CHAPTER – V

SUMMARY AND CONCLUSION

In this chapter, a brief summary of the study, major findings of the study, educational implications and suggestion for the further researches are summated.

5. INTRODUCTION

The contemporary world is facing and surfacing unimaginable and unending changes that are flooding into various aspects of human life. Education, with no exception is also undergoing innumerable changes in the society. These changes are posing a great confusion both to people and pupil. The secondary school level is an important stage in the academic life of any individual. During this stage the students come under the influence of various psychological aspects which contribute a lot in the success and shape of their future. Noticing this conspicuous reason, efforts should be made to meet the requirements of the students and provide proper direction.

The secondary education provides a vital link between elementary education and higher education. The boundaries of knowledge cannot yield capsule, finalize and finished products. Being on ones toes is the only answer to this challenge. The tremendous growth of information and changes in the other side are creating a panic position to the secondary stage student. This is a vital factor influencing the academic achievement of the students and at the same time causing a tremendous disturbance on their behavior, which includes attitude and adjustment as the main factors.

“The statistics bear a testimony to the fact that there is a tremendous expansion of education since independence. Yet, today education in our country is a target of criticism from educationists, politicians and non-professionals. So that education to be considered as the most significant factor responsible for student unrest in particular and dissatisfaction of the society in general. We are fumbling because of some serious loopholes in the educational system of our country”. (Kochhar,1991). We started implementing a number of recommendations of the Mudaliar Commission (1952-53) but they were given up halfway when some new
ideas were put forth by the Kothari Commission. Later, a hasty implementation of National Policy of Education 1986.

There is increasing evidence that education is a powerful instrument to improve all types of well-being of a nation. It is also an established fact that the degree of education and the technical competence but not the amount of nature and natural reserves determine the economic welfare of any country. So progress of a country can be measured with the quality and quantity of its schools. There has been a rapid change of vast magnitude in all spheres during the recent past. Technological changes, industrial changes, occupational changes, and revolution of rising expectations from all walks of people with all these social changes, it is important that the educational system should change itself to the needs of the day.

During the secondary school stage the student develops some attitudes, aspiration, achievement targets, adjustments, achievement motivation, creativity and such other important factors which play an important role in his future life.

A secondary school in India comprises a great lot of students, but the present educational scenario is ringing alarm bells with a very poor standard of performance owing to many reasons.

To perform and restructure the secondary education, number of committees has been set up. Soon after independence these important bodies examined the problems of Secondary Education. The Tarachand Committee (1948), the University Education Commission (1948-49) and the Secondary Education Commission (1952-53) have identified the problems and suggested some remedies. The Radha Krishnan Commission (1948) had expressed the view that “Secondary Education in India was the weakest link in our educational machinery and needs urgent reforms”.

To have a good educated citizen we must have good universities. To have good universities we must have good colleges. To have good colleges we must have good secondary schools. To have good secondary schools, basically we must have good secondary students. The performance of the secondary school students has become a big concern for the teachers, academicians and researchers. The students themselves are making a hue and cry for direction and help. It is the dire necessity of the people concerned to know where the flow is. Does the defect lie with students? If
so, can the defect be rectified? What are the factors influencing for the low standard? How far any psychological and sociological factors relate? – are the specific challenges to be answered by the researchers and at the micro level what dimensions of certain psychosocial factors enhance the academic achievement of the students, is the basic issue seeking an immediate solution.

However a dearth in the area of researches with respect to study the relationship among mental health, emotional intelligence and academic achievement of secondary school students become the motivation factor for the researcher to undertake the present study.

5.1 SIGNIFICANCE AND NEED OF THE STUDY

“Teachers are literally the orbiters of nation’s destiny. It may sound a truism but it still needs to be stressed that the teacher is the key to any educational reconstruction”. Humayun Kabir

In the present Indian education, academic achievement seems to be the focuses. This is the main factor that decides the future of the student. In view of its great importance, a large number of studies were conducted on the factors which are influence the academic achievement of the students. These factors can broadly be categorized into two groups – Cognitive factors and Psycho social factors. Intelligence, Creativity, Memory, etc., come under cognitive factors while Motivation, Adjustment, Attitude Socio – economic status etc are Psycho – Social factors.

