits and significantly affect their well-being for years to come.

We are living in an era of unrest, anxiety, and stress. Then man's ability to adjust to his environment is being questioned. The current emotional pressures are pervasive. This is significantly affecting blind students who are at a major threshold in life. At this stage, they start thinking seriously about their future and become more achievement-oriented. High academic achievement becomes the only mantra of success for them.

The word academic achievement is made up of two words - academic and achievement. 'Academic' means any activity or action that is scholarly in nature - achievement means proficiency of performance in a given skill or body of knowledge. Stephens (1958) writes, "Scholastic achievement is the unique responsibility of educational institutions established by society to promote the all-round educational development of the child". It refers to the level of success or proficiency achieved in a specific area related to academic or educational work. In the field of educational measurement, the most significant achievement is probably the main focus of academic and educational research.

OBJECTIVE OF THE STUDY

1. To study the Mental Health between urban and rural secondary school students.
2. To study the Academic Achievement between urban and rural secondary school students.
3. To study the correlation between Mental Health and Academic Achievement of urban and rural secondary school students.

HYPOTHESES

- H1. There would be significant differences in Mental Health among urban and rural secondary school students.
- H2. There would be significant differences in academic achievement among urban and rural secondary school students.
- H3. There would be a significant correlation between Mental Health and Academic Achievement of urban and rural secondary school students.

METHODOLOGY

Participants

According to the purpose of the present study, 80 urban and rural secondary school students have been selected. There were 40 urban and 40 rural students were taken as a sample from different schools in Raipur district (Chhattisgarh).

Tools

For this purpose, the following test tools were considered with their reliability, validity, and objectivity mentioned in their respective manuals. In the present study, two questionnaires were used in research.

Mental Health Scale

The mental health scale was made by Dr. D.J. Bhatt and Ms. Geeta R. Geeda. This scale contains 40 statements pertaining to five domains aim of mental health. These five dimensions include perception of reality, integration of personality, positive self-evaluation, group-oriented attitudes, and environmental mastery. The reliability of the present study is checked by three methods which are 0.81 by logical similarity, 0.94 by half-divided method, and test, re-test has 0.87.

Academic Achievement Test

The academic achievement test was made by T. R. Sharma (2002). This test contains 38 statements. This is 2 point test. The reliability and validity of this test was very high.

Research Design

The aim of the present research was to study the Mental Health and Academic Achievement among urban and rural secondary school students. For these total of 80 students were taken as a sample from different schools in Raipur district (Chhattisgarh). Out of 80 students, 40 were urban and 40 were rural. Here to measure Mental Health, the Mental Health scale was used which was made by Bhatt and Gida (1992) and to measure academic achievement, the academic achievement test was used which was made by T. R. Sharma (2002). To check the difference between group t-tests and to check the correlation method was used. Here are the results of the discussion of mental health and academic achievement:

RESULTS AND DISCUSSION

The main objective of the present study was a study of mental health and academic achievement among urban and rural secondary school students. In it statistical t-test method was used and the correlation was measured. Results discussions of the present study are as follows:

The result obtained on the basic area of mental health reveals significant differences between urban and rural secondary school students.

The urban secondary school students received a higher mean score of 94.32 as compared to the rural secondary school students. There has mean difference was 21.78 the standard deviation score of urban secondary school students was 9.43 and the rural secondary school students received 8.50. So we can say that urban students have a good mental health than rural students. The 't' value of mental health was 8.79. There was a significant difference between urban and rural secondary school students. It means the first hypothesis was accepted.

It was clearly revealed from Table 1 that there was a significant difference in mental health among urban and rural secondary school students. In simple terms, it can be concluded that the mental health of rural students was lesser than urban students.

Table 1 Shows the Mean, SD, and t-value of Mental Health among urban and rural secondary school students

Sr. No.	Variable	N	Mean	S.D.	't'
1.	Urban secondary school students	40	94.32	9.43	8.79**
2.	Rural secondary school students	40	72.54	8.50	

*P <0.05; **P<0.01

The result obtained on the basic area of academic achievement reveals significant differences between urban and rural secondary school students. The urban secondary school students received a higher mean score of 92.30 as compared to the rural secondary school students 74.00. There has mean difference was 18.30 the standard deviation score of urban students was 13.20 rural students received 9.32 and the t-value was 5.39. There was a significant difference among urban and rural secondary school students in academic achievement. So we can say that better academic achievement in urban students rather than rural students means the second hypothesis was accepted. It is clearly revealed from Table 2 that there was a significant difference in academic achievement between urban and rural secondary school students. In simple terms, it can be concluded that better academic achievement in urban students rather than in rural students.

Table 2 shows the Mean, SD, and t-value of Academic Achievement among urban and rural secondary school students.

Sr. No.	Variable	N	Mean	S.D.	't'
1.	Urban secondary school students	40	92.30	13.20	5.39**
2.	Rural secondary school students	40	74.00	9.32	

*P <0.05; **P<0.01

The result obtained that higher positive correlation between mental health and academic

achievement among urban and rural secondary school students.

The 0.80 high positive correlation between mental health and academic achievement. Mental health is a very important proctor that student has good mental health his/her academic achievement is well and when his/her mental health is not good his/her academic achievement is poor. It means the mental health increases the academic achievement and vice versa. So the third hypothesis was accepted.

It is clearly revealed from Table 3 that there is a higher positive correlation between mental health and academic achievement among urban and rural secondary school students.

Table 3 Shows the correlation between Mental Health and Academic Achievement among urban and rural secondary school students.

Sr. No.	Variable	N	r	Sig.
1.	Mental Health	80	0.80	0.01**
2.	Academic Achievement	80		

**P<0.01

CONCLUSION

There was a significant difference in mental health among urban and rural secondary school students. Results indicate that urban students have better mental health to compared rural students. There was a significant difference in academic achievement among urban and rural secondary school students. Results indicate that urban students have a better academic achievement to compared rural students. There was a 0.71 correlation are seen between mental health and academic achievement. It means as mental health increases academic achievement increases and vice versa.

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