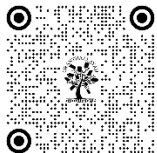


# A STUDY ON THE IMPACT OF MENTAL HEALTH ON ACADEMIC ACHIEVEMENT OF SECONDARY-LEVEL SCHEDULE TRIBE STUDENTS IN UTTAR-DINAJPUR DISTRICT

Ananta Paul <sup>1</sup>, Dr. Shnaoli Chakraborty Acharya <sup>2</sup>

<sup>1</sup> Assistant Teacher, Saralpur High School (H.S), Murshidabad, West Bengal

<sup>2</sup> Assistant Professor, Department of Education, West Bengal State University, West Bengal



## DOI

[10.29121/shodhkosh.v4.i2.2023.2389](https://doi.org/10.29121/shodhkosh.v4.i2.2023.2389)

**Funding:** This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

**Copyright:** © 2023 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.



## ABSTRACT

Adolescence is the transitional stage of development between childhood and adulthood, representing the period during which a person experiences a variety of biological and emotional changes. During this period, adolescents suffer from various forms of problems, dysfunctions, and conflicts, which ultimately impair normal psychosocial development, aggravating psychosocial dysfunction. The mental health of adolescents is significantly important, as this is the stage where they are developing into adults who should be responsible and committed to adult roles and responsibilities. The aim of the present study is to determine the impact of mental health on the academic achievement of secondary-level Scheduled Tribe students in the Uttar-Dinajpur District. Additionally, it looks at the differences between mentally healthy and unhealthy boys and girls and examines whether these variables are related in mentally healthy and unhealthy students. For this purpose, 200 Scheduled Tribe adolescent students were selected based on inclusion criteria and were divided into two groups: Mentally Healthy (N=100) and Mentally Unhealthy (N=100), according to the GHQ-28. These two groups were further subdivided by gender: Boys (N=50) and Girls (N=50) in both groups. The results indicate that mentally healthy Scheduled Tribe adolescents have higher academic achievement compared to their mentally unhealthy counterparts. When adolescent boys and girls are compared regarding mental health and academic achievement, no significant differences are found.

**Keywords:** Adolescence, Secondary Level, Mental Health, Schedule Tribe, Academic Achievement

## 1. INTRODUCTION

Adolescence is the transitional stage of development between childhood and adulthood, representing the period during which a person experiences a variety of biological and emotional changes. **Hall (1904)** studied "Adolescence: Its Psychology and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion, and Education," denoting this period as "Storm and Stress" and stating that conflict during this developmental stage is normal. During this period, adolescents suffer from various forms of problems, dysfunctions, and conflicts, which ultimately impair their normal psychosocial development, exacerbating psychosocial dysfunction. Adolescents undergo striking physical, intellectual, and emotional development. During this time, mental health disorders can affect classroom learning, academic achievement, and social interactions, which are critical to students' success. The mental health of adolescents is significantly important, as this is the stage where they develop into responsible adults. If their problems are not addressed early, we cannot expect a healthy family or a developing society. This paper seeks to investigate the current educational status and availability of infrastructure in some schools and regions of Uttar Dinajpur, West Bengal. In fact, this may be treated as a report on the current educational situation, academic achievement, and mental health of tribal

students in some schools. The report is based on both secondary and primary data collected from headmasters, students, and various reports.

## 2. REVIEW OF LITERATURE

A literature review aims to summarize critical points of current knowledge, including substantive findings as well as theoretical and methodological contributions to a specific topic. The review of related literature plays a crucial role in conducting a research study. It helps in identifying gaps in existing research and current trends in educational research. It delimits the research area and problems, organizing the report meaningfully while considering the recommendations and suggestions of previous researchers. To provide a background for the development of the present study, it was felt necessary to analyze previous research related to mental health and academic achievement among higher secondary-level students, which has relevance to the present study. The review of literature indicates that extensive research has been done on the problems of adolescents in general; however, only a few studies have focused on Scheduled Tribe adolescents, particularly in rural areas. This study aims to identify academic problems and mental health issues faced by Scheduled Tribe adolescents to help them gain better recognition.