Lot of studies has been conducted on cognitive factors and their influence on academic achievement. Relatively less number of studies was conducted on psycho-social factors and their influence on academic achievement. Though both the factors influence the academic achievement, Psycho-social factors can be controlled varied easily when compared to cognitive factors. As such, a study about the influence of psycho-social factors on academic achievement is highly essential and appropriate. There are a good number of psycho-social factors like, Adjustment, Attitude, Interests, introvert, extravert, Motivation, school climate, socio – economic status, religiosity, values, inter-personal relations, stress, etc., which influence the academic achievement. Of these factors, the investigator had considered, Academic Motivation,
Student Adjustment, Student Attitude and socio-economic status as vital factors that are influencing the academic achievement.

Rao (1979) conducted a study on mental problems of children in the age range of 13-16 years of old boys and girls sample selected for this study was 428 students. Out of them he found that 18.80% boy and 22.80% girls sufferings mental health problems.

Invention is the sign of growth. All inventions in science and technology resulted in innumerable gadgets. These have great influence on all aspects of our daily life. Our life has become highly comfortable; we can easily access all necessities at our door steps. On the other hand life in this world has also become so miserable. An individual has to face innumerable challenges related to their social, cultural, economic, professional, emotional ethical and personal life. Man has become restless, and faces stressful conditions in daily work, more problem situational workload, tensions, conflicts, worries etc., as it leads to various psychological problems like inadequate mental health, emotional imbalance, neurotic behavior, behavioral disorders etc. It also leads to various social problems in the society such as cultural diffusion, value erosion, blind imitation of western culture, and lack of mutual understanding between the people, involvement of immoral and unlawful activities like steeling, telling, corruption, forgery, bribe, disputes, smuggling etc., ultimately people in the society lost their mental peace, harmony happiness and co-existence. As a result an individual has lost good mental health which is the basic requisite in everybody’s life which our earlier generations enjoyed. The major factors of emotional intelligence and mental health should be part and parcel of our educational practices, which is lacking in our schools and colleges.

The education institutions of present day have become business organizations which transfer information from the books to the student’s brain which may not be very helpful in the real life situations. Modern schools and colleges are making big propaganda about all-round development of the student, but in reality it is not being practiced. Instead they merely give certificates to their candidates. There is an article in an article in the Hindustan Times dated on 21/07/ 2006 page No. 1 under the Title “Go out and play for good health”. All he curriculum practices and methods of teaching are mainly designed for cognitive development of the student only. The present curriculum practices are unable to cater to some interest and needs of the
students. Students are overburdened with classroom curriculum transactions. Therefore, the students are unable to assimilate even a few ideas or concepts. In addition to regular classes, they are busy with homework, tutorial classes or home tuitions. Students are less encouraged to play and participate in social and group activities so, there will not be opportunities for the students to relax. So, they become restless. This leads to their mental ill health.

There are different types of schools existing in our society which have differences in their ideologies, vision and mission. There are differences in the performance level of the students belonging to government and private schools. There is an article appeared in The Asian Age dated on 15-03-2006 page No.25 under the title ‘Exam stress caused tension headaches’ and about our board examinations. Article appeared in The Times of India dated 11.03.2006, page.1 under the title “Boards: A master of life and death?

Students who come out of this kind of institutions will be facing number of emotional disturbance and lack of balanced mental health. There is an unhealthy competition amongst private institutions in order to get more admission, result, name and fame. Every parent as well as institutions in the society is having higher aspirations and expectations from the children. Over expectations, unhealthy competitions and fear about examinations leads to stressful situations. Fear of failure reduces confidence in turn, it creates tension, headache and fever; sometimes it results in suicide.

There are number of teacher education institutions which are coming up like mushrooms all over the country. These institutions are unevenly distributed and there is a competition among the teacher training institutions in order to attract students. Quality of input (students) is also not up to the level of expectation of the society. There is a dearth of quality of teacher educations. Further it depends on the quality of teacher education institutions and efficiency of teacher educators. Teacher training institutions should be well equipped with qualified efficient teacher educators and good infrastructure provided by the government as well as private managements.

