

**ACADEMIC PERFORMANCE OF HIGHER SECONDARY STUDENTS WITH REGARD
TO MENTAL WELL-BEING PREPARED**

R. Balasubramanian, Research Scholar, School of Education, Tamilnadu Open University, Chennai
Prof. M. Manivannan, Director and Professor, School of Education, Tamilnadu Open University,
Chennai

Abstract

Mental well-being is generally explained as a mixture of encouraging affective states such as gratification and achievement in individual and social life. The main objective of this study was to find out the significant difference between academic performance and mental well-being of higher secondary students with regard to gender and type of management. Mental Well-being Scale and Academic Performance Scale were used to collect the relevant data. The sample consisted of 700 higher secondary school students of whom 281 were male and 409 were female. The data was analysed by 't' test and Karl Pearson's Product moment correlation. The result indicated that there was a significant difference between the academic performance of higher secondary school students and their mental well-being.

Keywords: *Academic Performance, Mental Well-being, Higher Secondary Students*

Introduction

Teenage is a period of rapid physical, intellectual, emotional, and social development that occurs during the time of maturing. As teenager grows up physically, their sex organs also develop. There is an intellectual development in the way of thinking. When intelligence is at its peak, student develops emotionally from parents and gets ready to form the kinds of relationships with peer groups, the workplace, and the community. Biological changes can cause a variety of moods, misunderstandings, and fears. Student needs and satisfaction are the foundation of their well-being. They may not have troubles in adjusting to their physical and social environment which leads them to develop into a mentally healthy adults. Security is necessary for manipulation and curiosities to be stated for the growth of cultural, social relationships, accomplishment, acknowledgment, and acceptance and for approval. To ensure the well-being of students, teachers, educational institutions, parents, and society should adhere to a number of mental health guidelines.

Significance of the Study

The capacity to balance the thoughts, feelings, aspirations, and ideals in daily life are the signs of mental health. For students to succeed, mental well-being must be in good condition. At present, students at higher secondary schools deal with a lot of stress. High parental expectations, obligations, exam anxiety, global rivalry in the job market, worries about one's sociability, and concerns about peer acceptance leads to various forms of stress if their mental well-being is not good. Students should be given specific instruction and training during this time so they can adjust and balance their mental and emotional spheres. The students' progress would advance significantly as a result. Therefore, it is crucial to address the impact of students' mental health on their academic performance in high school.

Review of Related Literature

Yasmin (2015) found that the majority of school adolescents aged between 12 and 18 in Girls were perceived to have a moderate level of psychological well-being. Beena (2021) found that there were significant differences in the mental health of secondary students with regard to gender and type of management. (Arumugam & Mahendra Prabu, 2016). Findings on mental health shows that there is no significant difference between male and female high school students. (Sharma and Pandey, 2017), concluded that mental health conditions of the student affect their academic achievements. (Prabu, 2015) found that the male students' academic stress was higher than the female students.

Aim of the Study

1. To find out significant difference between the academic performance of higher secondary students in relation to their mental well-being with regard to gender.
2. To find out significant difference among mental well-being with regard to type of management.
3. To find out significant correlation between academic performance and mental well-being of higher secondary students with regard to type of management.

Methodology

The survey method was adopted for the study. The population of the study includes the higher secondary students in Tirunelveli District. A stratified random sampling technique was used to select the sample. The researcher selected 700 higher secondary students for the study. The tools were: Academic Performance Scale and Mental Well-being Scale.

Null Hypothesis

There is no significant difference in the mental well-being of higher secondary students with respect to gender.

Table: 1. Significant difference between the Mean Scores of Mental Well-being of Higher Secondary Students with reference to Gender

Dimensions	Variables	Count	Mean	SD	Calculated 't' value	Remarks
Self -Acceptance	Male	291	20.63	5.531	1.815	NS
	Female	409	19.87	5.317		
Personal Growth	Male	291	22.52	3.999	-.931	NS
	Female	409	22.79	3.782		
Purpose in Life	Male	291	27.11	5.043	-.130	NS
	Female	409	27.16	4.792		
Positive Relations	Male	291	36.81	5.809	-2.670	S
	Female	409	37.96	5.475		
Autonomy	Male	291	40.10	5.774	3.931	S
	Female	409	38.30	6.082		
Mental Well-being in Total	Male	291	147.16	19.019	.751	NS
	Female	409	146.09	18.350		

Based on the above table, it is inferred that, the calculated 't' value for positive relations and autonomy are greater than the table value (1.96) at 5% level of significance. It shows that there is significant difference between, gender in their mental well-being in total and its dimensions of positive relation and autonomy. Hence the null hypothesis is rejected. It is also inferred that, the calculated 't' values for self- acceptance, personal growth, purpose in life, mental well-being in total and are less than the table value (1.96) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between, male and female, in their mental well-being in total and its dimensions such as self-acceptance, personal growth, purpose in life.

