Chapter 1

Introduction
Introduction

Education is regarded as the potential instrument of national development. A modern society cannot achieve its’ aim of economic growth, technical development and cultural advancement without fully harnessing the talents of its citizens. Educationists thus strive to develop fully the intellectual potential of the students and make efforts to see that their potentialities are fully recognized and channelized for the benefit of the individual and that of the society. So, education is the process of bringing out the talents and potentialities of an individual and to unfold the natural abilities and interests before the society. It proceeds from birth to death and schools exert greater influence in educating the child and promoting academic achievement. Therefore, the level of academic achievement of a child at any stage depends on the extent to which its natural potentialities have developed.

In the modern society, education is considered to be an essential need of human being besides food, clothing and shelter. In the competitive world, quality of performance has become the key factor of personal progress. In the present age of tough competition, it is the performance of the students on the basis of which they are bracketed good, intelligent or slow, which consequently decides their fate. Parents desire that their children climb the ladder of performance to the highest level possible. Their desire to achieve a high level of achievement from children puts a lot of pressure on students, teachers and schools and in general on the educational system itself. A lot of time is devoted and efforts are made to enable students to achieve better in academic aspects. Thus, education is a powerful tool to combat the cut-throat competition that an individual encounters at every juncture in life. It appears as if the entire system of education revolves round the academic achievement of students. Thus, schools, teachers and parents spend a lot of time and make efforts for helping students to achieve higher in their scholastic endeavors.

Academic achievement is one of the determinants of success in the life. It has been considered as a vital factor in life and is the most important goal of education. The term ‘academic’ has been derived from the term ‘academy’ which means a school where special types of instructions are imparted. Theoretically, achievement has two aspects; ‘absolute and relative’. In absolute terms, the marks or grades earned by a pupil or assigned to him by the teacher on the basis of his written or oral
absolute achievement. Academic achievement refers to knowledge and skills gained from experience and achieved level of expertise or performance in a specific domain. Academic achievement of an individual is an outcome of his mental and physical potential, besides the experiences he has gained in the process of exploration and learning. Academic achievement is considered as a key to judge one’s potentialities and capacities. Achievement in education implies one’s knowledge, understanding and skills in a specified subject or group of subjects. It is also believed as the progress made by students, after a particular period of training imparted by teachers in the school. Academic achievement is the core of the entire educational growth. It generally indicates the learning outcomes of the pupil which requires a series of planned and organized experiences. Academic achievement is the prime and perennial responsibility of a school or any other educational institution established by the society to promote whole scholastic growth and development of a child. It plays a very significant role in the attainment of the harmonious development of the child.

Academic achievement plays an important role in ones’ life, because it pushes an individual towards his goal. It enables him to choose his vocation in this modern age of competition. It has also been noticed that individuals who perform academically higher also attain a high status in the society. The terms *academic achievement, academic performance, academic aptitude, academic ability, academic aspiration, achievement potential, academic status, academic attainment, academic skills, academic knowledge level, grade point average and scholastic achievement* are interchangeable. Performance refers to some method of expressing a student’s scholastic standing. It indicates a grade for a course, an average for a group of courses in the subject area or an average for all courses expressed on a zero to hundred or other quantitative scale. The scholastic achievement represents the outcome of a complex variety of factors and cannot be traced to the existence of only one personal attribute.

According to Smith (1969) and Spencer and Helmrich (1983) academic achievement is the task oriented behavior that allows the individual’s performance to be evaluated according to some internally or externally imposed criterion, that involves the individual in competing with others or that otherwise involves some standard of excellence.
Crow and Crow (1969) described scholastic achievement as the extent to which a learner is profiting from instructions in a given area of learning; hence achievement is reflected by the extent to which skills and knowledge have been acquired by the person from the training imparted to him.

Kohli (1977) defined academic achievement as a level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of marks obtained by students in examinations. The definition explains that scholastic achievement, knowledge attained or skills developed in the school subjects appear in the form of marks assigned by teacher. It generally refers to the scholastic achievement of the student at the end of an education programme.

Achievement, according to Agarwal (1980) is the inclination of an individual to be concerned with, to plan and to Endeavour, for the successful acquisition of some standard of excellence in circumstances where the achievement has to be appraised positively or negatively. Achievement is the record of things that have been accomplished (test/examination scores etc.) and conceptualized as being the function of an individual’s competence.