**The review has been divided in the following headings:**

Studies conducted in India

Studies conducted Abroad

### 1) STUDIES CONDUCTED IN INDIA:

**Anand (1999)** conducted a study on the mental health of 370 students in grades IX, X, XI, and XII. Using the RCEB Mental Health Scale developed by the author, he reported no significant impact of gender or class on mental health. He also found that students with parents who had better educational and occupational backgrounds tended to have favorable mental health.

**Tung and Chahal (2005)** examined the relationship between stress and adjustment among adolescent females in their causal study. They found no significant causal relationship between stress and adjustment.

**Agarwal (2011)** studied the "Impact of Academic Stress on Academic Achievement and Mental Health of Adolescents" and reported no significant difference in academic stress between male and female adolescents.

**Busari (2012)** explored the "Relationship between Gender, Age, Depression, and Academic Performance among Adolescents." He found that stress contributed to depression among secondary school students and was linked to academic achievement. He emphasized the need for preventive measures, life skills education, and other therapeutic techniques to be taken into serious consideration.

**Roy, B., and Ghosh, S. (2013)** revealed significant differences in academic achievement across high, middle, and low test anxiety groups. Male students exhibited a higher percentage of moderate levels of test anxiety, while female students experienced higher levels of test anxiety than their male counterparts.

**Jayanthi et al. (2014)** observed that parental and teacher expectations were the main sources of academic stress among adolescents. They found that adolescent girls experienced higher academic stress than boys.

**Prabu (2015)** researched academic stress among higher secondary students and suggested that male students are more stressed than female students. Additionally, urban students experience greater academic stress compared to rural students, while students from government schools exhibit lower stress levels than those from private schools. Students in the science stream reported higher stress compared to those in the arts stream.

**Subramani and Kadiravan (2017)** studied "Academic Stress and Mental Health among High School Students" and revealed a link between academic stress and mental health among students. They endorsed that academic stress and mental health is correlated, noting that students often feel constrained by the academic structure.

### 2) STUDIES CONDUCTED IN ABROAD:

**King et al. (2000)** suggested a difference in anxiety responses between males and females, noting that females reported higher levels of test anxiety symptoms than males. Chen & Li (2000) demonstrated that test anxiety impaired attention and concentration, disrupting memory and consequently leading to low academic achievement.

**Radcliff and Lester (2003)** studied anticipated stress among final-year undergraduate students and acknowledged that class assignments, insufficient guidance, social pressure, and the need to connect with peers contributed to increased stress levels.

**Hysenbegasi, Hass, and Rowland (2005)** investigated "The Impact of Depression on the Academic Productivity of University Students" to determine the relationship between depression and academic performance. Their study involved two groups: a control group and students with depression. Results indicated that a diagnosis of depression was associated with a lower GPA, with depressed students reporting more missed classes, tests, and assignments than the control group.

**Mathew and Jayan (2006)** examined "Academic Stress and Coping Styles Among Plus-Two Students." They revealed that both boys and girls experienced similar types of academic stress, with no significant differences between them; they also used similar coping mechanisms to manage academic stress.

**Agolla (2009)** conducted "An Assessment of Academic Stress Among Undergraduate Students," highlighting that stress had become a significant topic in academic circles. **Radcliff and Lester (2003)** found similar results regarding anticipated stress, emphasizing issues like class assignments and social pressures.

**Leung et al. (2010)** studied "Academic Stressors and Anxiety in Children: The Role of Paternal Support," indicating that academic stress served as a risk factor that heightened student anxiety levels. They found that while parental emotional support contributed to better mental health, paternal informational support during high-stress times often increased student anxiety.

**Owens, Stevenson, Hadwin, and Norgate (2012)** researched "Anxiety and Depression on Academic Performance Among Students in the UK" and discovered that depression negatively impacted academic performance, with higher levels of depression correlated with poorer academic outcomes.

**Waghachavare et al. (2013)** conducted a study on "Stress Among Students of Professional Colleges in an Urban Area in India," suggesting the incorporation of stress management education into the curriculum. Bartwal and Singh (2014) studied "Depression, Anxiety, and Stress: A Comparative Study in Arts, Commerce & Science Junior College Students in Rural Areas of India," recommending improved teaching-learning methods to help make adolescents stress-free.

