

Mental Health and Academic Achievements of Degree Students of Noida Uttar Pradesh

Bhanu Kumari

Research Scholar, NIILM University, Kaithal Haryana

Dr. Pavitra Devi

Assistant Professor, Department of Yoga

NIILM University Kaithal Haryana

Abstract

Mental diseases cause the most Daly's in children and adolescents worldwide (Michaud et al., 2006). Youth mental health concerns may affect human capital accumulation, particularly education, which may affect employment, income, and other outcomes. Thus, understanding the relationship between mental health and academic accomplishment is crucial to assessing the benefits of avoiding, detecting, and treating youth mental health issues. Positive anxiety test Children suffer most from depression and academic performance. In our longitudinal dataset, co-occurring depression, anxiety, and eating disorder symptoms diminish within-person estimates. This descriptive research stresses the policy necessity of statistically quantifying the causal association between mental health and college attainment, which may need a randomized trial.

Introduction

Among children and adolescents in the moreover every country of world, mental disorders are estimated to account for a larger burden of disease, as measured in disability-adjusted life years (DALYs), than any other class of health conditions (Michaud et al., 2006). One of the primary concerns in younger populations is that mental health problems may affect human capital accumulation—in particular, the amount and productivity of schooling—which may in turn have lifelong consequences for employment, income, and other outcomes. Understanding the link between mental health and academic success is therefore a crucial step towards assessing the returns to preventing, detecting, and treating mental health issues among young people.

Mental disorders frequently have first onset shortly before or during the typical college age range (18-24) (Kessler et al., 2005), yet relatively little is known about the link between mental health and academic success in college. Understanding this connection could be valuable due to the many ways in which college settings can reach young people; college represents the only time in many people's lives when a single setting encompasses their main activities, social networks, and a range of supportive services and organizations.

Mental health problems represent a potentially important but relatively unexplored factor in explaining human capital accumulation during college. We conduct the first study, to our knowledge, of how mental health predicts academic success during college in a random longitudinal sample of students. We find that depression is a significant predictor of lower GPA and higher probability of dropping out, controlling for prior academic performance and other variables.

The association between depression and academic outcomes is strongest among students with a positive anxiety disorder screen. In within-person estimates using our longitudinal sample, we find again that co-occurring depression and anxiety are associated with lower, and we find that symptoms of eating disorders are also associated with lower. This descriptive study highlights the policy relevance of generating more definitive causal estimates of the effect of mental health on college success, which will likely require a randomized trial.

A common anxiety disorder, generalized anxiety, is marked by excessive worrying and difficulty controlling this worrying. At lower levels anxiety can actually be productive, but at higher levels it often impairs concentration and the ability to remain on task (Sadock & Sadock, 2000). Generalized anxiety shares many symptoms of depression (e.g., reduced energy, sleep disturbance, and reduced concentration) and therefore could affect academic outcomes for many of the same reasons that depression would. Another

anxiety disorder that we measure, panic disorder, consists of recurrent and unexpected panic attacks, which include at least four of the following symptoms: palpitations, sweating, shaking, shortness of breath, feeling of choking, chest pain, nausea, feeling dizzy, de-realization/depersonalization, fear of “going crazy,” fear of dying, numbness or tingling sensations, and chills or hot flashes (Sadock & Sadock, 2000). The attacks do not typically last long enough to impair productivity by themselves, but they can lead to significant worrying and attempts to avoid attacks (e.g. avoiding class or studying if those activities are associated with the anxiety).

Research Problem

The aforementioned studies are important in advancing the understanding of how mental health may affect academic outcomes among youth, but they generally do not address the relationship between mental health and human capital accumulation in higher education. The proposed research focus on the status of mental health and degree student mental status the title of research is “Mental Health and Academic Achievements of Degree Students”

Review of Research work

While many studies assess the effect of physical health on human capital outcomes (see Currie (2008) for a review), we focus here on the studies that investigate how mental health affects human capital. Several studies describe the association between mental health early in life and subsequent educational attainment. Among studies that assess early-life mental health retrospectively, one study finds that early-onset (before adulthood) depression, is associated with less schooling (Berndt et al., 2000), whereas another study finds that a number of early-onset psychiatric disorders (although not major depression) are associated with early termination of schooling (Breslau et al., 2008).