Unfortunately most of the teacher education institutions are becoming economic enterprises and having strong holding by political authority. These teacher-
training institutions in turn would have an effect on the development of professional competencies of teaching aptitude and this attitude towards teaching because of this, the teachers coming out of these institutions may not be able to teach effectively. This would result in poor learning of the students and they may not being controlled by teacher. The overall effect of all these would be that the students would lose their freedom and mental health.

All activities conducted by the schools and government policies and programmes directly or indirectly decide colleges. While introducing any new innovations in educational system accept once and approval by educational experts is must. Unfortunately nothing is practiced in reality. Frequent changes and un-psychological policies and programmes influence mental health of the teachers finally it will result in the academic achievement.

Emotionally intelligent individual leads a happy and peaceful life. He/she is at ease with himself/herself, surrounding and other fellow being. We can label him/her as a mentally healthy person. They express the characteristics like adoptable and resilient mind, cheerful and optimistic outlook, well regulated instincts and habits, insight into one’s own conduct, good tempered, socially adoptable and having a definite philosophy of life, realistic imagination etc. Therefore the development of emotions is extremely important for a harmonious development of the personality.

According to the study conducted by Anand S.P.(1989) the sound mental health was positively related to academic achievement. The degree of mental health was also related to the type of school, being the highest in convenient schools, followed by sainik, DAV and DM schools respectively. Number of studies revealed that, it is pre requisite of our present schools to have educational practices to train the emotional intelligence and mental health which is basis for academic performance.

Bhugendranath Panda (1989) conducted a study on mental health and personal adjustment of secondary schools students, boys and girls. He found that, Oriya groups posses better social adjustment than other groups; and there does in to any difference between all other group combinations in their mental health.

Albert and Howard (1977) examined child rearing practices, socio economic antecedents on the group embedded figure test performance in the age range of 14-15
years old high schools children of racially mixed and Negro populations. It was found that difference between ethnic group and child rearing practices and SES factors determined.

Joshi A.N. (1984) conducted study on “Factors influencing English language abilities” and found that, the boy & girl students were found to be higher in such language errors as failure to identify the relationship of adverb with verb, succeeding verb, where as the girls of 8 grade were found to be higher in failure to use a word in relation to the pronoun and failure to use neither. The growth of English language ability was found to be influenced to such factors as intelligence, socio economic status, locality and personality factors.

In this rapid changing society, due to technology and scientific advancement it is very difficult to remain mentally healthy. Therefore it has become challenge for the education system to maintain mental health of students. In this study the different aspects of school i.e. classroom, institution, individual attention, disciplines, teacher and examination and its adverse effect on mental health have been discussed. Concrete suggestions have been provided for schools to adopt, so that students can be free from all types of maladjustments.

An emotionally intelligent individual leads a happy, healthy and peaceful life. If He/ she is at ease with himself/herself, surrounding and other fellow beings, they can labeled mentally healthy persons. They express the characteristics like adoptable and resilient mind, cheerful and optimistic outlook, well regulated instincts and habits, insight into one’s own conduct, good tempered, socially adoptable and having a definite philosophy of life realistic imagination etc. Therefore the development of emotions is extremely important for a harmonious development of the personality. Proper training and education will go a long way to enable the young people to control their emotions and obtain mental balance and stability. Emotions are the prime motive forces of thought and conduct and their control is very important. If an individual is emotionally intelligent he/she will possess good mental health and finally both will directly influence high academic performance. Thus we can see that these concepts–emotional intelligence, mental health and academic achievement are closely interrelated.
In this context, there is a dire need to investigate the relationship between emotional intelligence and mental health of secondary school children.

5.2. STEPS TO IMPROVE MENTAL HEALTH

Mental health describes either a level of cognitive or emotional well-being or an absence of a mental disorder. From the perspectives of the discipline of positive psychology or holism, mental health includes an individual’s ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience. Mental health is an expression of emotions and signifies a successful adaptation to a range of demands.

A person who does not show signs or symptoms of any mental illness is said to have sound mental health. Mental health has some key characteristics such as the ability to enjoy life, managing the stress, making changes to restore balance between personal and professional life, self-actualization, flexibility in emotions, expectations from life, etc. With these criteria, anybody can judge mental health by thinking about how one copes with the difficulties.

