



IMPACT OF MENTAL HEALTH STATUS ON ACADEMIC ACHIEVEMENT OF VIII CLASS STUDENTS

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ABSTRACT

The concept of mental health in and through education has come to stay. There are forces, movements and trends in modern educational practice which are indicative of this new approach in education. Teachers, for example, are increasingly becoming aware of the part played by feelings and emotions in growth and development including learning. The traditional approach lays greater stress on intelligence and will. It assumes that children always know why they do what they do. And can control their behavior if they want to. Thus the child, who misbehaves, according to this viewpoint, can control or inhibit his misbehavior by exercising his will. On the other hand, the mental-hygiene approach assumes that behavior is complex and its causes lie deep within the emotions. It recognizes that the deepest and most powerful currents of human motivation are emotional. Hence, the emphasis as shown in books and articles written recently for parents and teachers has changed from being concerned with the physical conditions of children, or with techniques for direction and control, to concern for their emotional health.

This paper discussed mental health of viii class students in relation to certain variables

Key words: Academic Achievement, Mental health, Locality

Introduction:

Mental health person is always productive and alienated. He is always a person, who relates himself to the world lovingly and who uses his reason to grasp reality objectively; who experiences himself as a unique individual entity and at the same time feels on his fellowmen, who accepts willingly the rational authority of conscience and reason; who in the process of being born as long as he is alive, and considers the gift of the life the most precious chance he has. Here the values are humanism, individualism, freedom and rationality.

Mental health is a normal state of well-being, a positive way, but a quality of life. It is a condition which is characteristic of the average person who meets the demands of life on the basis of his own capacities and limitations.

The Mental health movement in the United States is an attempt, supported mostly by the government, to make available to individuals and families psychologists, psychiatrists and personnel from allied fields. These workers try to intervene in crisis situations and to guide and advice in helpful ways.

A Mental healthy person is expected to be a well-adjusted one, living in harmony internally as well as externally. He is expected to be quite happy and at ease with everyone in all spheres of life (in his home, school, college, work and society). As a master of the society, he is expected to be productive and constructive, happy contended, satisfied with a sense of subjective well-being, enjoying every bit of his life drinking the cup of life, as it is said.

The foremost concern of education today is to produce mentally healthy persons who are the real assets of the society for the 21st century. The aim of education and mental hygiene are theoretically same. Each has its principle objective, which is the development of well-rounded individuals capable of living fully and richly in their culture (Carroll, 1956).

Review of Related Literature:

Tony Philip (2002) compared the mental health status of single traditional career and dual career family adolescents. The dual career family children scored low on their counterparts. Gender also showed some variations among the subjects.

Vasuki and Charumurthy (2004), found that male and female, who exhibits rivalry towards their siblings, differ significantly and they have low levels of achievement motivation, poor mental health status and high frustration than the non-rivalry.

Sunitha (2005), conducted a study on adolescent and found that there is a statistical significant difference between early adolescent boys & girls.

Lalitha (2006), conducted a study on adolescent and found that there is no statistical difference between early adolescent boys & girls.

Deepa (2009) investigated that mother's education, mother's occupation and sons have significant influence on the mental health among employed and non – employed mothers.

Vishali (2010) investigated that Mother's occupation, management, sons, daughters and children of employed mother have significant influence on the assets, liabilities and mental health of 9th class students employed and non – employed mothers.

Statement of the Problem:

The study envisages highlighting the assessment of mental health of the VIII class pupils from the point of identifying students who have potential for future development of mental health problems. Therefore, the present study proposes to examine the problems of mental health of VIII class pupils, in terms of the components which pave the way for better understanding of the pupil. IN the light of the above statement, we may state the broad aim of the investigation as a study of patterns of the mental health status of the VIII class pupils which are influenced by the aforementioned factors.

Objectives of the Study:

The study has been designed with the following specific objectives.

- To find out whether there is any significant difference of **Sex** with regard to their mental health status.
- To study whether there is any significant difference of **Locality** with regard to their mental health status.
- To Predict there is any significant difference of **Caste** with regard to their mental health status.
- To Predict there is any significant difference of **Religion** with regard to their mental health status.

Hypothesis of the study:

- There would be no significant influence of **Sex** with regard to their mental health status.
- There is no significant difference of **Locality** with regard to their mental health status.
- There is no significant effect of **Caste** with regard to their mental health status.
- There is no significant influence of **Religion** with regard to their mental health status.

METHODOLOGY:

Method:

In the present study Normative survey method of Investigation was employed.

Tool:

Mental Health Analysis Questionnaire was developed by Thorpe, Clark and Tiegs (1959), consisting of 200 items. This was standardized by Viswanatha Reddy and Nagarathnamma to assess mental health status of the subjects.

SAMPLE:

The Population of the study comprised 200 VIII class pupils from Chittoor district.

Statistics Used:

Mean, S.D, 't' test and 'F'- test were employed.

Analysis & Interpretation of the Data:**1. Influence of Sex on Mental Health Status of Pupils.****Hypothesis - I:**

There would be no significant influence of sex on Mental Health Status of the pupils.

The above hypothesis is tested by employing 'T' Technique and the results are presented in Table –

I

Table - I

S.No.	Sex	N	Mean	S.D	T-Value
1.	Male	100	67.89	8.97	0.452 [@]
2.	Female	100	68.21	7.93	

@ Not Significant at 0.05 level.

It is evident from Table computed value of 'T' is 0.452, which is less than table value of 'T' (1.97 for 198 df) at 0.05 level. Hence, hypothesis – I is accepted. It is concluded that sex has not significant influence on mental health of the pupils.