Narayan Rao (1980) defined academic achievement as related to the acquisition of principle and generalization and the capacity to perform efficiently certain manipulation of objects, symbols and ideas.

Hawes and Hawes (1982) explained academic achievement as successful accomplishment or performance; in particular subjects, areas or courses usually by reasons of skill, hard work and interest typically summarized in various types of grades, marks, scores or descriptive commentary.

Taneja’s Dictionary of Education (1989) referred academic achievement to performance in school or college in standardized series of education tests.

Achievement encompasses student's ability and performance, it is multidimensional, intricately related to human growth and cognitive, emotional, social and physical development, it reflect the whole child, it is not related to a single instance, but occurs across time and levels, through students life in public school and on post-secondary years and working life. (Steinberger, 1993)
Introduction

Marschner (2003) explained academic achievement as achievement as a result of certain intellectual or physical activity defined according to individual and/or objectives (organizational) pre-requisite i.e., proficiency.

According to Sunitha (2005) academic achievement is the knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests/annual examination.

Halawah (2006) stated that academic achievement is accomplished by actual execution of class work in the school setting. It is typically assessed by using teacher’s ratings, class tests and examinations held by the academic institutions or by the educational boards.

Sharma et al (2011) opined academic achievement as the outcome of the training imparted by the teacher in school situation.

According to MalavkaGanguly (2012) achievement is the accomplishment of acquired proficiency in the performance of an individual in a given skill of body of knowledge.

Academic achievement is of paramount importance particularly in the present socio-economic and cultural context. It is a multidimensional and multifaceted phenomenon. There are innumerable factors which effect academic achievement viz.health, school environment, home environment, experience of school, type of curriculum, classroom environment, methods of teaching, methods of study, interests, aptitudes, self-concept, achievement motivation, family background, socio-economic status of the parents and many more. {Bisht, 1980; Lethakumari, 1987; AroraReeta, 1988; Shah, 1989; Menon, 1990; Padhi, 1991; Ajitha, 1992; Rekha, 1994; Koutsoulis, 1995; Mdanda, 1997; Aima, 1999; Sturn, 2000; Wilson et al 2002; Joshi and Bose, 2004; Dwivedi, 2005; Meers and Prathapan, 2008; Muola, 2010 and Darshana Sharma, 2012}

Environment

Environment is a broad and a comprehensive term. It means social, moral economic, political, physical and intellectual factors which influence the development of the individual. Defining the term environment is as difficult as quantifying it. For environment, educational researchers usually resort to empirical definitions of the climate or atmosphere.
According to Wordsworth and Marquis (1948) environment covers all the outside factors that have acted upon the individual since he began life.

According to Boring and Welf (1961) environment is everything that affects the individual except his genes.

Bloom (1968) quoted that environment as providing a network of forces and factors which surround engulf and play on the individual. Although some individuals may resist this network, it will only be the extreme and rare individuals who can completely avoid or escape from these forces. The environment is a shaping and reinforcing force which acts on the individual.

Proshansky et al (1970) emphasizes the need to conceptualize the human environment in terms of relationship between the person’s physical world and the world he constructs from it, as well as between the physical world and human and experience.

New Webster's Dictionary (1981) explained the meaning of environment i.e.,all physical, social and cultural factors and conditions influencing the existence or development of an organism or assemblage of organisms.

According to Longman Dictionary of Psychology and Psychiatry (Goldenson, 1984) environment means; the aggregate of external agents or conditions-physical, biological, social, cultural that influences the functions of the organism.

Environment is everything that affects the individual minus genes. Family, food, geography, culture, religion, literature, art, music, school and other informal agencies of specializations like radio, press, television etc., are some of the prominent constituents of environment.

**SCHOOL ENVIRONMENT**

School environment implies a measure of the quality and quantity of the cognitive, creative and social support that has been available to the subjects during their school life in terms of teacher-pupil interaction. In general any school, any type and at any level society the following are the characteristics of school environment. They are: teacher-pupil interactions-disengagement, esprit, intimacy, product emphasis, psychophysical hindrance, alienation, control, humanized trust, friction, cliqueness, satisfaction, speed, apathy, difficulty, favoritism, formality, direction,
Introduction

diversity, disorganization, democracy, independence, enthusiasm, divergence, humor, teacher, talk, homework, teaching methods, learnersupportive, acceptance, problem structuring, neutral, directive, reproving, disapproving or disappearing, teacher supportive, accepting feelings, praises or encourages, aspects or uses, ideas of students, lectures, direction, criticizes or justifies authority, student task response, students, student-talk initiation and silence or confusion etc. According to Misra (1986) any school include six characteristics viz, creative stimulation, cognitive encouragement, permissiveness, control, acceptance and rejection.