SaritaSanwal, ShubaDute and Bharti Bhatnagar studied in 2006 about the mental health of adolescents with specific reference to integration of personality. Method: The sample of the study comprised of 120 adolescents between the age group of 13 to 15 years, 60 girls and 60 boys. The sample was selected from Jaipur city. Mental Health Inventory by Jagdish and Srivastava, A.K was used for collecting the data. Results: The major findings of the study revealed that the percentage of integration of personality (IP) which means balance of psychic forces in the individual that includes the ability to understand and share other people's emotions, the ability to concentrate at work and have interest in several activities. The girls were leading in this category as they have more patience, tolerance, emotional stability and were better adjusted than boys.

Manika Mohan, Usha Kulshreshtha and Manisha Tiwari studied in 2006 about Mental Health and Adjustment Levels of Hostellers and Day Scholars. Method: The sample of the study consisted of 100 adolescent girls, 50 hostellers and 50 day scholars doing graduation. Data was collected with the help of Mental Health Inventory by Jagdish and Srivastava (1989) and Adjustment Inventory for College Students by Sinha and Singh (1984). Results: The results revealed that hostellers (G1) were better on the self-evaluation and environmental mastery. Day scholars (G2) were found, better on the three dimensions of Mental Health i.e. perception of reality, integration of personality and group oriented attitude. Both the groups were not found significantly different on home, health and social adjustments but showed significant difference in emotional and educational adjustments.

Dr. R.Perumal studied in 2008 about mental health status and locus of control related to the achievement of eighth Standard English medium students. Method: The sample of the study constituted of a representative group of 450 8th standard students of Kerala State. The Mental Health Scale developed by Abraham & Prasanna (1981) and Malayalam version of Rotter's Internal, External Locus of Control Scale were used. Results: There was a significant difference in the correlation between Mental Health status and Locus of Control in the sample based on locale and gender. There was a significant difference in the correlation between Mental Health status, Locus of Control and Achievement in English in the total sample and sub sample based on gender and locale.

Tejpreet Kang and Asha Chawla studied, in 2009, the Mental Health of Rural Adolescents. Method: The sample of the study consisted of 100 rural adolescents equally distributed over both sexes. The age range was from 18 to 20 years Socio Economic Status Scale by Bhardwaj (2001) and Mental Health Check List by Pramod Kumar (1992) were used. Results: The results revealed that non-significant difference existed in Mental Health status of rural adolescent boys and girls. Girls were found to be on the better side of Mental Health as compared to boys who were found to be more restless, lonely, angry and uneasy, whereas boys

were found to have better somatic health in terms of somatic problems like headache, fatigue and sleeplessness compared to the girls.

Bahman Kord Tamini and Mohammad Ali Mohammady Far studied, in 2009, the Mental Health and Life Satisfaction of Iranian and Indian students. Method: Statistical community of this research comprised of Sistan and Baluchistan University students of Iran and Aligarh Muslim University students of India, 50 from each group. General Health Questionnaire developed by Gold Berg et al (1997), Life Satisfaction Scale developed by Huebner (1994) was used. Results: The findings of the study showed that life satisfaction improves students Mental Health. Considering the fact that life was dissatisfaction of students gives rise to emotional and psychological problems. The Aligarh Muslim University students' life satisfaction was better than SBU students. Aligarh Muslim University students had better Mental Health status than the SBU students. Furthermore rich mental health causes life satisfaction and poor mental health life dissatisfaction. P. Usha and Rekha studied, in 2009, the Emotional Competence and Mental Health as predictors of Academic Achievement Method: The Survey was carried on a random sample of 530 secondary school students from the schools of Thrissur, Ernakulam of Kerala. The Tools used were Mental Health Status Scale (1999) by Usha, Anil and Remmya, Scale of Emotional Competency 2006 by Usha and Rekha, and Achievement Test in Physics 2004 by Usha and Suchitra. Results: Emotional Competency is the best predictor of Achievement in Physics of secondary school pupils. Mentally Healthy children accept responsibilities, make their own decisions, plan ahead and set realistic goals. Significant gender difference doesn't exist in Emotional Competency, Mental Health and Achievement in Physics but high means associated with girls show that they are superior in Emotional Competency, Mental Health and Achievement. There is no significant difference between rural and urban pupils in Emotional Competence, Mental Health and Achievement in Physics.