There is no single plan or strategies to ensure mental health. In order to ensure it, one has to make a holistic attempt. The following are some of the strategies to ensure mental health.

1. **Be physically healthy and active:**

   The mind and body are linked. A sound mind in sound body i.e. When we improve the physical health, our body becomes strong enough to sustain stressful situations and face any challenges of life.

   a) No excuse for daily exercise. Exercise not only strengthens our muscles but also releases endomorphism, a powerful chemical that energizes us and improves our mood. Exercise reduces depression by enhancing body image, improves self-confidence.

   b) Take sunbath every day; it lifts our mood.

   c) Take sufficient sleep; 6-7 hours is sufficient for an adult.
d) Drink sufficient water every day.

e) Engage yourself in game or sports like football, hockey, cycling, swimming, running, dancing etc.

f) Say no to alcohol, smoking, and tobacco.

2. Seek professional assistance:

   A stitch in time saves the nine. Prevention is better than cure. If we identify any of the following red flag feelings and behavior don’t hesitate to seek a professional assistance.

   a) Death or suicidal thought.

   b) Inability to sleep

   c) Negative or self destructive thought or fear that you cannot control.

   d) Using smoking or overeating, drug or alcohol to cope with stress situations.

   e) Lack of concentrations.

3. Social support in preserving mental health:

   Social support system or informal helping relationship plays vital role in preventing mental illness. This includes soliciting emotional support from friend, family members etc. the individuals who have a high level of social support are less likely to have stressful transaction with the environment which results into strain and mental illness. Social support protects people from the pathogenic effects of stressful events such as conflicts, frustrations, pressure.

4. Balanced diet:

   Diet plays a very significant role in preventing mental health. Under stress demand for nutrients is more as more as nutrients are burnt up. Stress increases the demand for Vitamin a, Vitamin C, B complex, Magnesium, Proteins anti-oxidants and essential oils to have a balanced diet.
5. **Assertiveness training:**

Assertiveness is the ability to honestly express our opinion, feeling, attitudes and rights without undue anxiety in a way that does not infringe on the rights of others. Assertiveness is important for good mental health. Mentally ill people are unable to express their emotions.

6. **Yoga is a therapy:**

Yoga is an ancient science as well as art of self realization of Indian origin. It is not an external therapy but a culture which has inbuilt systems of preserving mental health. Yoga as a therapy provides better control on different systems of the body and on the various glands which secrete hormones to maintain body equilibrium.

**5.3. STEPS TO IMPROVE EMOTIONAL INTELLIGENCE**

No matter how much time we devote to improve our mental and emotional health, we will still need the company of others to feel and be our best. Human beings are social creatures with emotional needs for relationships and positive connections to others. We are not meant to survive, let alone thrive in isolation. Our social brains crave companionship even when experience has made us shy and distrustful of others. Social interaction specifically talking to someone else about our problems can also help to reduce stress.

Being emotionally and mentally healthy doesn’t mean never going through bad times or experiencing emotional problems. We all go through disappointments, loss and change. And while these are normal parts of life, they can still cause sadness, anxiety, and stress.

The difference is that people with good emotional health have ability to bounce back from adversity, trauma and stress. People who are emotionally and mentally healthy have the tools for coping with difficult situations and maintaining appositive outlook. They remain focused, flexible, and creative in bad times as well as good.

The capacity to recognize emotions and express them appropriately helps to avoid getting stuck in depression, anxiety or other negative mood states.
Mental or emotional health refers to overall psychological well-being. It includes the way one feel about himself, the quality of his/her relationships and ability to manage one’s feeling and deal with difficulties.

Good emotional health isn’t the absence of emotional problems. Being mentally or emotionally healthy is much more than being free of depression, anxiety or other psychological issues. Rather than the absence of mental illness, mental and emotional health refers to the presence of positive characteristics. Similarly, not feeling bad is not the same as feeling good. While some people have negative feeling, they still need to do things that make them feel positive in order to achieve mental and emotional health.

5.4. STATEMENT OF THE STUDY

Title of the present study is

“A Study of relationship among mental health, emotional intelligence and academic achievement of secondary school students”.