According to Dave (1963) School environment is the conditions, process and psychological stimuli which affect the educational achievement of the child.

Hall (1970) defined school as a teaching learning oriented process with six dimensions. They are the interaction facilities, willingness to change, student’s autonomy, feedback from students, instructor’s contribution and task concern.

According to Bhatnager (1977) school as the unique quality of the environment largely depends upon specific ways the pupils are treated in the classroom; the interactions between the teachers and the pupils in school situations.

Lindelow (1989) defined school climate as the feelings, individual got from experiences within a school system.

School climate was the competitive of norms, expectations and belief characterizing the school social system as perceived by its members. It is an average of perceptions that individual has of their daily work environment (Deer, 1990).

Owens (2000) defined organizational climate as the study of perceptions that individuals have of various aspects of the environment in the organization. So, majority of researches considered organizational climate as an attribute of an organizational perception in nature which is caused as a result of interaction over a period of time. However, some have used it to denote a combination of physical and psychological climate; very few have considered it as totality of all organizational variables. This is also true to some extent in relation to school.

School environment describes the school psychological environment or what others have referred to as ‘the school ethos’, ‘school cultures’ or the school climate. The physical environment of the school affects the behavior and the development of
people, of both children and adults who function within it. Hence, school environment encompasses both the socio-psychological and physical dimensions and both exercise reciprocal effect on each other. Boekaerts (1993) indicated that a supportive academic setting is considered by students as an extension of their personal resources and that it serves to reduce anxiety and negative affect that can arise in achievement settings. The school environment plays an important part in the development of a child.

The school is second home to the child and it influences the personality development of the child. School is the chief continuing and supplementing institution in which children develop positive learning and good adjustment styles. The teacher, besides the parents, has the greatest responsibility and opportunity to foster adjustment styles. The school substitutes home situations and often meets emotional needs that are neglected in the home. The school should provide experiences to develop the total individual through self-realization, human relationships, stimulate learning and develop good behavioral patterns. The experiences at school and school curriculum contribute to the child’s feeling of personal worth, social competence in winning acceptance from associates, physical satisfaction necessary to the wellbeing of the body, freedom to play and to accomplish tasks and to develop interests and activities providing social values.

Empirical evidences showed that pupils perception or attitude towards the school climate or environment which includes physical facilities of the school, academic self-concept, academic self-efficacy, cognitive encouragement, acceptance and rejection, peer norms, creative thinking, perceived support from teachers, approval motive, verbal classroom behavior, life values, moral values, has got considerable influence over their achievement {(Walberg and Anderson, 1968; Blowby, 1969; Sagar and Kaplan, 1972; Dalip Kumar, 1988; Dubey, 1989; Pradeep Kumar, 1992; Johnson and Johnson, 1993; Punekar, 1993; Aima, 1999; Thakur et al 2005; Mc Mohan, 2009 and David Akinolu Adeyemo, 2012)}. If children have favorable attitude towards school related aspects like teachers, co-students, curriculum, methods of teaching, facilities available in the classroom and school as a whole, they are expected to achieve better grades than those who have unfavorable attitude towards the school.
HOME

Home may be defined as a protected relationship between parents and children in an accepted social setting. It provides appropriate climate for the child to develop good ideas, habits, mode of thinking and behavior. Family provides congenial and good emotional atmosphere and economic conditions. The word ‘Home’ connotes warmth, safety and emotional dependence. The idea of home is of one place where the residence is shared by a group of persons. The home is the soil in which spring up those virtues of which ‘sympathy’ is the common characteristic. It is there that the warmest and the most intimate affection flourish. It is there that the child learns the difference between generosity and meanness, considerateness and selfishness, justice and injustice, truth and falsehood and industry and idleness. It is there that his habitual learning of the one or the other is first determined.

Jersild (1975) describes home as the important part of the child’s social network; this is because the members of the family constitute the child’s first environment and are the most significant people around them.

According to Oxford Advanced Learners Dictionary (1994) home is a place where one lives, especially with one’s family.

Healthy parental relations in the home are a medium for making children into wholesome and adjustable personalities. In fact, home and parents play the most important part in laying the foundation for the child’s personality; because they are the most influential part of child’s environment.

