

## **A study of academic achievement and mental health of urban and rural students**

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### **Abstract**

Numerous Research Studies have conducted to study the relationship between Mental Health and Academic Achievement at various stages and have revealed very interesting results. The present research aims to study the relationship between Mental Health and Academic Achievement of Urban and Rural Boys and Girls at College level. The sample for the study was selected by Random Cluster Sampling Method. After application of statistical treatment, the results showed that there is no significant difference in the academic achievement of rural and urban studies. It was also found that the six correlation co-efficient worked about between academic achievement and other parameters of mental health has been found significant at 0.01 levels. It is evident that in case of rural and urban students, academic achievement has been found to be positively and significantly correlated with the six dimensions.

**Keywords:** academic achievement, mental health rural and urban students

### **Introduction**

Mentally healthy individual is one who is himself satisfied, lives peacefully with his neighbours, makes his children as healthy citizens and even after performing these fundamental duties has enough energy left to do something to benefit the society. Possessing mental health, an individual can adjust properly to environment and can make the best efforts of own, his family and his society's progress and betterment. In the human kind, K. A. Menninger has written; Let us define mental health as the adjustment of human beings to the world and to other with a maximum of effectiveness and happiness. It is the ability to maintain an alert intelligence, socially considerate behaviour and a happy disposition.

Coleman defined Mental Health, "As the ability to balance feelings, desires, ambitions and ideas in one's daily living and to face and accept realities of life. It is the habits of work and attitude towards people and things that bring maximum satisfaction and happiness to the individual".

Ottaway defined a mentally healthy individual has adequate self-acceptance, holds a realistic view of himself enjoys freedom from inner conflicts and anxiety, and possess adequate self-reliance and self-direction. He is able to express himself adequately in words, deeds and thoughts to the best of his ability.

The chief characteristic of mental health, it is evident, is adjustment. The greater the degree of successful adjustment, the greater will be the mental health of the individual, lesser, mental health will lead to lesser adjustment and greater conflict. The healthy individual can interpret any new situation and adapt itself to suit it. He maintains a healthy and benevolent attitude towards life. He is aware that difficulties visit everyone in life, so running away from them is cowardice. This can be solved by squarely facing up to them with courage. Mental health is a condition and a level of functioning which is socially acceptable and personally

satisfying. In this manner mental health is a way of life in which the individual's adjustment to his environment is maintained intact. N. E. Cutts and Maslow have also stressed the element of adjustment in mental hygiene. According to them, we can say that mental health is that ability by means of which we establish our adjustment with the difficult situation of life and mental health is that means or tool which makes this adjustment possible.

Shaffer defines, "mental health is to assist every individual in the attainment of fuller, happier, more harmonious and more effective existence". It deals with the human welfare and pervades all fields of human relationship.

Mental hygiene as a separate discipline is relatively recent having originated early in the present century, Clifford Whittingham Beers is called father of mental hygiene. 'A Mind that Found itself' by Prof. Beers, published in 1908 is one of the first important contributions on the field of mental health.

### **Need and Importance of the Topic**

The modern scientific age represents human ingenuity in terms of an advanced knowledge of technology and physical sciences the concept of time and space has completely changed, due to highly mechanised transport and communicative system. Atom Bomb and other nuclear weapons have been discovered to annihilate mankind, but how to get along with each other, how to maintain a happy and harmonious and effective relations is something that is still to be discovered. Individual problems due to personal inadequacies, limit once capacity to adjust. However stress caused by social problems of the community due to greater hindrance to the solution of adjustment problems. Rapid industrialization, though a bone to mankind, has not helped to bring men nearer to one another than before so far as their interpersonal relations are concerned it has rather create

desperate needs which in turn cause personal stresses the onset of atomic age, the economic instability of many nations and so many allied reasons have rendered a greater percentage of the world's population unhappy and hence mentally unhealthy. There is ample evidence to indicate an environment full of stress and strains effects once mental health adversely and that it goes to the extent of causing mental illness. This fact has been fully sustained through the experiments of psychiatrists in war and peace.

### Related Literature

A summary of the writing of recognised authorities and of previous research provides that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provide useful hypothesis and helpful suggestions for significant investigation. Parading a long list of studies relating to the problem is in-effective and in-appropriate.