**Huli (2014)** examined "Stress Management in Adolescents," noting that disturbed family dynamics, peer pressure, academic challenges, drug abuse, and a lack of competence are significant stressors during adolescence.

**Dunn (2016)** studied "Friendships and Family Support Reduce Subsequent Depressive Symptoms in At-Risk Adolescents," asserting that schools play a crucial role in determining the mental health of adolescents. Schools serve more than 95% of the nation's youth for nearly six hours a day, accounting for 40% of students' awake time throughout the school year for at least 11 years of their lives.

However, the mental health of tribal populations has been largely neglected and requires attention. The Indian Psychiatric Society emphasizes the lack of data concerning the mental health of tribal populations and the urgent need for research to fill these gaps in knowledge. With this in mind, this project has been undertaken.

### 3. OBJECTIVES

- 1) To study the difference in the level of Academic Achievement in mentally healthy and unhealthy Secondary level Schedule Tribe students of Uttar Dinajpur district.
- 2) To study the difference in Mental Health in boys and girls of Uttar Dinajpur district of Secondary level ST students.
- 3) To study the difference in Academic Achievement in boys and girls of Uttar Dinajpur district of Secondary ST students
- 4) To study the relationship of Academic Achievement between mentally healthy and unhealthy schedule tribe secondary students of Uttar Dinajpur District.
- 5) To study the relationship of mental health between boys and girls of schedule tribe secondary students of Uttar Dinajpur District.

- 6) To study the relationship of academic achievement between boys and girls of Uttar Dinajpur district of secondary ST students.

#### 4. HYPOTHESIS

- 1) There is no significant difference in the level of Academic Achievement in mentally healthy and unhealthy Secondary level Schedule Tribe students of Uttar Dinajpur district.
- 2) There is no significant difference in mental health between boys and girls of Uttar Dinajpur district of Higher Secondary ST students.
- 3) There is no significant difference in academic achievement between boys and girls of Uttar Dinajpur district of Higher Secondary level ST students.
- 4) There is no significant relationship in the level of Academic Achievement in mentally healthy and unhealthy Schedule Tribe Higher Secondary students of Uttar Dinajpur district.
- 5) There is no significant relationship in mental health between boys and girls of Uttar Dinajpur district of Higher Secondary ST students.
- 6) There is no significant relationship in academic achievement between boys and girls of Uttar Dinajpur district of Higher Secondary ST students.

#### 5. SAMPLE

A purposive sample is a non-probability sample selected based on specific characteristics of a population and the objectives of the study. Purposive sampling differs from convenience sampling and is sometimes referred to as judgmental, selective, or subjective sampling. The main goal of purposive sampling is to focus on particular characteristics of a population that are relevant to the research questions being investigated. In this study, purposive sampling will be used. In the present study, 200 Scheduled Tribe students at the secondary level were selected from various schools in the Uttar Dinajpur district. They were divided into two groups based on their mental health status: mentally healthy and mentally unhealthy. Further, these groups were subdivided by gender into Boys and Girls. Their academic achievement was assessed using the percentage of final results for academic performance, and the scores obtained were tabulated and analyzed.

#### 6. TOOLS

##### **GHQ-28:**

The GHQ-28 was developed by Goldberg in 1978 (Goldberg 1978) and has since been translated into 38 languages. Developed as a screening tool to detect those likely to have or to be at risk of developing psychiatric disorders, the GHQ-28 is a 28-item measure of emotional distress in medical settings. Through factor analysis, the GHQ-28 has been divided into four subscales. These are: somatic symptoms (items 1–7); anxiety/insomnia (items 8–14); social dysfunction (items 15–21), and severe depression (items 22–28) (Goldberg 1978). It takes less than 5 minutes to complete.

The GHQ-28 was developed by Goldberg and Hillier in 1979 and is based on an exploratory factor analysis (EFA) of the original GHQ-60. In the GHQ-28 the respondent is asked to compare his recent psychological state with his usual state. The self-administered questionnaire is an ideal screening device for identifying non-psychotic and minor psychiatric disorders to help inform further intervention. GHQ-28: a 28 item scaled version – assesses somatic symptoms, anxiety, and insomnia, social dysfunction and severe depression. GHQ28 4/5\* (max score 28)

For each item four answer possibilities are available (**1-not at all, 2-no more than usual, 3-rather more than usual, 4- much more than usual**). In the study the Likert scoring procedure (1,2,3,4) is applied and the total scale score ranges from 28 to 112.