HOME ENVIRONMENT

Home is the first and the closest environment for a child to come in contact with society. Family is the fundamental unit of human society that lays the background for inculcation of values and is the most significant place for the development of the child. Along with it, the family also contributes in the important task of creating wholesome individuals. Child receives the first lesson of life at home. The family nurtures the individual and prepares him for his role and function in society. Consciously or unconsciously the home environment moulds the behavior, personality and attitude, level of aspiration, aptitude and self-esteem of the child. Home environment stands for all those circumstances, which asset their influence on the child since conception to death. The first environment contact for a
Introduction

child is home; the development of child, inculcation of values and creating wholesome individuals, all these functions are performed by the family which is the fundamental unit of human society. The first lesson of a child’s life is learnt at home. The family nurtures the individual and prepares him for his role and function in the society.

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a readymade system of signs. It imposes on him a series of obligations. Two environments namely, home and school environments, share an influential space in child’s life. Family is the social biological unit that exerts the greatest influence on the development and perpetuation of the individual’s behavior. The psychological atmosphere of a home may fall into four quadrants, each of which represents one of the four general combinations: Acceptance-autonomy, acceptance - control, rejection - autonomy and rejection-control

![Diagram of quadrants]

(Source: Misra, 1986)

Johnson and Medinnus (1969) reported that ‘nurturance-affection’ and ‘achievement expectations, demands and standards’ constitute the two dimensions of parental behavior. Various researchers have identified the following characteristics of home environment or parental child rearing practices: permissiveness, willingness to devote time to the child, parental guidance, parental aspiration for achievement, provision’s for the child’s intellectual needs, affective reward, instrumental companionship, prescription, physical punishment, principled discipline, neglect, deprivation of privileges, protectiveness, power, achievement demands, indulgence, conformity, independence, dependence, emotional and verbal responsively,
involvement with the child, physical and temporal environment, avoidance of restriction and punishment, provision of appropriate play materials, etc. There exists a great overlapping in the kinds of behaviors which are in association with different characteristics.

Tiwari, Merbhatt and Kumar (1981) quoted that home environment is the most important socializing agent that influences the child’s life.

Moos and Moos (1986) defined home environment as the degree of commitment, help and support family members provide for one another.

According to Misra (1986) home environment as measures of the quality and quantity of social, emotional and cognitive support that has been available to the child within the home.

Unniyl and Beena (1989) defined home environment as an interpersonal relationship between parents and child. Home environment includes the parents’ attitude towards the child relative to freedom versus restriction, dominance versus submission, acceptance versus rejection, trust versus distrust, warmth versus coldness, expectations versus hopelessness and open communication versus cold communication. It is also suggested that the development and profile characteristics are related to subject of the set of the envy forces.

Plamentz (1993) stated that home environment refers to all sorts of moral and ethical values, emotional, social and intellectual climate set by the family members to contribute to their wholesome development.

Bhatnagar and Alisha (2001) defined home environment as the basic unit of society and it is within the fabric or family that we learn the value i.e. caring for others, affections for others, spirit for service and virtue of love. These values once learnt extend beyond the family to wider community and later affect the socialistic, political, cultural, moral and spiritual life of the nation.

The above definitions clearly indicates that home is the chief instrument to provide good adjustment and contribute to the individual sound personality which includes social, emotional, cognitive, creative, moral and ethical development.

Home is a place where one lives, especially with one’s family and home is the first and most important socializing agent to promote life skills. Parents are
considered the first and most important teachers in children’s life. However, their roles in formal education, their interest and attitude in the education of their children have a deep impact on the academic achievement of their children. The parents want that their children should climb the ladder of performance to a very high level. This desire for a very high level achievement puts a lot of pressure upon the students, parents, teachers and schools. It appears that the whole system of education revolves around the academic achievement of the students.

Over the past few decades it has been recognized that the family climate i.e., home environment and its associated factors such as parental attitude, parent-child relations; parental support, parental acceptance, parental aspirations, parents education and occupational status, socio-economic status of the family, parents’ participation in children’s academic activities; stimulated home environment, emotional atmosphere in home; educational environment at home; concern; care and encouragement influences the children intellectual growth and academic achievement. Various researches have been carried out in respect of the relationship between home background and academic achievement since the beginning of this century. Children who do well in school come from majorities of families that provide a supportive and enriched environment for learning in home. {(Soto, 1986; Saxena, 1988; HomChaudhari, 1990; Sanchez, 1991; Godbole, 1993; Khare, 1996; Lata and Agarwal, 1998; Peecook, 2000; Basantia and Mukhopadhya, 2001; Mayuri, 2003; Kalra and Pyari, 2004; Usha, 2007 and Darshana Sharma, 2012)}.

