



MENTAL HEALTH AND ACADEMIC ACHIEVEMENT AMONG ADOLESCENT STUDENTS

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ABSTRACT:

During adolescence, an individual's cognitive, physical, and social abilities and potentials are completely developing. The adolescent's family, friends, and community are crucial in assisting them to negotiate these transitions, develop self-awareness, and foster a healthy body and mind. Educators, school counselors, and community members are expressing growing concern regarding the rising incidence of mental health disorders in teenagers. Poor mental health significantly impairs a pupil's ability to focus in class and retain learnt information. Consequently, optimal mental health is essential for the learning process. This investigation centers on the relationship between discipline and mental health and their impact on children's performance in the classroom. A total of one hundred ninth graders from different schools in Ranchi town took part in the research study. The data collection utilized the Mental Health Battery (1971), and the academic accomplishment score was determined by calculating the percentage of marks obtained in the most recent examination. Statistical tools such as t-tests, correlation analyses, means, and standard deviations were employed to analyse the collected data. The study revealed notable distinctions in mental health between high achievers and poor achievers. The number of intellectually healthy pupils exceeded that of those facing difficulties. The findings indicated a positive relationship between mental health and academic achievement.

KEYWORDS:

DISCIPLINE, MENTAL HEALTH, KNOWLEDGE AND INDIVIDUALS.

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INTRODUCTION

Everyone from parents and teachers to the government and the general public has been quite worried about disciplinary problems in the last several years. Students' mental health and academic performance are significantly improved when they have confidence that disciplinary issues will be handled in a fair and consistent manner. In an effort to lessen disciplinary issues, laws and studies are continuously looking for best practice solutions. With the right kind of discipline in place, students are more likely to exhibit the behaviours that teachers want to see, the classroom becomes a more positive and safe place for learning, teachers and students form stronger bonds, everyone involved feels respected and safe, and students learn self-control and discipline. Negative connotations often accompany the phrase "discipline" when it is considered. The idea of self-discipline is often overlooked because people view discipline as something that must be imposed on them. It influences our general health and is beneficial to our mental health as well. Behavioural health is the study of mental health as an academic field. It is a

collection of guidelines that must be adhered to when engaging in any endeavour.

ADOLESCENT

Everyone goes through adolescence, a time of new experiences and uncertainty, as he or she makes their way through life. It is true that a kid learns to adapt to his immediate environment, form relationships with his family, and develop an identity throughout his formative years. By the time he reaches the middle of childhood, he has also figured out how to fit in with society. The recapitulation period of life is characterized by adolescence. Throughout the years of childhood and adolescence, a person's physical, psychological, emotional, and social selves undergo a great deal of change.

MENTAL HEALTH

The absence of mental illness or a state of psychological wellness is what we mean when we talk about someone's mental health. According to the 'Holism' school of thought, a person's mental health may encompass their capacity to

take pleasure in life, strike a healthy balance between their many pursuits, and develop psychological resilience. Emotional expressiveness and the ability to adjust to different situations are some definitions of mental health. Psychologists are having trouble coming up with a more precise scientific definition of the word "mental health" due to how pervasive it is in everyday speech. When a person's emotional and behavioural levels are well adjusted, we say that they are mentally healthy. When a person's emotional, behavioural, and social development are all within a healthy range, they are considered to be mentally healthy. When they do not suffer from any kind of mental or behavioural disorder, they are also in a state of psychological well-being. This includes having a healthy work-life balance, having enough time for leisure activities, and satisfying one's instinctual drives. When a person's personality and emotional attitudes are well-developed, they are able to coexist peacefully with others. This is known as mental health.

A person is considered to be in a condition of mental health when they are able to take pride in who they are, deal with the challenges life throws at them, be effective at work, and have positive impacts on the people around them. When people's minds are healthy, they are better able to take care of themselves and their communities. A variety of government agencies and non-profits or community groups must work together in a multi-sectoral effort to improve mental health. In order to protect adults and seniors from mental illness and to give youngsters a good head start in life, we must prioritise the promotion of mental health across the lifetime. The World Health Organisation defines mental health as "a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community."