Null Hypothesis

There is no significant difference in the mental well-being of higher secondary students with respect to locality of student.

Table:2. Significant difference between the Mean Scores of Mental Well-being of Higher Secondary Students with respect to Locality of Student

Dimensions	Variables	Count	Mean	SD	Calculated	Remarks
------------	-----------	-------	------	----	------------	---------

					't' value	
Self -Acceptance	Urban	378	20.75	5.355	3.011	S
	Rural	322	19.52	5.419		
Personal Growth	Urban	378	22.63	4.036	-.332	NS
	Rural	322	22.73	3.678		
Purpose in Life	Urban	378	27.17	5.042	.164	NS
	Rural	322	27.11	4.722		
Positive Relations	Urban	378	37.55	5.260	.329	NS
	Rural	322	37.41	6.064		
Autonomy	Urban	378	38.99	6.194	-.262	NS
	Rural	322	39.11	5.811		
Mental Well-being in Total	Urban	378	147.09	19.243	.859	NS
	Rural	322	145.88	17.879		

The calculated 't' value for self- acceptance is greater than the table value (1.96) at 5% level of significance. It shows that there is significant difference between, locality of students in their mental well-being in total and its dimensions of self -acceptance. Hence, the null hypothesis is rejected. It is also inferred that the calculated 't' values for self-acceptance, personal growth, purpose in life and mental well-being in total are less than the table value (1.96) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between, urban and rural, in their mental well-being in total and its dimension of personal growth, purpose in life, positive relation and autonomy.

Null Hypothesis

There is no significant difference among the mean scores of mental well-being and its dimensions with respect to type of school.

Table:3. Significant Difference among the Mean Scores of Mental Well-being and its Dimensions with respect to Type of School

Dimensions	Type of School	Count	Mean square	Sum of Square	Df	F	Table Value	Remarks	Scheffe
Self - Acceptance	Aided	223	140.541 29.008	281.083 20218.774	2 697	4.845	3.00	S	1 & 2 1 & 3 2&3
	Govt.	221							
	Self-finance	256							
Personal Growth	Aided	223	75.416 14.830	150.832 10336.202	2 697	5.086		S	1 & 2 1 & 3
	Govt.	221							
	Self-finance	256							
Purpose in Life	Aided	223	90.281 23.763	180.562 16562.997	2 697	3.799		S	1 & 3 2 & 3 1&3
	Govt.	221							
	Self-finance	256							
Positive Relations	Aided	223	310.303 31.016	620.605 21618.189	2 697	10.005		S	1 & 2 1&3
	Govt.	221							
	Self-finance	256							

Autonomy	Aided	223	37.041 36.200	74.082 25231.362	2 697	1.023	NS	
	Govt.	221						
	Self-finance	256						
Mental Well-being in Total	Aided	223	1653.898 343.128	3307.797 239160.512	2 697	4.820	S	1 & 2 1&3
	Govt.	221						
	Self-finance	256						

(At 5% level of significance the table value of 't' is 3.00)

It is inferred from the above table that, the calculated 'F' value of mental well-being is greater than the table value of 'F' (3.00), at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference among higher secondary students in their mental well-being and its dimensions such as self-acceptance, personal growth, purpose in life, positive relations, mental well-being in total. It is also inferred from the above table that, the calculated 'F' value of mental well-being is less than the table value of 'F' (3.00), at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference among higher secondary students in their mental well-being and its dimensions of autonomy.

Null Hypothesis

There is no significant correlation between influence of academic performance and mental well-being and its dimensions of higher secondary school.