##### **Academic Achievement:**

Academic achievement is measured based on the percentage of annual examination results for classes VIII and IX.

## 7. RESULTS AND DISCUSSION

**Table -1:** Mean and Standard Deviation (SD) Values on GHQ and Academic Achievement of Mentally Healthy Scheduled Tribe Students at the Secondary Level in Uttar Dinajpur District

<b>Table -1</b> show that GHQ Mean value is 2.7373 and SD 0.7365 Academic Achievement Mean value is 55.0909 and SD 13.7863 of Mentally Healthy Schedule Tribe students.			
No of Students	GHQ		Academic Achievement
<b>100</b>	<b>Mean</b>	<b>2.7373</b>	<b>55.09</b>
	<b>SD</b>	<b>0.7365</b>	<b>13.7863</b>

**Table -2:** Mean and Standard Deviation (SD) Values on GHQ and Academic Achievement of Mentally Unhealthy Scheduled Tribe Students at the Secondary Level in Uttar Dinajpur District

<b>Table -2</b> shows that the GHQ Mean value is 5.7171 and SD 0.8334, Academic Achievement Mean value is 50.1010 and SD 11.1152 of Mentally Unhealthy Schedule Tribe students.			
No of Students	GHQ		Academic Achievement
<b>100</b>	<b>Mean</b>	<b>5.7171</b>	<b>50.101</b>
	<b>SD</b>	<b>0.8334</b>	<b>11.1152</b>

**Table-3** There is no significant difference in the level of academic achievement between mentally healthy and mentally unhealthy Scheduled Tribe secondary students in the Uttar Dinajpur district.

<b>Table-3</b> shows that the t-value is 2.809365 and the p-value is 0.005982 and the result is significant at 0.05 level i.e. Mentally healthy students Academic achievement is higher as compared to Mentally unhealthy students. The null hypothesis is thus rejected.			
Number of Students		Academic Achievement of Mentally Healthy students	Academic Achievement of Mentally Unhealthy students
<b>100</b>	<b>Mean</b>	<b>55.0909</b>	<b>50.101</b>
	<b>SD</b>	<b>13.7863</b>	<b>11.1152</b>
	<b>t-value</b>	<b>2.809365</b>	
	<b>p- value</b>	<b>0.005982</b>	

**Table- 4:** There is no significant difference in mental health between boys and girls among higher secondary Scheduled Tribe students in the Uttar Dinajpur district.

<b>Table - 4</b> shows the t- value is 0.29363 and the p- value is .769346 and the result not significant at 0.05 level i.e. Schedule tribe Boys have higher mental health as compared to schedule tribe Girls. The null hypothesis is thus accepted.			
Number of Students		Mental Health of Boys	Mental Health of Girls
<b>100</b>	<b>Mean</b>	<b>4.2727</b>	<b>4.1818</b>
	<b>SD</b>	<b>1.6463</b>	<b>1.7341</b>
	<b>t-value</b>	<b>0.29363</b>	
	<b>p-value</b>	<b>0.769346</b>	

**Table-5:** There is no significant difference in academic achievement between boys and girls among Scheduled Tribe students at the secondary level in the Uttar Dinajpur district.



**Table 5** shows that the t-value is 0.240284 and the p-value is 0.810607. The result is not significant at the 0.05 level, indicating that there is no significant difference in academic achievement between Scheduled Tribe boys and girls. Therefore, the null hypothesis is accepted.

Number of Students		Academic Achievement of Boys	Academic Achievement of Girls
100	Mean	52.71717172	52.14141
	SD	12.79910743	12.66041
	t-value	0.240284	
	p-value	0.810607	

## 7.1. RESULTS

**Table 1** show that the GHQ mean value for mentally healthy Scheduled Tribe students is 2.7373, with a standard deviation (SD) of 0.7365. The mean academic achievement is 55.0909, with an SD of 13.7863.