Basu (2010) evaluated the mental health status of college teachers and investigated the influence of gender and marital status on their mental health. A sample of 150 college teachers from Rohikland region was selected using multistage random sampling technique. The mental health inventory developed by Jagdish and Srivasta was employed to assess the mental health of the college teachers. Analysis of data using mean, SD and t-test revealed that while male teacher exhibit significant better mental health than their female counterparts, marital status has no significant effect on the mental health of the college teachers.

Research Methodology

Research methodology is heart to the research work, to proceed with systematic research, right methodology is necessary, as it gives right direction to the research. This deal with the method, statement of the problem, definition the key terms of the title, objectives and hypotheses of the study, sample and sampling, tools used, and statistical techniques used for this research. The present study is entitled as, "Mental Health and Academic Achievements of Degree Students" the different variables considered and their operational definitions, population, sample, research design statement of the problem, tools used for data collection, procedure of the study and statistical techniques, are explained and summary is given.

Sample and Sampling

A random sampling technique was employed for the selection of the sample in the present investigation. After obtaining nominal rolls of the candidates from each of the colleges, a random sample of 700 respondent will be obtaining 70 from each college and for sample colleges 2 colleges selected from 5 metropolitan cities of U.P.

Significance of Research

The proposed study will be contributed to the literature on mental health and academic outcomes due to a number of features.

First, as noted above, we focus on the important but relatively understudied setting of postsecondary education.

Second, our analyses utilize clinically-validated measures of self-reported mental health status, detailed measures of academic outcomes, and a rich set of control variables including multiple measures of prior academic performance.

Third, this is the first study to our knowledge to estimate the relationship between mental health and result of student during college using mental health data at two time points, which enable us to control for time-invariant individual characteristics that may otherwise bias the estimated relationship between mental health and human capital accumulation.

Fourth, we consider independent associations between academic outcomes and three of the most common types of mental disorders among young adults: depression, anxiety, and eating disorders.

Objective of the study

- To assess the level of mental Health, emotional intelligence and academic achievement of degree student.
- To find whether there is a significant difference in mental health, emotional intelligence and academic achievement of among degree student.
- To find the relationship between mental health and emotional intelligence of degree students.
- To find the relationship between emotional intelligence and academic achievement of degree students.
- To find the relationship between mental health and academic achievement of degree students.

Hypothesis

In order to achieve the mentioned objectives of the study, the following hypotheses are formulated for testing.