Capitalising on the review of expert researchers can be fruitful providing helpful ideas and suggestions. A review of work done in the area of mental health and academic achievement is briefly summarised as under:

Han, B. Tang, S. (2009) remarked that there are about 8.5% freshman and 11.4% graduates who have psychological problems. There is significant difference between two groups ( $P < 0.5$  and  $P < 0.01$ ). Among the five different universities, freshman is same but in graduates of five universities medical graduates have a better mental health status than other college students. Issabelle G. *et al* (2005) studied cumulative experience and recent onset of job stress in terms of high effort spent and low reward received is associated with elevated risk of depression, anxiety, somatisation chronic fatigue and psychotropic drug consumption respectively at follow up in a large short of employees. Claude, A. Chengshunlev F. *et al* (2003) in a Cross sectional studies examined psycho-social correlates of antiretroviral adherence has insufficiently addressed the challenges of long term adherence. This longitudinal study examined mental health, substance abuse and psycho-social predictors of long term adherence to antiretroviral medication and medical appointments among HIV Positive mothers recruited from an infectious disease clinic of a large urban medical centre. Individual interviews were conducted at baseline and two follow up points, 8 to 18 months after enrolment based on model of health behaviour. The findings suggested that interventions that integrate mental health, substance abuse and medical care may be important to improve the medical adherence and health of HIV-seropositive women particularly in multi stressed populations with substantial care giving and life demands. Shah, A., Jenkins, R. (2000) showed that psychiatric disorders impose a significant burden in developing countries. It is not always possible to explore findings from developed countries to developing countries. Potential avenues for future research and development are available. Ismail, H. (2009) revealed that male and female teacher trainees had differentiate perceptions of social roles as an artefact of these roles. They differ in the quality of time and efforts allocated for their academic studies. Girls reported both long periods of time and more efficient Meta cognitive

disposition than boys. Another important factor for the observed differences appeared to be the perception of teaching as profession. Female trainees were reported more intrinsic oriented towards the profession whereas male trainee teachers mentioned more extrinsic orientation which seemed to directly influence the participant's engagement with their academic achievement. Sharmistha, R. (2008) showed that there is not much difference in the importance of many of the selected factors exhibited by the boys and girls, which play an important role in their academic achievement. Salami, S., Alawode, E.A. (2004) indicated that students from intact homes had significantly better academic achievement than those from single parenting homes.

### Plan and Procedure

#### Statement of the problem

"A Study of Academic Achievement and Mental Health of Rural and Urban Students"

#### Objectives of the study

1. To study the mental health of rural students;
2. To study the mental health of urban students;
3. To study the academic achievement of rural and urban students;
4. To compare the rural and urban students on their academic achievement and mental health status.

#### Null Hypotheses

The following hypotheses are proposed to be tested:

1. There are no significant differences in the academic achievement of rural and urban students;
2. There are no significant differences in the mental health of rural and urban students;
3. There are no significant relationship in the academic achievement of rural and urban students;
4. There are no significant relationship in the mental health of rural and urban students;

#### Sample for the study

The sample for the present study consists of 100 students with equal ratio of rural/urban selected from government higher secondary schools and colleges as under:

**Table 1**

School/ College	Boys	Girls	Total
Govt Girls Higher Secondary School Nawakadal		31	31
Govt Girls Higher Secondary School Kothibagh		12	12
Islamic College for Science and Commerce	07		07
Govt Degree College for Women Pulwama		36	36
Govt Girls Higher Secondary School Pulwama		14	14
Total		100	

#### Tools for investigation

The following tools were used for the study.

1. Mental Health Battery by A. K. Singh and Sen Gupta

#### Interpretation and Analysis of Data

In order to achieve the objectives formulated for the present study, the data collected was statistically analysed by employing 's' test and correlation statistics.

The statistical analysis of the data has been carried out along

the following lines.

1. Comparison of rural and urban students on mental health;
2. Comparison of rural and urban students on academic achievement;
3. Correlation between mental health and academic achievement.

**Table 2:** showing mean comparisons of rural and urban students on emotional stability dimension of Mental Health Battery.

Group	N	Mean	SD	t-Value	Level significance
Rural	50	8.14	2.126	0.61	Not significant
Urban	50	7.88	2.206		

The perusal of the above table shows that two groups do not differ significantly on emotional stability dimension. It is evident from the above table that the mean scores of two

**Table 4:** Showing mean comparison of rural and urban students on autonomy component of Mental Health Battery.

Group	N	Mean	SD	t-Value	Level significance
Rural	50	9.86	1.649	0.83	Not significant
Urban	50	10.16	1.973		

The perusal of the above table indicates that two groups do not differ significantly on autonomy component. Therefore, the mean scores of one group do not differ significantly with mean scores of the other group.

**Table 5:** Showing mean comparison of rural and urban students on security-insecurity component of Mental Health Battery.

Group	N	Mean	SD	t-Value	Level significance
Rural	50	9.26	1.998	0.70	Not significant
Urban	50	9	1.720		

A view of the above table shows that two groups do not differ significantly on security-insecurity component of Mental Health status. It reveals that the mean scores of one group do not differ from the mean scores of the other group, so both the groups have similar sense of safety, confidence and freedom, from fear, apprehensions particularly with respect to fulfilling of person's present and future needs.

