

STUDY OF MENTAL HEALTH OF ADOLESCENTS IN RELATION TO THEIR ACADEMIC ANXIETY

Seema Chandna

Research Scholar, Department of Education, M.D. University, Rohtak

ABSTRACT

A sample of 160 students of Rohtak District of Haryana state was selected randomly. The sample was administered through Academic anxiety Scale for children by Singh and Gupta and Mental Health Battery developed and standardized by Singh and Sengupta. Mean, Standard Deviation (S.D) and Coefficient of Correlation were used for analysis and interpretation of the data. The findings of the study revealed that a) there is no significant correlation between academic anxiety and mental health of adolescents. b) There is no significant correlation between academic anxiety and mental health of female adolescents. c) There is no significant correlation between academic anxiety and mental health of male adolescents. d) There is no significant correlation between academic anxiety and mental health of rural adolescents. e) There is no significant correlation between academic anxiety and mental health of urban adolescents.

Keywords: Mental Health, Academic Anxiety, Adolescents, Rural and Urban.

INTRODUCTION

Today's world is the world of challenges and competition. The modern era has greater and vivid demands from the existing Education system. Each Country develops its system of education to meet the challenges of the changing times. Effective education can be achieved through the efforts of well qualified, competent and effective teachers. India being a developing country, the teacher has the great responsibility of making the students competent enough to stand with their counterparts in developed countries and to make the country economically independent. Education is old as human race. It is never ending process of inner growth and development and its period start from cradle to grave. Education helps a man to develop his thinking and reasoning, aptitude, attitude and skills. It also progresses the mind. It is through education that man develops thinking and also creativity. We

are getting Education on every moment. The Indian education system is mainly focusing on the development of cognitive and conative domains and neglects the affective domain. Education distinguishes men from animals. Through education, man can think and also find reason.

MENTAL HEALTH

The role of mental health in human life is very important as it plays its role not only in life of the individuals but also in the lives of societies. There is no area of human life, which is beyond the range of mental health. The term mental health does not refer to dimension of human personality. Mental health consists of two words 'Mental' and 'health'. Health generally means sound conditions or freedom from the diseases. Some psychologists have defined mental health as such abilities as of making decisions, of assuming responsibilities in accordance with one's capacities of finding satisfactions, success and happiness in accomplishment of everyday tasks, of living effectively with others and of showing socially considerate behavior.

Had Field (1952) "Mental health is the full and harmonies functioning of the whole personality."

Hale (1992) "Mental health is the ability to perceive reality as it to respond, to develop rational strategies for living."

Kaplan (1971) "Mental health involves continuous adaptation to changing circumstances, dynamic process where a living being strives to achieve a balance between internal demands and the requirements of a changing environment."

Maslow (1971) "Mental health means freedom from disabling and disturbing symptoms that interfere with mental efficiency, emotional stability or peace of mind."

ACADEMIC ANXIETY

Academic anxiety has come to be seemed as a central problem in dynamic psychology and learning is also one of the variables which is most important in the development of personality. Academic anxiety is a common issue among students and is associated with academic circumstances such as school environment, class tests, etc. and even productive also as it motivate the students to spend time preparing for tests. However, when anxiety elevates the productive level, it often leads to

certain problems like lack of concentration while studying and difficulty in memorizing and the remembering information while completing tests, which make the student feel helpless and failure.

According to Tohill and Holyoak (2000) “Academic anxiety is situation specific form of anxiety related to academic circumstances.”

According to Cassady (2010) “Academic anxiety is situation specific form of anxiety related to the educational contexts. Academic anxiety encompasses not only test anxiety, but also anxiety about certain education subjects in general.”

According to Cornell University (as cited by Banga, C.L. 2014) “Academic anxiety is the result of biochemical processes in body and the brain that make your attention level increase when they occur. The changes happen in response to exposure to a stressful academic situation, such as completing school assignments, presenting a project in class or taking a test. When the anxiety becomes too great, the body recoils as if threatened, which is a normal fight or flight reaction.”

According to Shakir (2014) “Academic anxiety is a kind of anxiety which is related to the impending danger from the environment of the academic institutions including teacher in certain subjects like Mathematics, English, etc. It is mental feeling of uneasiness or distress in reaction to a school situation that is perceived negatively.”

STATEMENT OF THE PROBLEM

STUDY OF MENTAL HEALTH OF ADOLESCENTS IN RELATION TO THEIR ACADEMIC ANXIETY

OPERATIONAL DEFINITIONS OF THE STUDY

MENTAL HEALTH

A state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities and functions in society, meet the ordinary demands of everyday life, state of well-being in which the individual realizes his or her own abilities with normal stresses of life can work productively and fruitful, and is able to make a contribution to his or her community.