"Mental health "is not merely the absence of mental disorder," according to the World Health Organisation. A mentally healthy individual exhibits a well-organised set of positive attitudes, good values, a moral sense of self, and an objective view of the world. A state of mental health is one that characterises an individual who has reached a certain level of psychological development. To be in this state of optimal personal and social functioning is to experience the highest levels of happiness and fulfilment. Positivity in one's outlook on life and one's relationships with others is essential to mental health. Mental health encompasses all aspect of a person's existence. There is no singular component of a person's personality or mental existence to which the phrase "mental health" pertains. All the parts of the person's adjustment to themselves and other people are included in it. A person's mental health is just as important as their IQ when it comes to learning. To sum up, mental health is an integral aspect of schooling. Good mental health is an essential prerequisite for schooling. No pupil can pay attention in class or remember what they've learnt if their mental health is poor. Thus, good mental health is a prerequisite for learning.

ACADEMIC ACHIEVEMENT

Educational institutions play a crucial role in the social development of a nation. The academic performance of students has traditionally been regarded as a crucial component of their educational journey. The enhancement of students' efforts and the acquisition of additional information are direct outcomes of the incentives provided. The level of education attained by an individual is contingent upon their capacity to effectively apply their acquired knowledge in practical scenarios. Academic success or performance denotes the achievement of educational goals by a school, its students, or a combination of both entities. The primary focus of education and research is on academic accomplishment. The academic performance of a child serves as a vital element in their educational development. Academic achievement positively impacts students' mental health and their ability to adapt to group dynamics by boosting self-esteem and confidence. Achieving academic success requires the development of intellectual abilities and an active contribution to the body of knowledge.

THE SIGNIFICANCE OF MENTAL HEALTH IN ADOLESCENCE

In contemporary society, individuals face a variety of intricate challenges and navigate multiple conflicting forces on a daily basis. Individuals who exhibit emotional stability and adaptability are uniquely positioned to achieve the goal of psychological well-being without experiencing maladjustment. This underscores the essential requirement for adaptation in relation to human existence. During adolescence, individuals experience significant transformations in both their physical and mental states. The impact on psychological well-being and social identity represents one of the most critical challenges they encounter. Adolescents encounter a complex array of issues and challenges, such as peer pressure, transitioning between schools, the dissolution of friendships, conflicts with parents, the desire for independence, the stress of examinations, feelings of inadequacy, navigating an unstable home environment, handling academic demands, experiencing failure, and dealing with the physical and emotional transformations associated with puberty.

Furthermore, issues related to truancy or school exclusion could emerge for the children. The establishment of robust social and emotional routines in adolescence is critical for ensuring long-term mental well-being. Examples of activities that fit within this category include ensuring adequate sleep, engaging in regular exercise, developing effective stress management techniques, approaching challenges with creativity, enhancing communication skills, and regulating emotional responses. It is essential to establish secure environments within the home, educational settings, and the broader community. The World Health Organisation (2007) states that mental wellbeing includes more than just the lack of mental disorders. When an individual is in a state of mental and physical wellness, they can achieve their goals, fully enjoy

life, find fulfilment in their careers, and positively influence their surroundings. As a result, the mental health of adolescents is essential for their capacity to engage in nation-building and maintain fulfilling family lives.

There is a significant correlation between mental illness in teenagers and various other medical and developmental issues. Examples include unlawful conduct, diminished self-worth, and engagement in activities that may not align with societal norms. A study conducted in 2005 by Miech and colleagues demonstrated that an individual's mental condition can influence their educational opportunities throughout their lifetime. This research analysed the educational and mental health outcomes of more than a thousand individuals from the general population, focussing on data from 1981 and prior. Merki (1990) proposed that three interconnected elements form an optimal health triangle. The health triangle comprises two components: physical health and social health. The third component of the triangle is psychological well-being.

REVIEW OF LITERATURE

Research indicates that individuals in their youth facing mental health challenges often exhibit diminished educational attainment and poorer academic outcomes. Research conducted by Alexander, Entwisle, and Dauber in 2013, along with Farmer and Bierman in 2002, indicates that this connection remains evident during the formative years of formal education. The rates of absence and tardiness among high school students identified with psychosocial dysfunction are threefold greater than those of their peers who do not have the disorder (Gall, et al. 2000).

