

A Study of Mental Health and Academic Achievement of Kashmiri and Pakhtooni Higher Secondary Students in District Ganderbal

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Abstract: The present study was conducted by the investigator to Study Mental Health and Academic Achievement of Kashmiri and Pakhtooni Higher Secondary students of District Ganderbal. For this purpose the samples were selected on the basis of random sampling technique which consisted of 120 higher secondary school students among which 60 Kashmiri (30 Male & 30 Female) and 60 Pakhtooni (30 Male & 30 Female). A standardized questionnaire developed by A.K Singh & Alpana Sengupta was administered for this purpose. The variables included for the study includes Emotional Stability, Overall Adjustment, Autonomy, Security- Insecurity, Security- Insecurity, Self-Concept and Intelligence. Proper statistical treatment was applied in order to obtain the results. The study revealed that Kashmiri higher secondary boys are found to be emotionally stable, secure and more intelligent than Pakhtooni higher secondary boys whereas they are similar on overall adjustment, autonomy and self-concept. It has also been found that Pakhtooni girls have better overall adjustment than Kashmiri higher secondary girls. Kashmiri higher secondary students especially boys have better academic achievement than Pakhtooni higher secondary students. Kashmiri higher secondary have better academic achievement than Pakhtooni girls. However, both the groups were found to be similar on mental health.

[M.Y Ganaie, Hafiz Mudasir. **A Study of Mental Health and Academic Achievement of Kashmiri and Pakhtooni Higher Secondary Students in District Ganderbal.** *Rep Opin* 2014;6(12):52-57]. (ISSN: 1553-9873). <http://www.sciencepub.net/report>. 7

Key words: Mental health, Academic Achievement, Higher Secondary Students, etc.

Introduction

Mental Health or psychological well being is the ability to overcome the psychological distress, develop psychological and emotional well being, become aware of others and maintain social relationship (Zemen, 2003). What constitutes as good mental health is especially difficult to define at the time of great change, when a nation enters a war or when it returns again to the life of peace time. One of the most important outcomes of any educational setup is achievement of the students. Depending upon the level of individual are characterized as high achievers, average and low achievers. Taylor (1964) states that the value of students places upon his own worth, effects his academic achievement in an educational in situation may be taken to mean any desirable learning that is observed in the students. An academic achievement of pupils refers to taught knowledge attained and skills developed in the schools subjects. So, academic achievement means the achievement of pupils in the academic subjects. Mental health is a level of psychological well-being, or an absence of a mental disorder. It is the "psychological state of someone who is functioning at a satisfactory level of emotional and behavioral adjustment. From the perspective of positive psychology, mental health may include an individual's ability to enjoy life, and create

a balance between life activities and efforts to achieve psychological resilience. According to World Health Organization (WHO) mental health includes "subjective well-being, perceived self-efficacy, autonomy, competence, intergenerational dependence, and self-actualization of one's intellectual and emotional potential, among others. WHO further states that the well-being of an individual is encompassed in the realization of their abilities, coping with normal stresses of life, productive work and contribution to their community? However, cultural differences, subjective assessments, and competing professional theories all affect how "mental health" is defined. Evidence from the World Health Organization suggests that nearly half of the world's population is affected by mental illness with an impact on their self-esteem, relationships and ability to function in everyday life. An individual's emotional health can also impact physical health and poor mental health can lead to problems such as substance abuse. Maintaining good mental health is crucial to living a long and healthy life. Good mental health can enhance one's life, while poor mental health can prevent someone from living an enriching life. According to Richards, Campania, & Muse-Burke (2010) "There is growing evidence that is showing emotional abilities are associated with

prosocial behaviors such as stress management and physical health" (2010). It was also concluded in their research that people who lack emotional expression are inclined to anti-social behaviors. These behaviors are a direct reflection of their mental health. Self-destructive acts may take place to suppress emotions. Some of these acts include drug and alcohol abuse, physical fights or vandalism. The state of J&K comprising the division of Ladakh, Kashmir and Jammu has an area of 222236 Sq. Kms. Each of the three regions has distinct physiographic boundaries. The population of J&K has great diversity in its terrain, climatic conditions and resource base. The population of Kashmir is predominantly Muslims and more related to central Asia than to India in both appearances and temperament. They are talkative, cheerful and humorous

