



A comparative study on mental health and academic achievement of Dar ul uloom and Private Secondary School Students of Kashmir Division (J&K)

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Abstract

Adolescence is the most influential period of human growth and development. Mental health is not merely important but essential for the survival as a social being. Mental health plays a vital role in child's healthy development. The aim of the study was to assess mental health of Dar ul uloom and private secondary school students. The sample of 600 secondary school students (300 Dar ul uloom & 300 private secondary school students) was randomly selected from Dar ul ulooms and private schools of Kashmir Valley. Mental health battery (Singh, A.K & Gupta, A.S, 2002) was used to collect the data. The data was analyzed by mean, S.D and t-test. The results of the study revealed that Dar ul uloom and private secondary school students differ significantly on dimensions of emotional stability, overall adjustment, autonomy, self-concept, intelligence and show insignificant difference on security-insecurity dimension of mental health. Further the results show that Dar ul uloom and private secondary school do not differ significantly on academic achievement.

Keywords: mental health, academic achievement, Dar ul uloom students, adolescents and private school students

Introduction

Adolescence is the period of stress and strain where adjustment is required with oneself, family and peer groups. Adolescents experience institutional changes as well in contemporary society. Among adolescents, there is a change in school setting, typically involving a transition from elementary school to middle school, high school to the world of work and University. According to Peterson (1988) [9], adolescence is described as a phase of life beginning in biology and ending in society. Mental health plays a vital role at every stage of life. Mental health is significant in adolescence as it is the time when one takes new responsibilities and roles. Mental health of the student is very important for efficient learning and proper development of the personality. Mental health is the capacity of an individual to form harmonious relations with others and to adjust to his social and physical environment. It is an aspect of the total personality of the individual. The normal organization and functioning of mind is responsible for sound mental health. A person with sound mental health is able to face the realities of life, however stressful he may be. Mental health is defined as a state of well-being in which every individual realizes his/her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his/her community (WHO, 2007). According to Hadfield (1980) [5], mental health is the full and harmonious functioning of the whole personality. Mental health is the ability to balance feelings, desires, ambitions and ideals in one's daily life. It is the ability to face and accept the realities of life (Kuppuswami, 2004) [6]. Gupta (2002) [4] found a significant difference between mental health of male and

female adolescents and government and private school adolescents. Kaur, G and Puar, S.S (2017) [7] found a significant difference between rural and urban senior secondary school students on mental health. Rather, S.A (2016) [10] found a significant difference between secondary school students on mental health. Kansal, A.K and Bala, C (2015) [7] found a significant negative correlation between emotional stability, security-insecurity and intelligence dimensions of mental health and emotional maturity.

The product of the instruction supplied to the children in schools, determined by the grades or marks secured by the students in the examination is called academic achievement. The learning outcome of pupils is indicated by academic achievement which requires a series of planned and organized experiences. It is the primary and persistent liability of every educational institution established by the society to promote whole scholastic growth and development of a child. Crow and Crow (1969) [3] define the academic achievement as the degree with which a learner gets profit from instructions, in other words achievement is revealed as the acquisition of knowledge or skills by a person from the training imparted to him. Stagnar (1962) defines achievement as an extent of aptitude or advancement made by student in the mastery of school subjects. Bhat, Y and Khandai, H (2016) [2] found that female college students have high academic achievement as compared to males. Aggarwal, P and Bihari, S (2014) [1] found a negative correlation between aggression and academic achievement of secondary school students.

Objectives

1. To compare Dar ul uloom and private secondary school

- students on mental health.
- To compare Dar ul uloom and private secondary school students on academic achievement.

Hypotheses

- There is a significant difference between Dar ul uloom and private secondary school students on mental health.
- There is a significant difference between Dar ul uloom and private secondary school students on academic achievement.

Method and Procedure

Descriptive method of research has been used as it helps to obtain pertinent and precise information concerning the status of the study.

Sample

The sample for the present study consisted of 600 secondary school students (300 Dar ul uloom & 300 Private Secondary School Students) and sample has been taken on the basis of

simple random technique. Dar ul uloom secondary school students were those students which were enrolled in the formal secondary schools.

Tool Used

Mental Health Battery

Mental health battery (Singh, A.K& Gupta, A.S, 2002) ^[11] Hindi version translated by Miss Gulnaz (M.phil scholar, Department of Education) was used to collect the data which includes six dimensions-emotional stability, overall adjustment, autonomy, security-insecurity, self-concept and general intelligence.