**Table 2** indicates that the GHQ mean value for mentally unhealthy Scheduled Tribe students is 5.7171, with an SD of 0.8334. The mean academic achievement in this group is 50.1010, with an SD of 11.1152.

**Table 3** reveals that the t-value is 2.809365 and the p-value is 0.005982. The result is significant at the 0.05 level, indicating that mentally healthy Scheduled Tribe students have higher academic achievement compared to their mentally unhealthy counterparts. Therefore, the null hypothesis is rejected.

**Table 4** shows that the t-value is 0.2963 and the p-value is 0.769346. The result is not significant at the 0.05 level, suggesting that Scheduled Tribe boys have similar mental health compared to Scheduled Tribe girls. Thus, the null hypothesis is accepted.

**Table 5** indicates that the t-value is 0.240284 and the p-value is 0.810607. The result is not significant at the 0.05 level, meaning there is no significant difference in academic achievement between Scheduled Tribe boys and girls. Consequently, the null hypothesis is accepted.

## 7.2. DISCUSSION

The aim of the present study is to find out the level of Academic Achievement in Mentally Healthy and Unhealthy Schedule Tribe Students at Secondary level of Uttar Dinajpur District. Secondly, to see the difference in the variables in Mentally Healthy and Unhealthy Boys and Girls and also see if these variables are related to each other in mentally healthy and unhealthy students.

**Table 1** show that the GHQ mean value for mentally healthy Scheduled Tribe students is 2.7373, with a standard deviation (SD) of 0.7365. The mean academic achievement for this group is 55.0909, with an SD of 13.7863.

**Table 2** indicates that the GHQ mean value for mentally unhealthy Scheduled Tribe students is 5.7171, with an SD of 0.8334. The mean academic achievement in this group is 50.1010, with an SD of 11.1152.

**Table-3** reveals that the t-value is 2.809365 and the p-value is 0.005982. The result is significant at the 0.05 level, indicating that mentally healthy Scheduled Tribe students have higher academic achievement compared to their mentally unhealthy counterparts. Therefore, the null hypothesis is rejected. The present study is supported by the findings of the study conducted by **Burwani, Rupa G. (1991)** enquired into the nature of self-concept in the area of competence and its impact on mental health and academic achievement. She explored that the students who revealed mental ill-health symptoms were poor in academic achievement.

**Table -4** shows that the t-value is 0.2963 and the p-value is 0.769346. The result is not significant at the 0.05 level, suggesting that Scheduled Tribe boys have similar mental health compared to Scheduled Tribe girls. Thus, the null hypothesis is accepted. The present study is supported by the findings of the study conducted by **Kaur (2014)** studied 'Impact of Academic Stress on Mental Health: A Study of School going Adolescents' and acknowledged that mental health of teenagers get affected due to the academic stress. Girls with academic stress were found to have poor mental health as compared to the boys.

**Table-5** indicates that the t-value is 0.240284 and the p-value is 0.810607. The result is not significant at the 0.05 level, meaning there is no significant difference in academic achievement between Scheduled Tribe boys and girls.

Consequently, the null hypothesis is accepted. **The** present study is supported by the findings of the study conducted by **Khan and Kausar (2013)** studied "*Effect of Perceived Academic Stress on Students Performance*"; concluded that stress definitely impacts the academic performance in a negative way though no significant difference was found as per the gender.

## 8. CONCLUSION

From the above results, it is evident that mentally healthy Scheduled Tribe adolescents have higher academic achievement compared to their mentally unhealthy counterparts. When comparing academic achievement between adolescent boys and girls, no significant differences are observed. Furthermore, the relationship between mental health and academic achievement in both mentally healthy and mentally unhealthy adolescents shows a positive correlation; however, this correlation is relatively weak. Overall, the relationships among these variables remain weak across the studied groups.

## 9. IMPLICATION

The tribal communities often speak languages distinct from those of the surrounding state, which, coupled with their unique cultural identity and complex social structures, can lead to feelings of isolation. This alienation contributes to adjustment problems among students, negatively impacting their self-esteem and, consequently, their mental health. Therefore, it is essential to explore the relationship between mental health and academic achievement among secondary school students.

