ABSTRACT

The present investigation is essentially descriptive cum survey study titled “A Study of relationship Among Mental Health, Emotional Intelligence and Academic Achievement of Secondary School Students.” The study is conducted with the following purpose.

To assess the level of mental Health, emotional intelligence and academic achievement of standard 9 students of Mysore city. To find whether there is a significant difference in mental health, emotional intelligence and academic achievement of among, Boys and Girls, Students belonging to government and private-aided schools, Students belonging to private-aided and private un-aided schools, Students belonging to private un-aided and government schools.

To find whether there is a significant relationship between mental health and academic achievement of Standard 9 boys, standard 9 girls, the students belong to government schools, the students belonging to private-aided schools, the students belonging to private un-aided schools.

In the present study mental health, emotional intelligence and academic achievement are considered as research variable, gender and types of schools are considered as background variables. The sample of the present study was drawn using stratified random sampling technique and considered 1275 secondary schools standard 9 students. Out of them 110 from government schools, 381 from private aided schools and 784 from private un-aided schools of Mysore city.

The data was collected by using Mental Health Scale (MHS), Emotional Intelligence (EIS) and the data were analyzed using SPSS package 16.0 with statistical technique like Mean, S.D, ‘t’ test, and Pearson’s product moment correlation.

60.2% of the standard IX students have moderate level 60.2% of mental health. 14.4% of students including boys and girls possess low level of in and 15.8% have high level of mental health.

The standard IX girls have better mental health compared to standard IX boys of government, private aided and private un-aided schools.
61.2% of the standard IX students have moderate level of emotional intelligence. Very less number of students 14.8% including both boys and girls have high level of 14% low level of emotional intelligence.

There is no significant difference in emotional intelligence among Std. IX boys and girls, government schools, private aided schools and private un-aided schools.

There is a significant difference in academic achievement among boys and girls, government schools, private aided schools and private un-aided schools.

71.6% of the standard IX students indicate moderate level total is not 100 of academic achievement. Less number of students including both discuss show high (13.5%) a.a. 15% of students low level.

71.6% of the students have performed moderately in academic achievement tests and 13.5% of the students show high academic achievement and 15% of the students show low academic achievement.

There is a significant positive relationship between mental health and emotional intelligence (r value- 0.563) among the students of standard IX.

There is a significant positive relationship between emotional intelligence and academic achievement (r - 0.233) among the students of standard 9 students.

There is a significant positive relationship between mental health and academic achievement (r - 0.182) among the students of standard IX.

There is a significant positive relationship between mental health and academic achievement among boys(r 0.153), girls, (r 0.91), government, (r 0.163), private- aided and (r 0.176), private un-aided schools (r 0.0.202).

There is a significant positive relationship between mental health and emotional intelligence among standard IX boys(r 0.153), girls, (r 0.548), government school students of Std. IX, (r 0.464), private- aided and (r 0.509), Private un-aided schools (r - 0.0.613).

There is a significant positive relationship between emotional intelligence and academic achievement among standard IX boys (r 0.223), girls, (r 0.218), government, (r 0.247), private- aided and (r 0.227), private un-aided schools (r 0.0.235).