5.5. OBJECTIVES OF THE STUDY

1. To assess the level of mental Health, emotional intelligence and academic achievement of standard 9 students of Mysore city.

2. To find whether there is a significant difference in mental health, emotional intelligence and academic achievement of among standard 9 students of Mysore city in the following categories….

2.1. boys and girls.

2.2. students of government and private-aided schools.

2.3. students of private-aided and private un-aided schools.

2.4. students of private un-aided and government schools.

3. To find the relationship between mental health and emotional intelligence of standard 9 students of Mysore city.
4. To find the relationship between emotional intelligence and academic achievement of standard 9 students of Mysore city.

5. To find the relationship between mental health and academic achievement of standard 9 students of Mysore city.

6. To find whether there is a significant relationship between mental health and academic achievement of standard 9 students of Mysore city in the following categories…
   6.1. boys.
   6.2. girls.
   6.3. the students of government schools.
   6.4. the students of private-aided schools.
   6.5. the students of private un-aided schools.

7. To find whether there is a significant relationship between emotional intelligence and mental health of standard 9 students of Mysore city in the following categories…
   7.1. boys.
   7.2. girls.
   7.3. the students of government schools.
   7.4. the students of private-aided schools.
   7.5. the students of private un-aided schools.
8. To find whether there is a significant relationship between emotional intelligence and academic achievement of standard 9 students of Mysore city in the following categories…

8.1. boys.

8.2. girls.

8.3. the students of government schools.

8.4. the students of private-aided schools.

8.5. the students of private un-aided schools.

5.6. HYPOTHESES

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

1. There is no significant difference in mental health, emotional intelligence and academic achievement among standard 9 students of Mysore city in the following categories…

1.1. boys and girls.

1.2. the students belonging to government and private-aided schools.

1.3. the students belonging to private-aided and private un-aided schools.

1.4. the students belonging to private un-aided and government schools

2. There is no significant relationship between mental health and emotional intelligence and of standard 9 students.

3. There is no significant relationship between emotional intelligence and academic achievement of standard 9 students.

4. There is no significant relationship between mental health and academic achievement of standard 9 students.
5. There is no significant relationship between mental health and academic achievement among standard 9 students of Mysore city in the following variables…

5.1 boys.

5.2 girls.

5.3 the students of government schools.

5.4 the students of private-aided schools.

5.5 the students of private un-aided schools.

6. There is no significant relationship between emotional intelligence mental health among standard 9 students of Mysore city in the following variables…

6.1 boys.

6.2 girls.

6.3 the students of government schools.

6.4 the students of private-aided schools.

6.5 the students of private un-aided schools.

7. There is no significant relationship between emotional intelligence and academic achievement among standard 9 students of Mysore city in the following variables…

7.1 boys.

7.2 girls.

7.3 the students of government schools.

7.4 the students of private-aided schools.

7.5 the students of private un-aided schools.
5.7. VARIABLES IN THE STUDY

**Criterion Variables**

- Emotional intelligence.
- Mental health of students.
- Academic achievement.

**Background variables**

- Gender
- Type of the schools.

5.8 DESIGN OF THE STUDY

The study is survey type and descriptive in nature. The study carried out in three stages. In the first stage Mysore city (north & south) government, private aided and private un-aided secondary schools were selected. In the second stage list of government, private aided and private un-aided schools were selected through proportionate random technique. In the third stage samples were selected out of total population based on stratified random sampling technique.

5.9 PROCEDURE OF THE STUDY

Appropriate tools namely Mental Health (MH), Emotional Intelligence (EI), and Academic achievement (AA) respectively with considerable validity and reliability were selected and translated in to Kannada (regional language) by investigator. Then the translated version was scrutinized in consultation of guide and language experts at Central Institute of Indian Languages Mysore. The same changes were incorporated to check the clarity of language used and meaningfulness.

The researcher selected the required number of secondary schools as per the sample to collect necessary data. Details are given in the Table No 3.3. Student were explained the purpose of the study and were instructed how to respond to the tools-Mental Health, Emotional Intelligence and Academic Achievement. Further clarifications were given for the questions/doubts raised by them.
The investigator himself administered the tools after establishing the rapport with the students. Students were directed to follow the instructions that were given on the tests before answering them.

