

MENTAL HEALTH IN RELATION TO EXAMINATION ANXIETY AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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Abstract

In this study the relationship of mental health of high school students with to their examination anxiety and academic achievement has been studied. The study was conducted on students of 9th class studying in various Government Schools of Chandigarh. Schools were taken randomly through lottery method and students were taken in cluster from each section. A sample of 100 students was taken. Mental Health Inventory by Jagdish and Srivastava (2002) to measure the mental health of the high school students and Students Examination Anxiety Test (SEAT) by Agarwal and Kaushal (1995) to measure the examination anxiety of high school students were used to collect the data. Co-relational statistics revealed no significant correlation between Mental Health and Examination Anxiety of high school students, Mental Health and Academic Achievement of high school students and Examination Anxiety and Academic achievement of high school students.

Introduction

Mental health - an essential part of children's overall health - has a complex interactive relationship with their physical health and their ability to succeed in school, at work and in society. Physical and mental health both affect how we think, feel and act on the inside and outside. A person who is mentally ill may not be able to devote his full energy to the task that is assigned to him. And it was considered by different researchers that poor mental health interferes with the different activities undertaken by the individual.

Mental health is concerned with health of one's mind and it's functioning in the same way as the physical health is supposed to concern with the health of one's physical organs and their functioning (Mangal S.K., 2008). Mental health is the balanced development of the individual's personality and emotional attitudes which enable him to live harmoniously with his fellow men.

In the process of education mental health plays significant role. The sound mental health is the first condition for the education. Mental health is the most important condition for effective teaching and learning. It is said that "Sound mind in Sound body". Thus mental health and education are closely related to each other. The students learning or achievement depends on their sound mental health.

Emergence of the Problem

Mental health is of utmost importance in this competitive and ever changing world. The circumstances in our life are never static, they are changeable and so is our adjustment.

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To cope up with the change and to adjust it is very necessary to have sound mental health especially during the childhood and adolescent age. It has been seen that ill mental health leads to abnormalities of behavior, maladjustment, illness, mental diseases etc. which ultimately affects the all round development of the child. Ill mental health often leads to problems like anxiety, neurosis, frustrations, stress, etc. which results in poor performance in academics. Not only academics ill mental health affects the physical health as well. Students who do not possess good mental health face so many problems in day to day life. They cannot achieve what they are capable of achieving in academics as well as in their lives. There is a strong tie between students' overall health and resilience and their academic achievement (WestEd, 2003). Studies also reveal that School mental health programs improve educational outcomes by decreasing absences and discipline referrals and improving test scores (Jennings, Pearson, & Harris, 2000).

Beside mental health, test and examination anxiety is thought to prevent some individuals from reaching their academic potential. It has been found that students consistently perceive examination as a source of increase in anxiety and a situation engulfed with uncertainty/unfairness in letting them demonstrate their true achievements (Zollar & Ben-chain, 1990). Such feelings among students' limit their potential performance during the test situation, resulting in higher test anxiety (Hill & Wigfield, 1984) directly causing drop in the student achievement. On the other hand there is negative correlation between examination anxiety and academic achievement (Gupta 1987, Chapell et al 2005, Rana and Mahmood 2010, Sahu et al 2013, Singh and Jha 2013). Research also reveals that test anxiety interfere the academic achievement of students with low level of academic achievement of students with low intelligence and has no effect on students with high intelligence (Saraswat and Jain 2013). Therefore it cannot be generalized that examination anxiety has a correlation with academic achievement. Moreover so far many researches are conducted to find relation among examination anxiety and academic achievement but no significant studies are found to correlate mental health with examination anxiety and academic achievement.

Various survey results also reveal that a large number of people including a great number of children have poor mental health. It is important to attempt to understand how students with mental health problems experience their daily life - particularly in field of academics. So this study is an effort to know the relation of mental health to examination anxiety and academic achievement and an effort to find out the impact of mental health on examination anxiety and academic achievement.

Objectives of the Study

1. To study the relationship between mental health and examination anxiety of high school students.
2. To study the relationship between mental health and academic achievement of high school students.

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3. To study the relationship between examination anxiety and academic achievement of high school students.

Hypotheses of the Study

1. There will be no significant correlation between Mental Health and Examination Anxiety of high school students.
2. There will be no significant correlation between Mental Health and Academic Achievement of high school students.
3. There will be no significant correlation between Examination Anxiety and Academic achievement of high school students.

Sample

The population for the present study was all the students studying in class 9th of government schools of Chandigarh. In the present study, a sample of 100 students studying in 9th class was drawn from two government schools of Chandigarh. The schools were selected randomly and 50 students from each school were taken as cluster.

Method of Study

The study was conducted on sample of 100 students of two government Schools of Chandigarh. Standardized tools were used to collect the data. After collecting the data, the scoring was done by following the procedure in the manuals of the tools. The data was organized to analyze the data.

Tools Used

In the present study the following standardized tools were used:

1. Mental Health Inventory by Jagdish and Srivastava (2002) to measure the mental health of the high school students.
2. Students Examination Anxiety Test -SEAT by Agarwal and Kaushal (1995) to measure the examination anxiety of high school students.

Statistical Techniques Used

Descriptive statistics, such as, mean, median, standard deviation , kurtosis and skewness used to study the nature of the data and inferential statistics, Pearson's Product Moment Correlation was used to test the hypothesis.

Analysis and Interpretation of Data

The 1st objective of the study is to study the relationship between the Mental Health and examination anxiety of high school students was tested by employing Product - Moment coefficient of correlation.

Table 1: Table showing correlation between mental health and examination anxiety

Variable	N	Coefficient of Correlation (r)
Mental Health and examination anxiety	100	.038

Table 1 reveals that the correlation between mental health and examination anxiety is 0.038 which is positive but not significant. Hence the null hypothesis, that is, 'there is no significant correlation between the Mental Health and examination anxiety of high school students,' is accepted.

The 2nd objective of the study to study the relationship between the Mental Health and academic achievement of high school students was tested by employing Product - Moment coefficient of correlation.

Table 2: Table showing correlation between mental health and academic achievement

Variable	N	Coefficient of Correlation (r)
Mental Health and Academic Achievement	100	0.068

Table 2 reveals that the correlation between mental health and examination anxiety is 0.068 which is positive but not significant. Hence the null hypothesis, that is, 'there is no significant correlation between the Mental Health and academic achievement of high school students,' is accepted.

The 3rd objective of the study to study the relationship between the examination anxiety and academic achievement of high school students was tested by employing Product - Moment coefficient of correlation.

Table 3: Table showing correlation between examination anxiety and academic achievement

Variable	N	Coefficient of Correlation (r)
Examination anxiety and Academic achievement	100	-0.190

Table 3 reveals that the correlation between examination anxiety and academic achievement is -0.190 which is negative but is not significant. Hence the null hypothesis, that is, 'there is no significant correlation between the examination anxiety and

academic achievement of high school students,' is accepted.

Findings and Conclusions

On the basis of analysis of the data and interpretation of the results the present study obtained through various statistical means, the following conclusions have been drawn-

- There was no significant correlation between Mental Health and Examination Anxiety of high school students.
- There was no significant correlation between Mental Health and Academic Achievement of high school students.
- There was no significant correlation between Examination Anxiety and Academic achievement of high school students.

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