Academic Achievement

It is the aggregate scores obtained by the sample subjects in their previous examinations.

Statistical Treatment

The data was analyzed by applying mean, S.D and t-test

Table 1: Showing Mean Comparison of Darul Uloom and Private Secondary School Students on Various Dimensions of Mental Health

Dimensions	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Emotional Stability I	Darul-uloom Students	300	7.83	1.60	7.95	Significant at 0.01 level
	Private Students	300	8.79	1.32		
Overall Adjustment II	Darul-uloom Students	300	23.04	3.95	3.86	Significant at 0.01 level
	Private Students	300	24.18	3.23		
Autonomy III	Darul-uloom Students	300	10.99	1.34	5.04	Significant at 0.01 level
	Private Students	300	11.54	1.32		
Security in security IV	Darul-uloom Students	300	9.94	1.81	1.95	Insignificant
	Private Students	300	9.65	1.82		
Self-concept V	Darul-uloom Students	300	9.55	2.07	6.43	Significant at 0.01 level
	Private Students	300	10.58	1.81		
Intelligence VI	Darul-uloom Students	300	16.32	4.40	5.25	Significant at 0.01 level
	Private Students	300	18.13	4.02		
Mental Health	Darul-uloom Students	300	77.67	7.67	8.80	Significant at 0.01 level
	Private Students	300	82.86	6.72		

The Perusal of the table 1 shows the mean comparison of two groups viz Darul uloom and private school students. It is evident from the table that on the dimensions of emotional stability (t. Value 7.95>0.01), Overall adjustment (t.value 3.86>0.01), Autonomy (t.value 5.04>0.01), Self-concept (t.value 6.43>0.01) and Intelligence (t.value 5.25>0.01), the two groups differ significantly whereas on the dimension of security-insecurity (t.value 1.95<0.01), the two groups do not differ significantly.

The table further indicates that private secondary school students are emotionally stable than Dar ul uloom secondary school students. The results of the table reveal that private secondary school students have greater overall balance between the demands of various aspects of environment and cognition. The result of the mean difference shows that private secondary school students have greater type of independence and self-determination in thinking than their counterparts. The results of the table indicate that private secondary school students have greater attitude and knowledge of themselves and evaluation of their achievements than Dar ul uloom secondary school students. Private secondary school students have greater intelligence than their counterparts. Further the

table shows that the two groups viz. Dar ul uloom and private secondary school students share similar sense of safety, confidence, freedom from fear, apprehension or anxiety particularly with respect to fulfilling the person’s present or future needs. On composite score, the two groups’ viz. Dar ul uloom and private secondary school students differ significantly at 0.01 level. It indicates that private secondary school students possess high degree of mental health than Dar ul uloom secondary school students. Therefore the hypothesis which reads as “There is significant difference between Dar ul uloom and private secondary school students on mental health,” Stands accepted.

Table 2: Showing Mean Comparison of Dar ul uloom and Private school students on Academic achievement

Group	N	Mean	Std. Deviation	t-value	Level of Significance
Darul-uloom Students	300	75.80	10.73	0.52	Insignificant
Private Students	300	76.23	9.13		

Table 2 reveals the mean comparison of Dar ul uloom and

Private secondary school students on academic achievement. It is evident from the table that on academic achievement (t -value $0.52 < 0.01$), the two groups viz. Dar ul uloom and Private secondary school students do not differ significantly. The perusal of the table shows that both the groups have better academic achievement. Therefore the hypothesis which reads as, "There is a significant difference between Dar ul uloom and Private secondary school students on academic achievement," Stands rejected.

Conclusion

The results revealed that private school students are emotionally stable. They have greater overall balance between the demands of various aspects of environment and cognition. Private school students have greater type of independence and self-determination in thinking and have greater attitude and knowledge of themselves and evaluation of their achievements as compared to Dar ul uloom students. Dar ul uloom and private school students share similar sense of safety, confidence, freedom from fear, apprehension or anxiety particularly with respect to fulfilling the person's present or future needs. Both the groups have better academic achievement.

Educational Implications

1. Dar ul uloom students should be given opportunities to participate in non-academic activities as well besides formal education. Other co-curricular activities should be introduced in Dar ul ulooms so that mental health of Dar ul uloom students' will also get improved.
2. Better infra-structural facilities should be given to the Dar ul uloom students so that they can equally compete with private school students in terms of academic and non-academic performance.
3. Social and emotional learning programmes should be introduced in the Dar ul ulooms in order to improve achievement of students.

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