MENTAL HEALTH

A healthy individual is not only physically healthy, but is also mentally healthy. The modern concept of health extends beyond the proper functioning of the body. It includes a sound, efficient mind and controlled emotions. Health is a state of being hale, sound or whole in body and mind. It means that both body and mind are working efficiently and harmoniously. Man is an integrated psychosomatic unit, whose behavior is determined by both physical and mental factors.

The word “mental” usually implies something more than the purely cerebral functioning of a person; it also stands for his emotional-affective states, the relationship he established with others and a quiet general quality that might be called
Introduction

equilibrium in his socio-cultural context. Similarly “health” refers to more than physical health. It connotes the individual’s intra-psychic balance fit enough to be adjusting with the external environment and his social functioning. In common usage “mental health” often means both psychological well-being and mental-illness.

Mental health is a normal state of well-being, a positive way but a quality of life. It is a condition which is characterized of the average person who meets the demands of life on the basis of his own capacities and limitations. The term “Mental Health” connotes a quality of wholeness and soundness. Mental health is not mere absence of mental illness, but it is an active quality of individual’s daily living. Mental health governs what an individual feels about others and his ability to face the realities of life. It is rooted in his ability to balance feelings, desires, ambitions, ideas and competence. The individual’s condition or state of mental health continuously changes depending upon his own actions and the factors acting upon him. A mentally healthy person is expected to be a well-adjusted one, living in harmony internally as well as externally. He is expected to be quite happy and at ease with everyone in all spheres of life (home, school, college, work and society). As a master of the society, he is expected to be productive and constructive. He is expected to be happy, contended, satisfied with a sense of subjective well-being, enjoying every bit of his life.

According to Menninger (1945) mental health is the ability of the individual to make personal and social adjustment, to face problems and make choices, to find satisfaction, success and happiness in the accomplishment of everyday tasks, to work efficiently with others, to demonstrate socially considerate behavior and to contribute to the betterment of society.

Mental health is a relatively enduring state where the person is well adjusted, has a just for living, and is attaining self-actualization or self- realization. It is a positive state and not absence of mental disorder. (English and English, 1957)

According to Longman Dictionary of Psychology and Psychiatry (Goldenson, 1984) Mental health is a state of mind characterized by emotional well-being, relative freedom from anxiety and disabling symptoms, and coping with ordinary demands and stresses of life.
World Health Organization (WHO, 1962) defines mental health as the balanced development of the total personality which enables one to interact creatively. He lives in the world of reality rather than fantasy, and is capable of tolerating frustration. Such a person lives in a well-balanced life of work, rest and recreation.

Chaplin (1970) gives the meaning of mental health as a state of good adjustment with a subjective state of well-being, just for living and the feelings one is exercising his talents and abilities.

The dual factor theory (Verma, 1988) postulates that there are different sets of factors that contribute to negative and positive mental health. Some factors when present only contribute to negative mental health. But their absence does not lead to positive mental health. These negative factors could be manifested as mental disorders (like neurosis, psychosis, drug and alcohol dependence, personality disorders, psychophysiological disorders etc.) or as mental symptoms (like anxiety, depression, obsession compulsion, phobia, delusions, hallucinations, de-realization, depersonalization etc.) or even as negative states (like anger, hostility, dissatisfaction, jealousy, irritability, fear, prejudice, inferiority feelings, loneliness, hate, anxiety, depression etc.)

According to Daniel Holes and Robert Hales (1995) mental health is the capacity to think rationally and logically and to cope with transitions, stresses, traumas, and losses that occur in all lives, in ways that allow emotional stability and growth. Mentally healthy individuals value themselves, perceive reality as it is, accept its limitations and possibilities, respond to its challenges, carry out their responsibilities, establish and maintain close relationships, deal reasonably with others, pursue work that suits their talent and training, and feel a sense fulfillment that makes the efforts of daily liking worth.