**Table 6:** Showing mean comparison of rural and urban students on self-concept component of Mental Health Battery.

Group	N	Mean	SD	t-Value	Level significance
Rural	50	8.86	1.918	2.46	Not significant
Urban	50	9.72	1.558		

The above table shows that two groups differ significantly at 0.05 levels on self-concept component of mental health status. This indicates that two groups have different attitudes and

**A. Rural students N=50**

	Emotional Stability	Overall Adjustment	Autonomy	Security-Insecurity	Self-Concept	Intelligence	Academic Achievement
Emotional Stability				.169**	.164**	.179**	.31*
Overall Adjustment				.228**	.159**	.169**	.49*
Autonomy				.178*	.151**	.161**	.52*
Security-Insecurity					.297*	.171**	.48*

groups do not differ significantly as both the groups have stable feelings.

**Table 3:** Showing mean comparison of rural and urban students on overall adjustment of Mental Health Battery.

Group	N	Mean	SD	t-Value	Level significance
Rural	50	24.66	3.739	0.447	Not significant
Urban	50	24.32	3.812		

The above table reveals that two groups do not differ significantly on overall adjustment component of Mental Health Battery. It is evident from the above table that mean scores of two groups do not differ significantly as both the groups have similar overall balance between the demands of various aspects of environment on one hand and cognition on the other hand.

knowledge of themselves and evaluation of their achievement.

**Table 7:** Showing mean comparison of rural and urban students on intelligence component of Mental Health Battery.

Group	N	Mean	SD	t-Value	Level significance
Rural	50	20.16	2.369	3.2	significant
Urban	50	18.48	2.865		

The above table shows that two groups differ significantly at 0.05 levels on intelligence component of mental health status. This indicates that two groups have different levels of general mental ability.

**Table 8:** Showing comparison of rural and urban students on academic achievement.

Group	N	Mean	SD	t-Value	Level significance
Rural	50	58.0	9.79	1.07	Not significant
Urban	50	60.9	16.21		

The findings of the above table show that two groups do not differ significantly on the dimension of academic achievement.

**Table 9:** Showing correlation between mental health and academic achievement.

A 7X7 correlation matrix were worked out separately for rural and urban students to find out the relation between mental health and academic achievement

Self-Concept						.261*	.55*
Intelligence							.68*
Academic Achievement							*

\*Significant at 0.01 level  
 \*\*Significant at 0.05 level

**B. Urban students N=50**

	Emotional Stability	Overall Adjustment	Autonomy	Security-Insecurity	Self-Concept	Intelligence	Academic Achievement
Emotional Stability	*	.269*	.171**	.268**	.167**	.247*	.39*
Overall Adjustment			.249*	.186**	.159**	.171*	.41*
Autonomy				.244*	.251*	.181**	.56*
Security-Insecurity					.297*	.171**	.48*
Self-Concept					.161**	.159**	.37*
Intelligence						.181**	.43*
Academic Achievement							*

\*Significant at 0.01 level  
 \*\*Significant at 0.05 level

**Table 10:** Showing correlation between six dimensions of mental health status viz. overall adjustment, autonomy, security-insecurity, self-concept, and intelligence and academic achievement of rural and urban students.

Component	Coefficient of correlation	
	Rural students	Urban students
Academic achievement Vs. Emotional Stability	.31*	.39*
Academic achievement Vs. Overall adjustment	.49*	.41*
Academic achievement Vs. autonomy	.52*	.56*
Academic achievement Vs. security-insecurity	.48*	.37*
Academic achievement Vs. self-concept	.55*	.43*
Academic achievement Vs. intelligence	.68*	.61*

**Discussion and Conclusion**

The present study is a modest effort to throw light on the impact of mental health on academic achievement. The discussion of the results based on the analysis and interpretation of data is presented as under.

The study revealed that there is no significant difference between rural and urban students on emotional stability, overall adjustment, autonomy and security-insecurity. However, significant difference occurs between rural and urban students on self-concept and intelligence at 0.05 and 0.01 level of significance respectively.

1. The findings of the study reveal that there is no significant difference in the academic achievement of rural and urban students.
2. All the six correlation coefficients worked out between academic achievement and emotional stability, overall adjustment, autonomy, security-insecurity, self-concept intelligence in case of rural students has been found significant at 0.01 levels.
3. The six correlation co-efficient worked out between academic achievement and other parameters of mental health has been found significant at 0.01 levels. It is evident that in case of rural and urban students' academic achievement has been found to be positively and significantly correlated with the six dimensions of mental health.

**Conclusion**

The following points depict the conclusion:

1. Rural and urban students have stable feeling.
2. Both the groups have similar overall balance between

various aspects of environment.

3. Both groups share similar type of safety. Confidence etc.
4. Two groups have different attitudes and knowledge.
5. Two groups have different level of general mental ability
6. Two groups do not differ significantly.
7. There is significant relationship between mental health and academic achievement of rural students.
8. There is significant relationship between mental health and academic achievement of urban students

**Suggestions**

The following suggestions were put for the present study:

1. The study may be conducted again on large sample.
2. The study may be conducted at post-graduate level.
3. The study may be conducted between various social groups.

**References**

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