ACADEMIC ANXIETY

Academic anxiety is a kind of state anxiety which related to the impending danger from the environments of the academic institutions including teachers, certain subjects like Mathematics, English etc.

ADOLESCENCE

Adolescence is a period of stress and strain and it is a period of life which begins in the childhood and end in the adult group.

OBJECTIVES OF THE STUDY

1. To find the relationship between academic anxiety and mental health of adolescents.
2. To find the relationship between academic anxiety and mental health of female adolescents.
3. To find the relationship between academic anxiety and mental health of male adolescents.
4. To find the relationship between academic anxiety and mental health of rural adolescents.
5. To find the relationship between academic anxiety and mental health of urban adolescents.

HYPOTHESES OF THE STUDY

1. There exists no significant relationship between academic anxiety and mental health of adolescents.
2. There exists no significant relationship between academic anxiety and mental health of female adolescents.
3. There exists no significant relationship between academic anxiety and mental health of male adolescents.
4. There exists no significant relationship between academic anxiety and mental health of rural adolescents.
5. There exists no significant relationship between academic anxiety and mental health of urban adolescents.

REVIEW OF RELATED LITERATURE

MENTAL HEALTH

Talwar and Das (2014) A study of relationship between academic achievement and mental health of secondary school 'Tribal Student of Assam' concluded that there is a positive relationship between academic achievement and mental health of secondary school tribal students of Assam and also, there is a significant difference in mental health of boys and girls, urban and rural secondary school tribal students of Assam.

Hanafiah and Bortel (2015) found that stigma of mental illness has been identified as a significant barrier to help seeking and care. Basic knowledge of mental illness such as its nature, symptoms and impact are neglected, leaving room for misunderstandings on mental health and stigma. According to perspectives of the mental health professionals, implications of stigma include patients being trapped in a vicious cycle of discrimination leading to detrimental consequences for the individual and their families. In Malaysia, this research on stigma is particularly limited.

Andrew (2016) The findings of this study showed that social networks measures do add considerable explanatory power to MH with social isolation having the highest influence followed by social connections and then social trust. The AIC best fit model included all the social network predictors however it excluded physical functioning which contributed very little.

Thomas and Rickwood (2016) The finding of this study showed that clients and staff rated the organizational climate of the service positively, with the role of caring staff being identified as particularly valuable. Clients and staff had similar positive views on the importance of recovery based elements and rated the service as performing well in these areas.

Van Dorn and Grimm (2016) found that host factors that are associated with subsequent risk of adults with mental illness becoming victims of violence. The work highlights the importance of interventions to treat mental health problems in order to reduce community violence.

ACADEMIC ANXIETY

Banga (2014) In his study, 'Academic anxiety among high school students in relation to gender and type of family' found that there is less level of academic anxiety among high school students.

Rehman and Siddiqui (2014) conducted an international study of academic anxiety in relation to socio-economic status, gender and school type among secondary school students. The finding of study shows that academic anxiety is a general problem of secondary school students. However, it is more severe among girls as compared.

Bihari (2014) Academic anxiety among secondary school students. The finding of the study shows that anxiety is utilized for explaining many psychological problems and has become a useful construct in the field of psychology.

Mahajan (2015) Academic anxiety of secondary school students in relation to their parental encouragement. The main finding of the study shows that significant difference was found between academic anxiety of male and female secondary school students. It was therefore, concluded that gender did not account for any variation in academic anxiety of secondary school students.

Marvathi and Bhukya (2015) The impact of anxiety in language learning on academic performance of ninth standard students. This study found out that the relationship among anxiety and performance could be important for educators who develop educational progress and implement teaching strategies

Mark and J.O. (2016) 'Examination anxiety and students academic performance Social studies approach' examined the examination anxiety of students in Nigeria higher institutions and its consequences among the students. The study noted that examination anxiety contribute negatively to students' academic performance, hence there is the urgent need to exploring for salvaging means. The researcher raised two research questions and formulated two research hypotheses to guide the study.

Rehman (2016) 'Academic Anxiety among higher education students of India, causes and preventive measures: an exploratory study' found that opting higher education in itself is a big challenge mostly in developing and underdeveloped countries. Students entering in higher education system of these countries comes across various issues like academic anxiety, academic depression, academic stress,

socio-economic hardships, anxious about uncertainty of future outcomes due to lack of employment opportunities, etc.

DESIGN AND METHOD OF THE STUDY

The investigator used the descriptive survey method in the present study.

VARIABLES *Mental Health, Academic Anxiety, Rural -Urban and Male-Female Adolescents.*

SAMPLE SIZE

Data of 160 adolescents of Rohtak district was randomly taken.