Hypothesis – II:

There is no significant difference of locality on mental health of the pupils.

The impact of locality on Mental Health of Pupils is investigated and presented in Table – II.

Table – II

S.No.	Locality	N	Mean	S.D	T-Value
1.	Rural	100	66.55	8.17	2.09*
2.	Urban	100	69.70	8.73	

*Significant at 0.05 level.

It is clear from Table – II that the mental health of the urban pupils is better than rural pupils. The computed value of 'T' is 2.06 which is greater than table value of 'T' at 0.05 level. It is significant at 0.05 level. Therefore, Hypothesis II is rejected. It is concluded that locality has significant impact on mental health status of the pupils.

The Influence of Caste on Mental Health Status of Pupils.

On the basis of caste, the pupils are divided into three groups. They are 1. SC/ST pupils, 2. BC pupils, 3. Open category (OC) pupils. The mental health scores of all the pupils are studied through the values of N, Mean and standard deviation for each group is presented in Table – III.

Table - III**Values of Mean and Standard Deviation on the Groups of Caste**

S.No.	Caste Groups	N	Mean	S.D
1.	SC/ST	58	55.89	9.12
2.	BC	90	67.67	8.41
3.	OC	52	68.35	6.66

The value of mean for the OC pupils is greater than the other two groups. It indicates that the mental health of OC pupils is better than BC and SC/ST pupils. The mental health of SC/ST pupils is poor as compared to other two groups. The difference in the values of standard deviations are negligible.

The influence of caste on the mental health of the pupil is investigated. The following hypothesis is framed.

Hypothesis – III:

There is no significant influence of Caste on mental health status of pupils.

The above hypothesis is tested by employing 'F' Test. The results are presented in Table – IV.

Table - IV**Summary of ANOVA for the influence of Caste on Mental Health Score**

Source of Variation	Sum of Squares	Df	Mean Square	F
Between Groups	293.28	2	146.64	2.21@
Within Groups	14435.63	197	73.28	
Total	14728.91	199		

@ not significant at 0.05 level

It is observed from table that the computed value of 'F' - is 2.21. It is less than table value of 'F' (3.04 for 2 & 197 df). It is not significant at 0.05 level. Hence, hypothesis – III is accepted at 0.05 level. It is concluded that caste has not significant influence on mental health status of the pupils.

Impact of Religion on the Mental Health Status of the Pupils

On the basis of religion, the pupils are divided into 3 groups. They are 1. Muslims, 2. Christians and 3. Hindus. The mental health scores of the all the pupils are studied through the values of N, Mean and standard deviation for each group is presented in table V.

Table - V**Values of Mean and Standard Deviation on groups of Religion**

Religion Groups	N	Mean	SD
Muslim	34	70.5	8.34
Christian	29	70.38	9.79
Hindu	137	69.07	8.04

The value of mean for the Muslim pupils is greater than other two groups. It indicates that the mental health of Muslim pupils is better than Hindu and Christian pupils. The mental health of Hindu pupils is poor as compared to other two groups. The difference in the values of standard deviation is negligible.

The impact of religion on the mental health status of the pupils is investigated the following Hypothesis is formed.

Hypothesis - IV

There is no significant difference of Religion on mental health status of pupils.

The above hypothesis is tested by employing 'F' Test. The results are presented in Table – V

Table - V

Summary of ANOVA for the influence of Religion on Mental Health Score

Source of Variation	Sum of Squares	Df	Mean Square	F
Between Groups	208.69	2	104.345	1.52@
Within Groups	14520.23	197	73.71	
Total	14728.91	199		

@ not significant at 0.05 level

It is observed from table that the computed value of 'F' is 1.52. It is less than table value of 'F' at 0.05 level. Therefore, hypothesis – 4 is accepted. It is concluded that religion has not significant influence on mental health status of the pupils.

Conclusions:

On the basis of the results obtained in this study the following conclusions can be down.

1. There is no significant difference of Sex on Mental Health Status of the Pupils.
2. There is a significant difference of Locality on Mental Health Status of the Pupils.
3. There is no significant difference of Caste on Mental Health Status of the pupils.
4. There is no significant difference of Religion on Mental Health Status of the pupils.

Educational Implications:

- ❖ The Pupils who comprised the sample for the present investigation showed average adjustment to their personal, social and school aspects.
- ❖ Some subjects scored poor, with regard to their mental health status as well as school environment. Parents, teachers as well as peers may be responsible for this.
- ❖ Parents spare less time to identify or attend to the problems of their own children.
- ❖ An awareness of the importance of mental health should be created among parents.
- ❖ Teachers, legislators and mass media communications can also do this job.

The school college can also play a major role in the preservation and promotion of mental health of the children. It must provide a suitable emotional, intellectual and physical environment in which a child may have the 'feeling of security' and the 'feeling of belongingness'. He should feel that his personality is given its due recognition.

Co-Curricular activities:

- ❖ Mental health can be explained through Stories and illustrations.
- ❖ Mental health Education has mainly focused on training and educating civil servants and anti-mental health practitioners.
- ❖ By introducing a course on mental health and anti-mental health as part of its Master Degree in Developmental Administration.
- ❖ Giving course training to students on identifying where mental health starts and develop strategies to reduce or eliminate mental health entirely.
- ❖ Arranging excursions, field trips and service camps and making the Degree Students/students to participate actively in them.
- ❖ Organizing service agencies like JRC, Scouting, NSS, Clubs, Associations, etc.
- ❖ Arranging debates, discussions, essay writing competitions etc; on topics like National Integration, Literacy Mission.

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