- ✓ There would be no significant difference in the Mental Health status of the male and female Degree students of the Noida Uttar Pradesh
- ✓ There would be no significant difference in the Mental Health Status of the male and female Degree students in terms of the - Academic Aspect; Personal Aspect; Social Aspect
- ✓ There would be no significant difference in the Mental Health Status of the Hindi Medium and English Medium Degree students of the Noida Uttar Pradesh
- ✓ There would be no significant difference in the Mental Health Status of the English Medium and Hindi Medium Degree students in term of the - Academic Aspect; Personal Aspect; Social Aspect
- ✓ There would be no significant difference in the Mental Health Status of the residential and non-residential Degree students of the Noida Uttar Pradesh.
- ✓ There would be no significant difference in the Mental Health Status of the residential and non-residential Degree students in terms of the - Academic Aspect; Personal Aspect; Social Aspect
- ✓ There would be no significant difference in the Mental Health Status of the rural and urban Degree students of the Noida Uttar Pradesh
- ✓ There would be no significant difference in the Mental Health Status of rural and urban Degree students in terms of the - Academic Aspect; Personal Aspect; Social Aspect
- ✓ There would be no significant difference in the Mental Health Status of first born and last born Degree students of Noida Uttar Pradesh
- ✓ There would be no significant difference in the Mental Health Status of first born and last born Degree students in terms - Academic Aspect; Personal Aspect; Social Aspect
- ✓ There would be no significant difference in the Mental Health Status of the Degree students belonging to families with different educational backgrounds of the Noida Uttar Pradesh
- ✓ There would be no significant difference in the Mental Health Status of the Degree students belonging to families with different educational backgrounds terms of the - Academic Aspect; Personal Aspect; Social Aspect
- ✓ There would be no significant difference in the Mental Health Status of Students of different Economic Group of the Noida Uttar Pradesh
- ✓ There would be no significant difference in the Mental Health Status of Students of different Economic Group in terms of the - Academic Aspect; Personal Aspect; Social Aspect
- ✓ There would be no significant association between Mental Health and Academic Achievement of the Degree students of the Noida Uttar Pradesh
- ✓ There would be no significant association between Mental Health and Academic Achievement of the Degree students in terms of the- Academic Aspect; Personal Aspect; Social Aspect
- ✓ There would be no significant association between Mental Health and Hardiness of the Degree Students of the Noida Uttar Pradesh
- ✓ There would be no significant association between Mental Health and Hardiness of the Degree students in terms of the- Academic Aspect; Personal Aspect; Social Aspect

The Result of Hypothecation

Hypothesis	t / F/ χ^2	t / F/ χ^2 Value	Status of Hypothesis
There would be no significant difference in the Mental Health status of the male and female Degree students of the Noida Uttar Pradesh	t	0.17NS	Accepted
There would be no significant difference in the Mental Health Status of the male and female Degree students in terms of the			
Academic Aspect	t	2.12*	Rejected
Personal Aspect	t	0.88NS	Accepted
Social Aspect	t	0.51NS	Accepted
There would be no significant difference in the Mental Health Status of the Hindi Medium and English Medium Degree students of the Noida Uttar Pradesh	t	0.13NS	Accepted
There would be no significant difference in the Mental Health Status of the English Medium and Hindi Medium Degree students in terms of the			
Academic Aspect	t	0.19NS	Accepted
Personal Aspect	t	1.28NS	Accepted
Social Aspect	t	0.71 NS	Accepted
There would be no significant difference in the Mental Health Status of the residential and non-residential Degree students of the Noida Uttar Pradesh.	t	0.02NS	Accepted
There would be no significant difference in the Mental Health Status of the residential and non-residential Degree students in terms of the			
Academic Aspect	t	0.11NS	Accepted
Personal Aspect	t	0.81NS	Accepted
Social Aspect	t	0.77 NS	Accepted
There would be no significant difference in the Mental Health Status of the rural and urban Degree students of the Noida Uttar Pradesh	t	0.72NS	Accepted
There would be no significant difference in the Mental Health Status of rural and urban Degree students in terms of the			
Academic Aspect	t	2.05*	Rejected
Personal Aspect	t	0.40NS	Accepted
Social Aspect	t	2.07 *	Rejected
There would be no significant difference in the Mental Health Status of first born and last born Degree students of Noida Uttar Pradesh	F	0.51NS	Accepted
There would be no significant difference in the Mental Health Status of first born and last born Degree students in terms of the			
Academic Aspect	F	1.014NS	Accepted
Personal Aspect	F	0.76NS	Accepted
Social Aspect	F	1.143NS	Accepted
There would be no significant difference in the Mental Health Status of the Degree students belonging to families with different educational backgrounds of the Noida Uttar Pradesh	F	3.845**	Rejected