STATISTICAL TECHNIQUES USED

Suitable statistical techniques like Mean, Standard Deviation, Coefficient of Correlation were used.

TOOLS USED

- Academic Anxiety Scale for children by Singh and Gupta.
- Mental Health Battery developed and standardized by Singh and Sengupta .

DELIMITATIONS OF THE STUDY

- *The study is confined only to Senior Secondary School Students.*
- *The study is delimited to a sample of 160.*
- *The study is confined to schools of Rohtak district only.*

FINDINGS OF THE STUDY

Hypothesis 1: There exists no significant relationship between academic anxiety and mental health of adolescents.

Table 1: Showing coefficient of correlation between academic anxiety and mental health of adolescents.

Sr. No.	Variable	N	Correlation (r)	Level of significance
1	Mental Health	160	-0.05	Null
2	Academic Anxiety			

$P < 0.05 = .159$, $P < 0.01 = .208$ at df 158

Above table value shows that obtained coefficient of correlation value -0.05 is less than the table value at both level of significance i.e. 0.05 and 0.01 at df 158. Hence, the null hypothesis, "There exists no significant relationship between academic anxiety and mental health of adolescents" is accepted. It may conclude that there is no significant correlation between academic anxiety and mental health of adolescents.

Hypothesis 2: There exists no significant relationship between academic anxiety and mental health of female adolescents.

Table 2 Showing coefficient of correlation between academic anxiety and mental health of female adolescents.

Sr. No.	Females	N	Correlation (r)	Level of Significance
1	Mental Health	80	-0.151	Null
2	Academic Anxiety			

$P < 0.05 = .217$, $P < 0.01 = .283$ at df 78

Above table value shows that obtained coefficient of correlation value -0.151 is less than the table value at both level of significance i.e. 0.05 and 0.01 at df78. Hence, the null hypothesis, "There exists no significant relationship between academic anxiety and mental health of female adolescents" is accepted. It may conclude that there is no significant correlation between academic anxiety and mental health of female adolescents.

Hypothesis 3: There exists no significant relationship between academic anxiety and mental health of male adolescents.

Table 3: Showing coefficient of correlation between academic anxiety and mental health of male adolescents.

Sr. No.	Males	N	Correlation (r)	Level of significance
1	Mental Health	80	0.091	Null
2	Academic Anxiety			

$P < 0.05 = .217$, $P < 0.01 = 0.283$ at df78

Above table value shows that obtained coefficient of correlation value 0.091 is less than the table value at both level of significance i.e. 0.05 and 0.01 at df78. Hence, the null hypothesis, "There exists no significant relationship between academic anxiety and mental health of male adolescents" is accepted. It may conclude that there is no significant correlation between academic anxiety and mental health of male adolescents.

Hypothesis 4: There exists no significant relationship between academic anxiety and mental health of rural adolescents.

Table 4: Showing coefficient of correlation between academic anxiety and mental health of rural adolescents.

<i>Sr. No.</i>	<i>Rural</i>	<i>N</i>	<i>Correlation (r)</i>	<i>Level of significance</i>
<i>1</i>	<i>Mental Health</i>	<i>80</i>	<i>-0.14</i>	<i>Null</i>
<i>2</i>	<i>Academic Anxiety</i>			

$P < 0.05 = .217$, $P < 0.01 = .283$ at df 78

Above table value shows that obtained coefficient of correlation value -0.14 is less than the table value at both level of significance i.e. 0.05 and 0.01 at df78. Hence, the null hypothesis, "There exists no significant relationship between academic anxiety and mental health of rural adolescents" is accepted. It may conclude there is no significant correlation between academic anxiety and mental health of rural adolescents.

Hypothesis 5: There exists no significant relationship between academic anxiety and mental health of urban adolescents.

Table 5: Showing coefficient of correlation between academic anxiety and mental health of urban adolescents.

<i>Sr. No.</i>	<i>Urban</i>	<i>N</i>	<i>Correlation (r)</i>	<i>Level of significance</i>
<i>1</i>	<i>Mental Health</i>	<i>80</i>	<i>0.031</i>	<i>Null</i>
<i>2</i>	<i>Academic Anxiety</i>			

$P < 0.05 = .217$, $P < 0.01 = .283$ at df 78

Above table value shows that obtained coefficient of correlation value 0.031 is less than the table value at both level of significance i.e. 0.05 and 0.01 at df 78. Hence, the null hypothesis, "There exists no significant relationship between academic anxiety and mental health of urban adolescents" is accepted. It may conclude that there is no significant correlation between academic anxiety and mental health of urban adolescents.

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