Chapter - V

Summary & Conclusions
The word achievement means the end gained or level of success attained by an individual or group on completion of a task whether it be academic, manual, personal, or social. It is the realization, the substance, and the tangibility of a dream fulfilled. On the other hand, academic achievement particularly refers to the degree or level of success or the proficiency attained in some specific area concerning academic work. It is the students’ performance on cognitive tests, according to the standard set for the class. It is a measure of what has been learnt in the academic area. Academic or scholastic performance means- the attainment level of which the students are functioning in school task, the particular subject or a group of subjects. Academic achievement is becoming more and more pressing for the individual to have. Individual differences in abilities of achievements are reflected in the academic progress of the students even though all students are exposed to a similar educational facilities, environment, aspiration and even intelligence in the school environment. Each student may vary in respect of their academic achievements by showing different levels of competence. Such variations may be attributed to a host of factors innate as well as environmental.

The school is the most important experience in the process of child development next to home. When the child enters the school area, s/he is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in school and may have a direct impact on cognitive and affective development of students. Schools have a greater responsibility than ever before, to help the pupils for developing appropriate behaviour patterns. The schools must recognize the understanding theme of mental health that is essential for the development of the health of the child. The school is the chief continuing and supplementing institution in which children develop sound mental health. The school is charged with providing experiences to develop the total individual through self-realization, human relationships, economic efficiency and civic responsibilities. The child is successful in his school life; he must be emotionally
and socially ready for the stimulation offered to him by the enlarged social horizon. The socially and emotionally immature child is at a serious disadvantage among his more adequately adjusted associates. The child has an opportunity for the expression of his emotion drives. He wants to participate and complete in activities with his associates. He wants to feel secured in the affection and respect from his classmates as a result of his successful accomplishments and adjustments. He wants to give expression to many facets of his maturing personality. His thinking and behaviour are displaying a conscious striving toward this goal. The socio-emotional climate or atmosphere in a classroom has much to do with the mental health of the children. The climate of classroom is affected by the physical factors, materials and school programmes. The most of significant factors in setting classroom climate are the human ones, like the quality of interpersonal relations existing between teacher and students.

Family in which a child is brought up plays a significant role in his life. Various studies conducted in this regard revealed that most of the children who have proved successful, great achievers and well-adjusted in the society come from the families where sustaining wholesome relationships exist. Therefore, it is the family, which establishes the pattern for child’s attitude towards people and society, aids intellectual growth in the child and supports his aspirations and achievements. A significant and positive relationship were found between academic achievement and family environment, which indicated that good family climate groups achieved greater success than moderate and low family climate groups.

Mental health is not simply a state of happiness or contentment of outgoingness or accommodation to circumstances, it may involve these characteristics. Mental health implies living security, enjoying life, being productive and having a sturdy ego that is capable of withstanding stress, a set of goals and intimately related to social values. Thus mental health is the quality of the interacting process through which the individual relates to himself and to the world around him. Mental health is determined by the way in which our basic needs are satisfied especially in our childhood. Physical need, organic need, need for affection, there
need for recognition as a person of importance, the need to belong to a group are
considered indispensable. These needs are satisfied in a home where there is love and
affection and where discipline is based on the understanding of the child.

The present investigation is an attempt to study the impact of school
environment, home environment and mental health status among high school students.
In addition the impact of gender, locality of residence and type of school on school
environment, home environment and mental health status on academic achievement
is also investigated.

OBJECTIVES

The following are the objectives of the present investigation.

1. To assess the influence of school environment on the academic achievement
   of high school students.

2. To examine the influence of home environment on the academic achievement
   of high school students.

3. To enquire whether the mental health status of the students has any significant
   impact on the academic achievement.

4. To find out the impact of demographic variables such as gender, locality of
   residence and type of school on academic achievement.

HYPOTHESES

Based on the above objectives, the following hypotheses are formulated for
the present study.

1. There would be significant impact of School Environment on the Academic
   Achievement of high school students.

2. There would be significant impact of Home Environment on the Academic
   Achievement of high school students.

3. There would be significant impact of Mental Health Status on the Academic
   Achievement of high school students.
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4. There would be significant interaction among the three independent variables with regard to academic achievement of high school students.

5. Gender, Locality and Type of School would significantly influence on the Academic Achievement among high school students.

6. There would be significant impact of Gender, Locality and Type of School on School Environment among high school students.

7. There would be significant impact of Gender, Locality and Type of School on Home Environment among high school students.

8. There would be significant impact of Gender, Locality and Type of School on Mental Health Status among high school students.

VARIABLES STUDIED

To test the hypotheses, the following variables are studied.

DEPENDENT VARIABLE

The marks obtained by the students in their previous academic year annual exams (9th class subject-wise) were collected from the school record and this constituted the dependent variable scores.