Need and Importance

Since present age is the age of competition and achievements, education, therefore, has a tremendous role to play in motivating the students to achieve higher and to have the realistic aspiration in all their doings especially at secondary stage of education. The students have to realize their capacities. It is therefore imperative that the adolescents at secondary level of education have to develop a good mental health whereby he performs all his activities. Therefore, considering this aim of education, the stress at secondary stage of education is to be laid on nourishing and developing the good mental health among the school students. Since good mental health has a profound effect on the overall behavior of the students whether male or female. Studies which have been conducted by the experts in the world have shown that the self-concept has been a great source of prediction for social and vocational success of an individual. The investigator by making survey of various related literature make an in depth study of the problem in hands, decided to take sex difference as one of the variables to make a comparison between boys and girls of self-concept. The physical development of adolescents is accompanied by mental development due to which they do not appreciate being treated as children. Imagination and emotionality are at their highest pitch while the adolescent is passing through this period. It mostly happens that many adolescents cannot clarify their difficulty and problems so that they require guidance from their parents, teachers and psychologists. It is for the guide to understand the adolescent and to sympathize with him and offer him affection or advice. Scolding or punishing them is not the opportunity of expressing their desires and mental tendencies. So the importance of mental health cannot be overestimated. Balasubramaniam (1992) observed "achievement is the end product of the educational

endeavors". The main concern of educational efforts is to see that the learned achieves. After exploring the concept of achievements in the cognitive, affective and psychomotor aspects of human behavior, researchers have probed further and have attempted to understand the backbone of achievement.

Statement of Problem

The problem selected for the present investigation is as under:

A Study of Mental Health and Academic Achievement of Kashmiri and Pakhtooni Higher Secondary Students in District Ganderbal

Objectives of the Study

The following objectives have been formulated for present investigation:

1. To compare Mental Health of Kashmiri and Pakhtooni higher secondary school students (Composite Score).
2. To compare Mental Health of Kashmiri and Pakhtooni higher secondary school students (Factor Wise).
3. To compare Mental Health of Kashmiri and Pakhtooni higher secondary boys (Composite Score).
4. To compare Mental Health of Kashmiri and Pakhtooni higher secondary boys (Factor wise).
5. To compare Mental Health of Kashmiri and Pakhtooni higher secondary girls (Composite Score).
6. To compare Mental Health of Kashmiri and Pakhtooni higher secondary girls (Factor wise).
7. To compare Academic Achievement of Kashmiri and Pakhtooni higher secondary school students.
8. To compare Academic Achievement of Kashmiri and Pakhtooni higher secondary boys.
9. To compare Academic Achievement of Kashmiri and Pakhtooni higher secondary girls.

Hypothesis

1. There is no significant difference between Kashmiri and Pakhtooni higher secondary school students on mental health (Composite Score).
2. There is no significant difference between Kashmiri and Pakhtooni higher secondary school students on mental health (factor wise).
3. There is no significant difference between Kashmiri and Pakhtooni higher secondary boys on mental health (composite score).
4. There is no significant difference between Kashmiri and Pakhtooni higher secondary boys on mental health (factor wise).
5. There is no significant difference between Kashmiri and Pakhtooni higher secondary girls on mental health (composite score).
6. There is no significant difference between Kashmiri and Pakhtooni higher secondary girls on mental health (factor wise).

7. There is no significant difference between Kashmiri and Pakhtooni higher secondary school students on academic achievement.

8. There is no significant difference between Kashmiri and Pakhtooni higher secondary boys on academic achievement.

9. There is no significant difference between Kashmiri and Pakhtooni higher secondary girls on academic achievement.

Sample

The sample for the present study consists of 120 higher secondary school students among which 60 Kashmiri (30 Male & 30 Female) and 60 Pakhtooni (30 Male & 30 Female). The sample has been taken from various higher secondary institutions of district Ganderbal. The breakup of the sample is as under:

Group	Male	Female	Total
Kashmiri Students	30	30	60
Pakhtooni Students	30	30	60
Total	60	60	120

Tools Used

Following tools were used for the Present investigation:

(a) A.K Singh & Alpana Sen Guptas Mental Health Battery

This inventory consists of six dimensions and measures the mental health of students. These include- Emotional Stability, Overall Adjustment, Autonomy, Security Insecurity, Self-concept, Intelligence.

(b) Academic Achievement

Aggregate percentage of marks obtained by the sample subjects in their previous class was used as a measure of academic achievement.

Analysis and Interpretation

Every data for research is in vain unless and until it is not analyzed and proved statistically. For the purpose of the present piece of research, the investigator used Mean, S.D and t-test.

Table 1: Mean Comparison of Kashmiri & Pakhtooni Higher Secondary Students on Mental Health (Composite Score)

Group	Mean	S.D	t- Value	Level of Significance
Kashmiri Students	79.57	8.48	0.53	Not Significant
Pakhtooni Students	78.83	6.46		

The above table shows the mean comparison of Kashmiri and Pakhtooni Higher Secondary students on composite score of Mental Health Battery. The table reveals that there is no significant difference between

Kashmiri and Pakhtooni Secondary School Students on composite score of Mental Health Battery. The table further reveals that both groups are similar on Mental Health.