Most existing studies focus on general student populations, leaving a gap in research specifically addressing the mental health and academic achievement of Scheduled Tribe students, particularly in the Uttar Dinajpur district. Thus, there is a pressing need to examine these factors to enhance self-esteem and confidence among these students.

Workshops and group guidance programs could be implemented to provide a platform for students to discuss their age-related issues openly, fostering confidence in sharing their experiences with peers and counselors. This initiative would also educate them on effective coping strategies and adjustment techniques.

Scheduled Tribe students often face a lack of respect from peers in the general category and are frequently subjected to discrimination in various psychological contexts. As a result, they may experience more psychological challenges that often go unaddressed. The significance of this study lies in its potential to encourage these students to express their mental health concerns more readily to school counselors, ultimately improving their attitudes toward themselves and others.

## 10. SUGGESTIONS FOR FURTHER STUDIES

The scope of the study could have been extended to include various other factors besides academic achievement and mental health. While conducting the research, it became clear that numerous additional variables warrant examination. However, incorporating these factors into this study was not feasible due to the significant amount of data that would need to be collected and processed. Some suggestions for future research include:

- 1) Factors such as marital status, family income, religion, type of school (government vs. private), medium of instruction, and the educational board or council are important issues that could provide deeper insights into the correlations between mental health, academic achievement, depression, anxiety, and stress.
- 2) Expanding the data collection process and obtaining wider feedback could enhance the accuracy of calculations and conclusions. Additionally, employing more sophisticated statistical analysis tools may yield more robust and precise results.
- 3) Researchers need to conduct studies with a thorough understanding of the traditional culture, language, and Intelligence Quotient (IQ) of the Scheduled Tribe population to ensure culturally sensitive and relevant outcomes.
- 4) There is a strong need for research exploring the relationship between socioeconomic status and mental health, which could reveal critical insights regarding challenges faced by specific populations.

- 5) Similarly, investigating the relationship between socioeconomic status and academic achievement should be prioritized, as this can provide valuable information for educators and policymakers.
- 6) Research examining the relationship between general category students and Scheduled Tribe students concerning mental health, academic achievement, and Depression, Anxiety, and Stress Scales (DASS) would also be beneficial in understanding inter-group dynamics.

Finally, the findings of this research could greatly benefit scholars in West Bengal and across India, aiding in the development of further studies on Scheduled Tribe students and the broader population factors influencing mental health and academic achievement.

## CONFLICT OF INTERESTS

None.

## ACKNOWLEDGMENTS

None.

## REFERENCES

- Agarwal, A., (2011). *'Impact of Academic Stress upon Academic Achievement and Mental Health of the Adolescents'*. International Journal of Management and Social Sciences.
- Anjna (2011) *"Impact of Academic Stress Upon Academic Achievement And Mental Health Of The Adolescents"* International Journal of Management and Social Science, Vol 1, No 1(2011)
- Bartwal, Ramesh Singh & Anoj Raj (2013), *"Academic Stress among School going Adolescents in Relation to their Emotional Intelligence"*, International Journal of Innovative Research and Development, 2 (11), 417-424.
- Burwani, Rupa G., 1991 *"An enquiry into the nature of self-concept in the area of competence and its impact on mental health and academic achievement"*, Ph.D., Edu, ViswaBharti.
- Hall, G. S. (1904). *Adolescence: Its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion, and education* (Vols. I & II). New York: D. Appleton & Co.
- Kaur, S., (2014). *'Impact of Academic Stress on Mental Health: A Study of School going Adolescents'*. Global Journal for Research Analysis. 3 (5), 27-29
- Mathew, B & Jayan, C. (2006). *Academic stress and coping styles among plus-two students*. Indian Psychol. Rev., 66(1): 41-48
- Sarita, Rajni Dahiya & Pushpanjali, (2015). *'A Comparative Study of Mental Health of Government and Private Senior Secondary School Students'*. International Journal of Applied Research 1(12): 585-588.
- Subramani, C. and Kadhiravan, S. (2017). *'Academic Stress and Mental Health among High School Students'*, Indian Journal of Applied Research, 7(5)
- Tung, S. and N. Chahal (2005). *"Relationship between Stress and Adjustment Adolescents Females; A Causal Study, Journal of Personality Study and Group Behaviour, Vol. 25, pp. 19-31"*