INDEPENDENT VARIABLES

School Environment Inventory

Home Environment Inventory and

Mental Health Status

POPULATION

The population of the present study comprised 1200 high school children. The schools were selected randomly in and around Chittoor and Kadapa districts of Andhra Pradesh. Systematic random sample technique was used. Subjects were divided into two groups’ i.e. urban and rural areas, co-education and non-co-education schools including both boys and girls. Of the 1200 subjects 600 were boys and 600 were girls. From each category 300 from rural and 300 from urban were taken in to consideration.
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The three psychological tools namely school environment, home environment and mental health status inventories were administered to subjects and finally 480 students were selected (based on the scores obtained by the subjects, the subjects are divided into high and low groups using mean+1 and mean-1 standard deviation formula for the investigation with 60 sample in each cell(60X8=480) were taken into consideration.

DESCRIPTION OF TOOLS

A bio-data sheet was prepared seeking information about the respondents’ sex, locality, type of school, type of family, education and occupation of the parents etc.

SCHOOL ENVIRONMENT INVENTORY

School environment inventory developed and standardized by Manjuvani (1989) was used in the present study. The inventory consists of 60 statements and it was sub divided into part-A and part-B. Part-A consist of 50 statements and the statements are sub divided into six dimensions (Creative Stimulation, Cognitive encouragement, Permissiveness, Acceptance, Control and Influence of classmates) designed with three point scale (many times, sometimes and rarely). Part-B consist of 10 items with two point scale (Yes/ No). The higher the score, better the school environment. In part-B all the ten items can be added to yield score on school physical setting.

HOME ENVIRONMENT INVENTORY

To assess the pupils’ home environment, the home environment inventory developed and standardized by Manjuvani (1989) was used. The inventory consists of 78 statements and it was sub divided into part-A and part-B. Part-A consist of 66 statements and the statements are sub divided into ten dimensions (Permissiveness, Control, Conformity, Rejections, Reward, Punishment, Protectiveness, Nurturance, Deprivation of Privileges and Cognitive stimulation) designed with three point scale (many times, sometimes and rarely). Part A items related perceived psycho-social environment. Part-B consists of 36 statements (12 items; divided into three categories: availability, opportunity and utilization). Part-B deals with the physical aspects of the home environment. Both part A and B together gives a comprehensive
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behavioural, structural and experiential components of home environment. The higher
the score, better the home environment

MENTAL HEALTH STATUS

Mental health Analysis Questionnaire re-standardized by the Reddy and
Nagarathnamma (1992) are used to assess the mental health status of the subjects. The
questionnaire consists of 100 items and the items are classified into two-broad
categories 1. Assets and 2. Liabilities.

Mental Health assets are attitudes, beliefs, aspirations, skills and achievement
which contribute to a sense of well-being and which support progress towards
realizing one’s fullest potentialities. These are sought to be amplified for promoting
mental health. Mental health liabilities are threats to emotional security which impede
the attainment of needs, satisfactions and directives. These threats are to be minimized
or corrected for promoting mental health. Each of these categories is sub-divided into
five categories having 10 items in each. Assets (Close Personal Relationships; Inter-
personal Skills; Social participation; Satisfying work and Recreation and Adequate
Outlook and Goals and Liabilities (Behavioral Immaturity; Emotional Instability;
Feelings of Inadequacy; Physical Defects and Nervous Manifestations). In both
categories a high score is desirable.

ACADEMIC ACHIEVEMENT

Marks obtained by the subjects in their annual examinations (subject-wise and
grand total) constituted the academic achievement.

ADMINISTRATION OF THE TOOLS

The subjects were tested in two sitting sessions. In the first sitting during the
first period in the morning section the subjects were selected randomly in a class (not
more than twenty subjects) and they were assembled in a room, along with their class
teacher. Short introduction was given to the students and the students were instructed
that these tests were no way concerned to their school subjects and thus they were
encouraged to give responses honestly and frankly. The bio-data and the school
environment inventory and home environment were distributed and asked to fill the particulars. After completion of the bio-data the subjects were directed how to do the inventory. Doubts if any were cleared. To make the student familiar with the test, the instructions were read with the test, to the group and the task of selecting the answer in terms of their importance were explained while the students were responding to the questionnaire. The investigator checked them to find out whether the students were responding, after completion, the questionnaires were collected. The time taken to complete the first sitting was approximately 90 minutes.

The mental health inventory was given in the second session. The subjects who have taken in the first testing were requested to assemble again. To them the mental health status questionnaire was distributed along with the responses sheets. They were instructed how to do the test as mentioned in the manual. The instructions were read aloud to the group. Doubts if any were cleared. As soon as they finished, the booklets and the response sheets were collected. The students finished their second sitting in responding to the test and the time taken to complete the second sitting was also about 60 minutes.

**SOCIO-DEMOGRAPHIC VARIABLES**

Gender,

Locality of Residence and

Type of School.