McGraw Hill Dictionary of Scientific and Technical Terms (2003) defined mental health as a relatively enduring state of being in which an individual is reasonably satisfying to self, as reflected his/her just for living and feeling of self-realization. It also implies a large degree of adjustment to the social environment, as indicated by satisfaction derived from interpersonal relationships, as well as attachments.
Introduction

According to Holmes (2006) mental health is a level of cognitive or emotional well-being or an absence of mental disorder. Mental health means an individual’s ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience.

Mental health means a positive state of mind engendering a sense of wellbeing that enables a person to function effectively within society. Individuals who have good mental health are well adjusted to society, are able to relate well to others, and logically satisfied with themselves and their role in society. (Mosby, 2008)

Wikipedia Dictionary (2010) explains the meaning of mental health as a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society and meet the ordinary demands of everyday life.

From the above definitions, one can conclude that mental health has two important aspects: It is both individual and social. The individual aspect connotes that the individual is internally adjusted. He/she is self-confident, adequate and free from internal conflicts and tensions or inconsistencies. He/she is skillful enough to be able to adapt to new situations. But he achieves this internal adjustment in a social setup. Society has certain value systems, customs and traditions by which it governs itself and promotes the general welfare of its members. It is within this social framework that the internal adjustment has to be built up. Only then, the individual becomes a person who is acceptable as a member of the society.

Mentally Healthy have:

1. A sense of contentment.
2. Be confident and assertive.
3. Feel good about themselves.
4. Feel comfortable with other people
5. Face problems, resolve them and learn from them.
6. A zest for living and the ability to laugh and have fun.
7. The ability to deal with stress and bounce back from diversity.
8. Develop emotionally, creatively, intellectually and spiritually.
9. A sense of meanings and purpose, in both their activities and their relationships.
10. The flexibility to learn new things and adapt to change.
11. A balance between work and play, rest and activity etc.,
12. The ability to build and maintain fulfilling relationships.
13. Initiate, develop and sustain mutually satisfying personal relations.
14. Self-confidence and high esteem.
15. The ability to enjoy life.
16. Use and enjoy solitude.
17. Able to meet the demands of life.
18. The ability to bounce back from adversity.
19. Be aware of others and empathies with them.
20. More emotional flexibility.
21. Play and have fun.
22. Laugh, both at themselves and at the world.
23. Feel secure. (Self-actualization).

Mental health is a commanding problem of modern life. The mental health needs of the children of the today can be judged from the increasing number of school drop outs (truancy), drug-addicts, delinquents, runaways from home, and the abound of emotional problems (Moudgil, 1985). Although the exact number of children suffering from emotional problems is not known; the estimates indicated that the incidence is fairly high, ranging from 5 to 20 percent (Lal and Sethi, 1977, Rao and Sen, 1978).

In the present era, schools have a greater responsibility than ever before, to help the pupils to imbibe appropriate behavior patterns. Findings of Magotra, 1982; Prasanna, 1984; Miller and Bernard, 1993; Brutsacrt and Bracke, 1994; Bajwa and Virk, 2006and Srividya and Khadi, 2007 strongly supported that school must recognize the underlying theme of mental health that is essential for the development of the child and mental health is considered as one of the major requirements of educational objective, because it is essential for effective living of the child. Over the
Introduction

In past few decades, research findings showed that pupils perception or attitude towards the school climate or environment and home environment has got considerable influence over their achievement and mental health. (Karmel, 1965; Lieb et al., 1968; Sundqvist and Ulla, 1973; John and Perry, 1977; Rohner et al., 1980; Eato and Lerner, 1981; Stevens, 1983; Shan, 1985; Misra, 1986; Manjuvani, 1990; Bhopat, 1993; Reddy and Nagarathnamma, 1994; Siodorella et al., 1996; Patterson, 1997; Mael Fred, 1998; Kaur, 2001; Grover, 2002; Crews, 2005; Sharma, 2008 and Kishore and Reddy, 2013)

From school period onwards, the child needs the companionship of people of all ages and especially of his own age. This age is called gang age; the child’s interests have been shifting from concern with the activities of his immediate family circle to the challenges of the more novel interests of his school associates. It is in gang activities the pre-adolescent or early adolescent may find his greatest chances of self-expression and education in socialization. In his relationships with a congenial group of his own age, he/she receive practice in the art of sharing similar interests and activities. There is a great need of promoting good mental health in children, at school level, as they are in the process of their growth and development. Keeping these in view, the present study is focused to examine the impact of school environment, home environment and mental health status of the children on their academic achievement.