Indicators of emerging or existing mental health concerns in adolescents can present in contexts related to education, including difficulties with social integration, attention, concentration, behaviour regulation, and academic performance (DeSocio and Hootman, 2004). Shairi (2004) identified a significant relationship between psychological well-being and academic success. Given that inadequate mental health is recognised as a contributor to suicidal tendencies, pervasive feelings of helplessness, and diminished academic performance, a multitude of studies have been undertaken globally to discern the factors influencing students' mental well-being (Kay et.al, 2009; Puskar & Bernardo, 2007).

RESULT AND DISCUSSION

TABLE - 1 COMPARISON OF HIGH AND LOW ACHIEVERS MENTAL HEALTH

Sr.No	Factor	High Achiever			Low Achiever			‘t’	P Value
		N	Mean	SD	N	Mean	SD		
1.	Emotional Stability	50	14.83	3.12	50	11.15	4.98	4.85	0.01
2.	Overall Adjustment	50	24.35	4.82	50	19.87	5.68	4.65	0.01
3.	Autonomy	50	9.29	1.73	50	7.12	1.97	6.41	0.01

HYPOTHESES

- Significant differences are expected in the mental health of high-achieving and low-achieving students.
- A connection exists between mental health and academic success.

SAMPLE

The present investigation employed a stratified random sampling method to select a cohort of one hundred adolescents from Ranchi town, all of whom are enrolled in the Xth grade across diverse educational institutions. The categorisation was bifurcated into two distinct levels: high achievers and poor achievers, determined by the gender of the participants. Students were categorised as high achievers if they attained a score exceeding 65% on their latest class assessment, while those who scored below 50% were deemed poor achievers.

INSTRUMENT

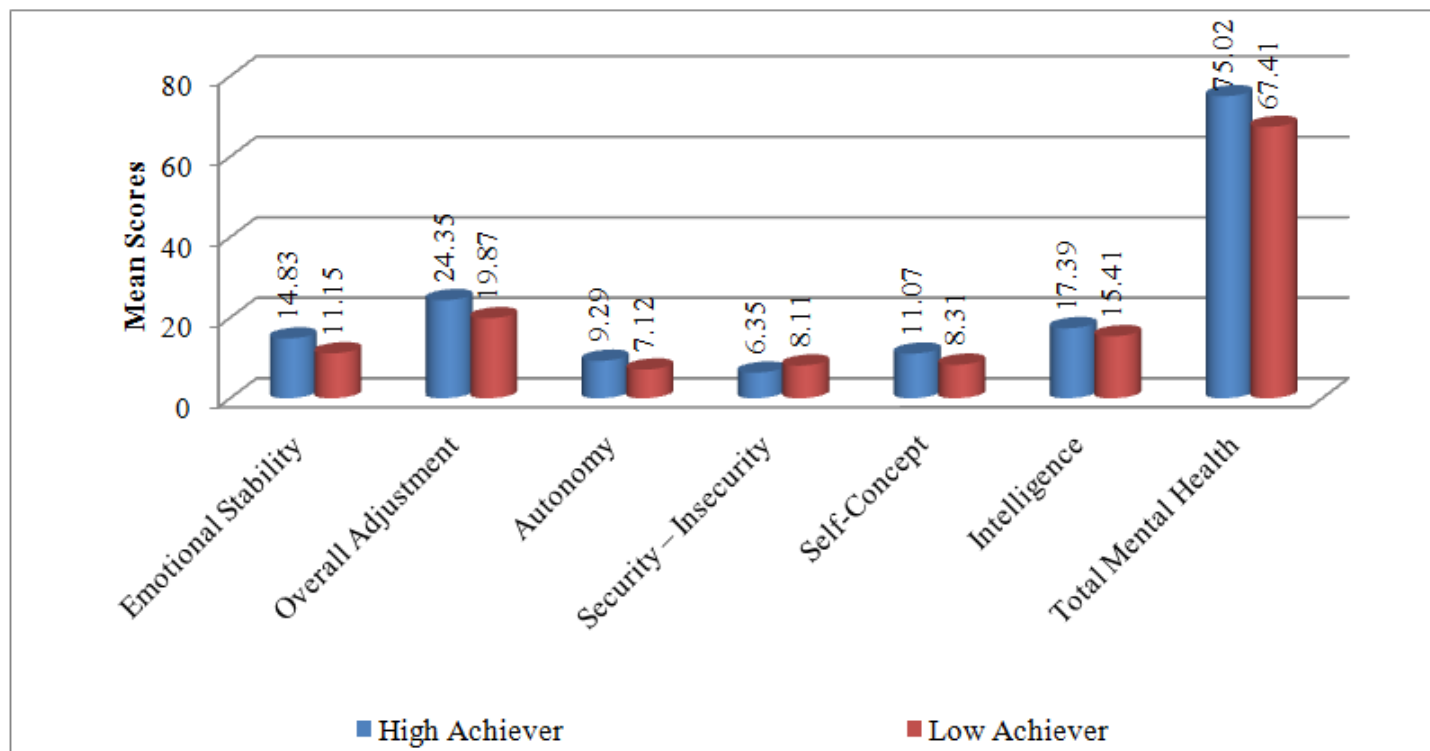
- Mental Health Battery (MHB):- In the study the investigator employed English version of Mental Health Battery which was developed and validated by Arun Kumar Singh and Alpana Sen Gupta (1971). Mental Health Battery intends to assess the status of mental health of persons in the age range of 13 to 22 years. As it is a battery of six tests. There are set of 130 items in the Mental Health Battery with six dimensions-emotional stability (ES), over all adjustment (OA), Autonomy (AY), security – Insecurity (SI), self - concept (SC) and Intelligence (IG).
- Academic Achievement- In this study, academic success is defined as the cumulative score attained by participants on their ninth-grade examination.