**RESEARCH DESIGN**

The selected independent variables are three and as each variable is divided into two ways a 2 X 2 X 2 factorial design was employed.

**STATISTICAL TECHNIQUES USED**

The obtained data were subjected to statistical analysis such as means, SDs, ‘t’ test, Analysis of Variance and MRA (Stepwise) to test the hypotheses.
SUMMARY AND CONCLUSIONS

1. School environment, Home environment and Mental health status are significantly related to Academic Achievement of high school students in all subjects. Students with good school environment, good home environment and high mental health status performed better in all subjects.

2. There is significant interaction among the independent variables – School environment, home environment and mental health status with regard to Academic Achievement among high school students.

3. There is significant impact of Gender, Locality and Type of school on Academic Achievement.

4. There is significant interaction among Gender, Locality and Type of school on Academic Achievement.

5. There is significant difference between boys and girls, rural and urban and co-education and non-co-education high school students on school environment.

6. There is significant interaction among gender, locality and type of school on school environment.

7. There is significant difference between boys and girls, rural and urban and co-education and non-coeducation high school students on home environment.

8. There is significant interaction among gender, locality and type of school on home environment.

9. There is significant difference between boys and girls, rural and urban and co-education and non-co-education high school students on mental health status.

10. There is significant interaction among gender, locality and type of school on mental health status.

IMPLICATIONS OF THE STUDY

Schools have a greater responsibility than ever before, to help the pupils for developing appropriate behavior patterns. The schools must recognize the understanding theme of mental health that is essential for the development of the health of the child. The school is the chief continuing and supplementing institution in which children develop sound mental health. The school is charged with providing experiences to develop the total individual through self-realization, human
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relationships, economic efficiency and civic responsibilities. The child is successful in his school life, he must be emotionally and socially ready for the stimulation offered to him by the enlarged social horizon. The socially and emotionally immature child is at a serious disadvantage among his more adequately adjusted associates. The child has an opportunity for the expression of his emotion drives. He wants to participate and complete in activities with his associates. He wants to feel secured in the affection and respect from his classmates as a result of his successful accomplishments and adjustments. He wants to give expression to many facets of his maturing personality. His thinking and behaviour are displaying a conscious striving toward this goal.

The socio-emotional climate or atmosphere in a classroom has much to do with the mental health of the children. The climate of classroom is affected by the physical factors, materials and school programmes. The most of significant factors in setting classroom climate are the human ones, like the quality of interpersonal relations existing between teacher and students.

The pupils who comprised of the subjects of the present investigation showed average adjustment to their personal, social, and school aspects. Some subjects scored poor, with regard to their mental health status as well as school environment. Parents, teachers as well as peers may be responsible for this.

Parents spare less time to identify or attend to the problems of their own children. An awareness of the importance of mental health should be created among parents. Teachers, legislators and mass media communications can also do this job.

SCHOOL HEALTH PROGRAMME

The school health services take care of only physical health. No attention is been paid to the behavioural problems of children. The mental health care should become an integral part of the school general health service.

TEACHER’S ROLE

Teacher play a vital role in determining the mental health of the children as revealed in the present study. Teacher is the only trained professional person who has regular contact with the students. The teachers are not well equipped with the techniques to deal with the mental health problems of the children. Refresher courses and workshops should be organized for teachers to make them aware in the area of mental health.
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India is a developing country. There is a dearth of mental health personal in the country. Due to the scarcity of funds the Indian government is not paying much importance to mental health programmes at school level. It is very difficult to appoint mental health personnel at school counselor, a psychologist, a psychiatrist, a social worker and a physician to visit each school once in a month is advised. Securing desirable mental health in case of pupils may involve counseling parents, educating teachers, in addition to counseling the pupils themselves.

SUGGESTIONS FOR FURTHER STUDY

1. The study is restricted to higher secondary class only; it may be conducted for other class in the junior colleges, degree colleges and teacher training colleges.
2. The present investigation may be extended to include some other psychological factors viz., academic stress, introversion-extraversion, creativity and to test the relationship with the environment and mental health status.
3. A study may be carried out by taking the variables such as socio-economic status of the family, family structure, caste, religion, parents’ education and occupation and parent child relations with mental health status.
4. A Comparative study may be carried out by comparing the scores of the students studying in international schools, olympiad school and e-techno schools.
5. The present study is conducted on pupils following state syllabus. The study may be conducted on the pupils studying CBSE / ICSE/ AISSE syllabus.
6. A similarly study can be carried out by taking the subjects into three regions of the state of Andhra Pradesh.
7. Another study could be made by comparing the tribal and non-tribal pupils with regard to mental health and achievement.
8. A comparative study may be carried out by comparing the students from metropolitan cities, urban, semi-urban and rural areas and English and Telugu medium students enrolled in government and private school.
9. The study is conducted micro level. So the findings cannot be generalized.