The responses of the students on the tools were scored as specified in the tools, tabulated and subjected to statistical analysis. The results were then analyzed and interpreted using the statistical techniques of t-test and coefficient of correlation.

5.10 OPERATIONAL DEFINATIONS

5.10.1. Mental Health

Mental health is a term which defined as state of an individual with good emotional stability, overall adjustment to the surrounding, appropriate perception of oneself, harmonious function of personality, perception of reality and signifies environmental competencies in their life.

In this present study mental health is indicated by the total score obtained by the students on the mental health scale developed by researcher.

5.10.2. Emotional intelligence

Emotional intelligence is the capacity of an individual having awareness of oneself, understanding the feelings of others, maintaining the balance of his own feelings, self directed to his own activities and maintaining the harmonious relationship with others and oneself is considered as Emotional Intelligence.

In this study emotional intelligence represented by the total scores obtained by the students on emotional intelligence scale developed and administered by researcher.
5.10.3. Academic achievement

Academic achievement refers to the performance of a student in any test/examination conducted by respective schools.

In this present study academic achievement refers to the total marks obtained by the students in the mid-term examination (2010-2011) considered as academic achievement of the respective students.

5.10.4. Type of Managements:

The type of school management was also taken into account here. The researcher collected the data from different schools in Mysore city with reference to the management. The researcher took into consideration 3 types of managements.

- **Government schools**: The schools which are established, funded and managed by the government (Karnataka) considered as government schools.

- **Private Aided Schools**: The schools which established and owned by private management and funded by state government (Karnataka) are considered as private aided schools.

- **Private Un-aided Schools**: The schools which established funded and owned by private management and recognized by state government (Karnataka) considered as private un-aided schools.

- **Secondary school students**: The students studying in high schools are the secondary school students.

In the present study, the students of standard 9 are considered as secondary school students.
5.11 STATISTICAL TECHNIQUES FOR DATA ANALYSIS

Table 5.1 The details of statistical technique.

<table>
<thead>
<tr>
<th>SL No</th>
<th>Details of analysis</th>
<th>Statistical technique used</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>Objective , 1</td>
<td>Mean, SD</td>
</tr>
<tr>
<td>02.</td>
<td>Objective, 2, 3, 4 &amp; 5.</td>
<td>‘t’ test</td>
</tr>
<tr>
<td>03.</td>
<td>Objective , 6,7 &amp; 8,</td>
<td>Pearson’s product movement correlation</td>
</tr>
</tbody>
</table>

5.12 SAMPLE OF THE STUDY

All the students who were studying in standard 9 during 2010-11 academic year in Mysore city would constitute the population of the present study. Stratified random sampling procedure adopted to select the sample of the study.

Table 5.2 The details of the sample of the study.

<table>
<thead>
<tr>
<th>SL No</th>
<th>Schools</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government schools</td>
<td>36</td>
<td>74</td>
<td>110</td>
</tr>
<tr>
<td>2</td>
<td>Private aided schools</td>
<td>138</td>
<td>243</td>
<td>381</td>
</tr>
<tr>
<td>3</td>
<td>Private un-aided schools</td>
<td>366</td>
<td>418</td>
<td>784</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>540</td>
<td>735</td>
<td>1275</td>
</tr>
</tbody>
</table>

Those who were absent on the day of administering the tests were excluded from the total and thus the working sample consisted of 1275 standard 9 students (540 boys & 735 girls)
5.13 TOOLS USED FOR DATA COLLECTION

Table NO 5.3: The different tools used to collect the required data.

<table>
<thead>
<tr>
<th>SL No</th>
<th>Variables to be measured</th>
<th>Tools used</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mental Health</td>
<td>MHS</td>
<td>Developed by the investigator.</td>
</tr>
<tr>
<td>2</td>
<td>Emotional Intelligence</td>
<td>EIS</td>
<td>Developed by the investigator.</td>
</tr>
<tr>
<td>3</td>
<td>Academic Achievement</td>
<td>Data sheet</td>
<td>Marks register of the respective schools.</td>
</tr>
<tr>
<td>4</td>
<td>Other background variables</td>
<td>Data Sheet</td>
<td>Developed by the investigator.</td>
</tr>
</tbody>
</table>

5.14 MAJOR FINDINGS

1. 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 mental health and 15.8% have high level of mental health.