Table: 4. Correlation between Academic Performance and Mental Well-being of Higher Secondary School

Dimensions	Calculated 'r' value	Table value at 5% level	Level	Remarks
Self -Acceptance	0.231**	0.062	Low	Significant
Personal Growth	0.128**		Negligible	Significant
Purpose in Life	0.098*		Negligible	Significant
Positive Relations	0.044		Negligible	Not Significant
Autonomy	0.030		Negligible	Not Significant
Mental Well-being in Total	0.124**		Negligible	Significant

It is inferred from the above table that, the calculated 'r' value are greater than the table value at 5% level of significance. Therefore, there is significant positive correlation exist between influence of academic performance and mental well-being and its dimensions such as self -acceptance, personal growth, purpose in life, mental well-being in total. But there is no significant correlation between influence of academic performance and mental well-being and its dimensions such as positive relations, autonomy. It is also found that the calculated 'r' value in respect to personal growth, purpose in life, positive relations, autonomy and mental well-being in total are less than .20. So the correlation between academic performance and mental well-being and its dimensions of higher secondary school are "Negligible". But the calculated 'r' value is (0.231). So the correlation is low

Result and Discussion

The mean score of female students (37.96) with respect to positive relations shows that they are better than male students. It is because the emotional bond and understanding that girls feel while talking

with other girls are unparallel. They think alike and this helps them to develop a strong positive relation with others. This finding is similar to the findings of (Matud, 2019). The mean score of boys (40.10) with regard to autonomy are greater than girls shows that in late adolescence, boys show a higher rate of achievement of autonomy than girls and this is associated with a greater frequency of parental disobedience among boys. This findings are similar with the line of the study of (Fleming, 2005). With regard to mental well-being of higher secondary students with respect to locality of student, the mean score for urban students (20.75) are higher than rural students (19.52) shows that facing the realities of life and getting to engage in daily life activities may be a cause. Modern gadgets are on a hike with the urban community. Those who belong to rural area are more effective and efficient in dealing with the opportunities and resources. This in turn helps them in being self-acceptance than rural students. This finding is supported by the findings of (Kling et al. 1999). Sheffe test shows that students studying in self-finance schools are better than students studying in government and government – aided schools with regard to self-acceptance, personal growth, purpose in life, positive growth and mental well-being in total. It is because of that self-finance schools provide better facilities to students in comparison to government and government-aided school. Hence students in these schools have good mental well-being. This finding is supported by the findings of (Kumar, 2019)

Conclusion

A crucial and fundamental aspect of health is mental well-being. One of the most important concerns for people, groups, and society is the promotion and protection of mental health. Promoting their mental health entails taking steps to enhance psychological wellbeing. Early detection and use of preventative measures are necessary to lower the chances of mental health issues. Access to these treatments should be improved, and kids, teens, and their families should be aware of the options to improve their well-being.

References

- 1) Arumugam, G., & Mahendra Prabu, M. (2016). A Study on The Mental Health Of Higher Secondary Students. *Journal of Contemporary Educational Research and Innovations*, 4(6), 43-46.
- 2) Fleming, Manuela (2005). Gender in adolescent autonomy: Distinction between boys and girls accelerates at 16 years of age. *Electronic Journal of Research in Educational Psychology*, (3)2, 33-52.
- 3) Kling, K. C., Hyde, J. S., Showers, C. J., & Bussell, B. N. (1999). Gender differences in self-esteem: a meta-analysis. *Psychological bulletin*, 125(4), 470.
- 4) Kumar, R. (2019). A comparative study of government and private school students on mental health and self-esteem. *International Journal of Yogic, Human Movement and Sports Sciences*, 4(1), 1149-1155.
- 5) Matud, M. P., López-Curbelo, M., & Fortes, D. (2019). Gender and psychological well-being. *International journal of environmental research and public health*, 16(19), 3531.
- 6) Murugan, P. V. (2017). Mental Health and Adjustment of Higher Secondary School Students. *Journal on Educational Psychology*, 11(2), 29-35.
- 7) Prabu, P. S. (2015). A study on academic stress among higher secondary students. *International journal of humanities and social science invention*, 4(10), 63-68.
- 8) Sharma, G., & Pandey, D. (2017). Anxiety, depression, and stress in relation to academic achievement among higher secondary school students. *The International Journal of Indian Psychology*, 4(2), 82-89.
- 9) Yasmin, K. H. A. N., Taghdisi, M. H., & Nourijelyani, K. (2015). Psychological Well-Being (PWB) of school adolescents aged 12–18 yr, its correlation with general levels of Physical Activity (PA) and socio-demographic factors in Gilgit, Pakistan. *Iranian journal of public health*, 44(6), 804.