Table 2: Mean Comparison of Kashmiri & Pakhtooni Higher Secondary Students on Mental Health (Factor Wise)

Dimensions	Group	Mean	S.D	t- Value	Level of Significance
Emotional Stability	Kashmiri Students	8.33	2.13	1.36	Not Significant
	Pakhtooni Students	7.83	1.89		
Overall Adjustment	Kashmiri Students	23.43	4.05	4.69	Significant at 0.01 Level
	Pakhtooni Students	26.56	3.21		
Autonomy	Kashmiri Students	9.83	1.66	0.69	Not Significant
	Pakhtooni Students	10.1	2.53		
Security- Insecurity	Kashmiri Students	8.86	2.57	0.72	Not Significant
	Pakhtooni Students	9.2	2.41		
Self-Concept	Kashmiri Students	8.73	2.51	1.01	Not Significant
	Pakhtooni Students	9.1	2.11		
Intelligence	Kashmiri Students	20.56	2.63	6.64	Significant at 0.01 Level
	Pakhtooni Students	16.0	4.62		

The above table shows the mean comparison of Kashmiri and Pakhtooni Higher Secondary Students on various dimensions of Mental Health Battery. The table reveals that on Emotional Stability, Autonomy, Security- insecurity and self-concept- the two groups do not differ significantly, whereas on overall adjustment and Intelligence, the two groups differ significantly at 0.01 level. The table further indicates

that Pakhtooni Higher secondary students have better overall adjustment than Kashmiri students, whereas Kashmiri Higher secondary students are more intelligent than Pakhtooni higher secondary students. The table further reveals that on Emotional Stability; Autonomy; Security- insecurity and Self-concept both groups are similar.

Table 3: Mean Comparison of Kashmiri & Pakhtooni Higher Secondary Boys on Mental Health (Composite Score)

Group	Mean	S.D	t- Value	Level of Significance
Kashmiri Boys	85.0	9.20	3.16	Significant at 0.01 Level
Pakhtooni Boys	78.28	7.10		

The above table depicts the mean comparison of Kashmiri and Pakhtooni Higher secondary boys on composite score of Mental Health Battery. The table indicates that the two groups differ significantly at 0.01

level. The table indicates that Kashmiri higher secondary school boys have better Mental Health than Pakhtooni Higher secondary boys.

Table 4: Mean Comparison of Kashmiri & Pakhtooni Higher Secondary Boys on Mental Health (Factor Wise)

Dimensions	Group	Mean	S.D	t- Value	Level of Significance
Emotional Stability	Kashmiri Boys	11.0	1.26	8.80	Significant at 0.01 Level
	Pakhtooni Boys	7.95	1.43		
Overall Adjustment	Kashmiri Boys	26.0	2.52	1.21	Not Significant
	Pakhtooni Boys	26.95	3.46		
Autonomy	Kashmiri Boys	10.50	1.22	0.67	Not Significant
	Pakhtooni Boys	10.14	2.65		
Security- Insecurity	Kashmiri Boys	7.83	2.94	2.27	Significant at 0.05 Level
	Pakhtooni Boys	9.23	1.57		
Self-Concept	Kashmiri Boys	10.33	2.73	1.32	Not Significant
	Pakhtooni Boys	9.47	2.31		
Intelligence	Kashmiri Boys	19.33	4.14	4.88	Significant at 0.01 Level
	Pakhtooni Boys	14.52	4.38		

The table depicts the mean comparison of Kashmiri and Pakhtooni Higher secondary School boys on dimensions of Mental Health Battery. The table reveals that on Emotional Stability and Intelligence, the two groups differ significantly at 0.01 level, whereas the same groups differ significantly at 0.05 Level on

Security- Insecurity. The table further indicates that Kashmiri Higher Secondary Boys are Emotionally Stable, Secure and more Intelligent than Pakhtooni Boys. The table further indicates that both the groups are similar in overall adjustment, autonomy and self-concept.

Table 5: Mean Comparison of Kashmiri & Pakhtooni Higher Secondary Girls on Mental Health (Composite Score)

Group	Mean	S.D	t- Value	Level of Significance
Kashmiri Girls	78.2	7.92	1.12	Not Significant
Pakhtooni Girls	80.1	4.73		

The above table shows the mean comparison of Kashmiri and Pakhtooni Higher secondary girls on composite score of Mental Health Battery. The table

indicates that the two groups do not differ significantly. The table indicates that both the groups are similar so far their overall Mental Health is concerned.