2. The standard IX girls have better mental health as compared to standard IX boys of government, private aided and private un-aided schools.

3. 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.

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

5. There is a significant difference in academic achievement among boys and girls, government schools, private aided schools and private un-aided schools.
6. 71.6% of the students have performed moderately in academic achievement and 13.5% of the students shows high level of academic achievement and 15% of the students shows low level of academic achievement.

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

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

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

10. 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).

11. 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).

12. 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).

5.15 DISCUSSION OF RESULT

The study reveals that majority of the students belongs to government, private-aided and private un-aided schools possess moderate level of mental health, emotional intelligence and academic achievement. Very less number of students indicates low as well as high level of mental health, emotional intelligence and academic achievement. Hence, it indicates that there are similarities in our instructional practices, treatment of students, etc. However, there is a difference in type of management at secondary school education.
The study also reveals that there are gender differences in the level of mental health, emotional intelligence and academic achievement. Therefore, it understands that both boys and girls are having similar innate capacities, girls seem to process higher levels of mental health.

The study clearly reflects that there is a positive relationship between mental health, emotional intelligence and academic achievement among secondary school students. Students who are having good mental health are reflecting the high at emotional intelligence. As a result they show better academic achievement also. Whereas poor mental health and emotional intelligence result is poor in academic achievement.

Hence, it can understand that the components of mental health, emotional intelligence and academic are interrelated. Therefore, it is clear that in order to bring good academic achievement among the students, the educational system should cater to mental health and emotional intelligence by introducing suitable curricular and co-curricular practices.

5.16 EDUCATIONAL IMPLICATIONS

The study shows that there is a positive relationship between mental health, emotional intelligence and academic achievement among secondary school students. Students who are having sound mental health, are having high emotional intelligence. As a result they show better academic achievement. Whereas poor mental health and emotional intelligence result is poor in academic performance. So, the school should adopt suitable curricular and co-curricular practices to cater to mental health and emotional intelligence of the students. The parents and members of the community should also take care to help students maintain their mental health and enhance the emotional intelligence of secondary school students.

National policy of education 1986 (NPE) recommended that our instructional practices should be designed for all round development of the children. Our classroom practices should not be concentrated only on cognitive development alone, rather fullest development of all the capacities. Teachers have to give individualized instruction and pay attention to the students. Although teachers play a crucial role in
the schools they cannot act alone on their own. High quality of education needs to be supported by the head of the institution, government, NGOs, parents and community.

Teacher’s job satisfaction, job security, and infrastructural facility, provision for professional development, private un-aided schools, or otherwise there will be a gap between the quality of education between government and private institutions. The government has to introduce some policies and programmes to enhance mental health and emotional intelligence students as well as teachers in turn students will be free from psychological problems and as result students will show higher level of academic performance.

Therefore, the teachers’ should be oriented by experts to improve mental health and emotional intelligence components through in-service programmes like special methods of teaching, knowledge of adolescence psychology, guidance and counseling aspects. There is a need for generating awareness and attitude development programme for teachers with regard to importance of mental health and emotional intelligence of secondary school students.

5.17 DELIMITATION OF THE STUDY

Following delimitations were the self imposed restrictions by the investigator due to paucity of time, limited availability of resources and several other aspects that cannot be covered in the present study due to practical constraints.

The study has the following limitations.

➢ The present study confined to the students studying at standard 9 only.

➢ The present study restricted to Mysore city only.

1.18 SUGGESTIONS FOR FURTHER RESEARCH STUDY

➢ The similar study can be conducted on students of different age group.

➢ A study can be under taken to develop package for developing mental health and emotional intelligence among secondary school students.
➢ The curriculum of secondary school can be analyzed in the background of learning experience provided to later to mental health and emotional intelligence of students.

➢ Mental health and emotional intelligence of secondary school students can be studied in relation to their socio-economic status.

➢ The study can be conducted to assess the level of mental health among teachers teaching at different levels.