PROCEDURE

The Mental Health Battery was administered to the students. Data collection was executed, and scoring was performed utilising the scoring key. Means and standard deviations were computed for the Mental Health Battery Score. A comparison was conducted utilising the ‘t’ test. The product moment correlation coefficient was computed to explore the relationship between academic achievement and mental health.

4.	Security – Insecurity	50	6.35	2.96	50	8.11	2.13	3.73	0.01
5.	Self-Concept	50	11.07	2.31	50	8.31	2.80	5.89	0.01
6.	Intelligence	50	17.39	3.12	50	15.41	2.62	3.76	0.01
Total Mental Health		50	75.02	8.24	50	67.41	11.12	4.25	0.01

FIGURE-1 MEAN SCORES OF HIGH AND LOW ACHIEVERS OF MENTAL HEALTH



The current study discovered significant differences between the high achiever and poor achiever groups using the six aspects and total mental health evaluation. In comparison to the low-achieving group, the high-achieving group's mean scores on the mental health test were higher across all categories. These findings imply that the mental health of high achievers was superior to that of low achievers. For every t-test, the p-value was less than 0.01. The study's findings imply that there is a good correlation between students' mental health and academic success.

TABLE -2 CORRELATION BETWEEN MENTAL HEALTH AND ACADEMIC ACHIEVEMENT

Groups	N	r	P Value
Mental Health	100	0.2216	0.01
Academic Achievement	100		

Table 2 clearly demonstrated a positive correlation between academic accomplishment and mental health, which is statistically significant at the 0.01 level. The findings indicate that individuals who excel academically are more likely to maintain favourable mental health, while those who experience academic difficulties are less likely to do so. The academic performance of a student is directly correlated with the condition of their mental health; conversely, academic performance will be low when a student's mental health is poor.

CONCLUSION

The goal of the current study was to investigate the connection between students' academic achievement in

upper-level secondary schools, their psychological health, and the disciplinary procedures in place. Without discipline, a civilisation cannot be established. Its significance to a student's life is increased during this time since it signifies the start of his own growth. Since they will be the ones to carry on the nation's growth in the years to come, it is essential that these children grow up to be responsible people who can patiently and bravely fulfil their responsibilities as the nation's builders. Self-control-practicing students are typically more motivated and attentive.

As a result, they achieve greater success than someone who lacks discipline. In addition to studying more

effectively, disciplined students complete their assignments and projects on schedule. If they continue this discipline, they will have greater success in the future. According to a poll, 92% of students said that self-discipline was the key to achieving their academic and personal objectives. The major benefit of discipline is that it paves the path for the development of the country. Researchers discovered a positive relationship between students' emotional wellbeing and their academic achievement.

MAIN FINDINGS

- ❖ Students with strong academic performance exhibited superior mental health compared to their peers with weaker academic outcomes.
- ❖ The relationship between academic success and mental health was found to be positive.

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