Table 6: Mean Comparison of Kashmiri & Pakhtooni Higher Secondary Girls on Mental Health (Factor Wise)

Dimensions	Group	Mean	S.D	t- Value	Level of Significance
Emotional Stability	Kashmiri Girls	7.66	1.76	0.18	Not Significant
	Pakhtooni Girls	7.55	2.79		
Overall Adjustment	Kashmiri Girls	22.79	4.14	3.18	Significant at 0.01 Level
	Pakhtooni Girls	25.6	2.5		
Autonomy	Kashmiri Girls	9.66	1.73	0.63	Not Significant
	Pakhtooni Girls	10.0	2.39		
Security- Insecurity	Kashmiri Girls	9.12	2.69	0.01	Not Significant
	Pakhtooni Girls	9.11	3.85		
Self-Concept	Kashmiri Girls	8.33	2.35	0.00	Not Significant
	Pakhtooni Girls	8.33	2.35		
Intelligence	Kashmiri Girls	20.87	2.47	1.93	Not Significant
	Pakhtooni Girls	19.44	3.20		

The above table shows the mean comparison of Kashmiri and Pakhtooni Higher Secondary Girls on various dimensions of Mental Health Battery. The table reveals that the two groups do not differ significantly on Emotional Stability, Autonomy, Security-Insecurity, Self-concept and Intelligence. However, both the

groups differ significantly at 0.01 level on overall adjustment. The table further reveals that Pakhtooni girls have better overall adjustment than Kashmiri girls, whereas both the groups have similar Emotional Stability, Autonomy, Security-Insecurity, Self-Concept and Intelligence.

Table 7: Mean Comparison of Kashmiri & Pakhtooni Higher Secondary Students on Academic Achievement

Group	Mean	S.D	t- Value	Level of Significance
Kashmiri Students	82.83	8.68	9.20	Significant at 0.01 Level
Pakhtooni Students	63.4	13.85		

The above table shows the mean comparison of Kashmiri and Pakhtooni Higher secondary girls on Academic Achievement. The table indicates that the

two groups differ significantly at 0.01 level. The table indicates that the Kashmiri Students have better Academic Achievement than Pakhtooni students.

Table 8: Mean Comparison of Kashmiri & Pakhtooni Higher Boys Students on Academic Achievement

Group	Mean	S.D	t- Value	Level of Significance
Kashmiri Boys	76.0	13.17	3.37	Significant at 0.01 Level
Pakhtooni Boys	64.09	14.15		

The above table shows the mean comparison of Kashmiri and Pakhtooni Higher secondary girls on Academic Achievement. The table indicates that the

two groups differ significantly at 0.01 level. The table indicates that the Kashmiri boys have better Academic Achievement than Pakhtooni boys.

Table 9: Mean Comparison of Kashmiri & Pakhtooni Higher Girls Students on Academic Achievement

Group	Mean	S.D	t- Value	Level of Significance
Kashmiri Girls	84.37	6.71	10.25	Significant at 0.01 Level
Pakhtooni Girls	61.70	13.84		

The above table shows the mean comparison of Kashmiri and Pakhtooni Higher secondary girls on Academic Achievement. The table indicates that the two groups differ significantly at 0.01 level. The table indicates that the Kashmiri girls have better Academic Achievement than Pakhtooni girls

Conclusion and Findings

1. Kashmiri and Pakhtooni higher secondary students are similar on mental health (composite score).

2. Kashmiri and Pakhtooni higher secondary students have been found to be similar on emotional stability, autonomy, security-insecurity and self-concept. However it has been found that Pakhtooni higher secondary students have better overall adjustment than Kashmiri students whereas Kashmiri students are found to be more intelligent than Pakhtooni students.

3. Kashmiri higher secondary boys have better mental health (Composite score) than Pakhtooni higher secondary students.

4. Kashmiri higher secondary boys are found to be emotionally stable, secure and more intelligent than Pakhtooni higher secondary boys whereas they are similar on overall adjustment, autonomy and self-concept.

5. Kashmiri and Pakhtooni higher secondary girls are found to be similar on mental health (composite score).

6. Kashmiri and Pakhtooni higher secondary girls are found to be similar on emotional stability, autonomy, security-insecurity, self-concept, and

intelligence whereas it has been found that Pakhtooni girls have better overall adjustment than Kashmiri higher secondary girls.

7. Kashmiri higher secondary students have better academic achievement than Pakhtooni higher secondary students.

8. Kashmiri higher secondary boys have better academic achievement than Pakhtooni students

9. Kashmiri higher secondary have better academic achievement than Pakhtooni girls.

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12/20/2014