There would be no significant difference in the Mental Health Status of the Degree students belonging to families with different educational backgrounds in terms of the			
Academic Aspect	F	3.599*	Rejected
Personal Aspect	F	3.00*	Rejected
Social Aspect	F	1.95NS	Accepted
There would be no significant difference in the Mental Health Status of Students of different Economic Group of the Noida Uttar Pradesh	F	1.822NS	Accepted
There would be no significant difference in the Mental Health Status of Students of different Economic Group in terms of the			
Academic Aspect	F	1.822NS	Accepted
Personal Aspect	F	1.13NS	Accepted
Social Aspect	F	1.986NS	Accepted
There would be no significant association between Mental Health and Academic Achievement of the Degree students of the Noida Uttar Pradesh	χ^2	29.28*	Rejected
There would be no significant association between Mental Health and Academic Achievement of the Degree students in terms of the			
Academic Aspect	χ^2	37.87**	Rejected
Personal Aspect	χ^2	16.51NS	Accepted
Social Aspect	χ^2	21.18NS	Accepted
There would be no significant association between Mental Health and Hardiness of the Degree Students of the Noida Uttar Pradesh	χ^2	27.95*	Rejected
There would be no significant association between Mental Health and Hardiness of the Degree students in terms of the			
Academic Aspect	χ^2	27.85**	Rejected
Personal Aspect	χ^2	16.51NS	Accepted
Social Aspect	χ^2	10.17NS	Accepted

Conclusions

Mental health is a concept that has been recognised for a long time. Mental health is a crucial aspect of overall personality development, much like physical health. Mental health signifies the development of a well-rounded personality and the cultivation of positive interpersonal relationships. Mental health includes more than just interpersonal relationships; it also involves the individual's ties to their community and the social institutions that largely shape their existence. These factors influence their lifestyle, work, leisure activities, financial management, and perceptions of happiness, stability, and security. The worldwide occurrence of mental illnesses has significantly increased over the last twenty years. The annual rise in mental health disorders reaches alarming levels, prompting serious concern among those dedicated to understanding and addressing the well-being of individuals and the broader community. The period of adolescence is marked by significant physiological, social, emotional, and moral challenges that the individual often feels ill-equipped to handle. This period is marked by the emergence of mental anomalies, or the amplification of those already present, gaining importance within society. The recent survey revealed that 32% of degree students are experiencing poor mental health. This issue can be tackled by providing guidance and counselling, as the adolescent stage is crucial for developing a positive personality. The present investigation revealed that undergraduate students whose parents have attained university degrees exhibited a more favourable mental health status. It was observed that adolescents were obtaining support from their parents in various areas, including academic programs, exam preparation, enhancement of study skills, and managing stressful situations. Degree education is considered the essential gateway to professional universities.

References

- Bernard, H.W. (1970). *Mental Health in the class room*. Mc Graw Hill, New York.
- Bernard, H.W. (1969). *Readings in Addescents development*. Internation Text Book Company.
- Bhan, Suraj and Dutt, N.K. (1978). *Mental Health through Education*. Vision Books, India.
- Buch, M.B. (1978 - 1983). *Third Survey of Research in Education*. NCERT, New Delhi.
- Buch, M.B. (1983 - 1988). *Fourth Survey of Research in Education*. NCERT, New Delhi.
- Carroll, H.A. (1947). *Mental Hygiene, The Dynamics of Adjustment*. Prentice – Hall, Inc., New York.
- Chauhan, S.S. (1993). *Advanced Educational Psychology*. Vikas Publishing House Ltd., New Delhi.
- Chittaranjan, A. (2000). *Thinking Positive*. Hindu Folio.
- Sharma, R.A. (2002). *Fundamental of Educational Research*. International Publishing House, India.
- ShashiPrabha Sharma. (2005). *Fundamental of Mental Health Education*. Kanishka Publishers, New Delhi.