



**SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE**  
**Young Scholars' Enrichment Programme**

**Mental Health in relation to Academic Achievement of  
Upper Primary Fisheries School Students  
in Malappuram District**

**Shiji K.V.**

Study Report submitted Under the Young Scholars Enrichment  
Programme Jointly conducted by SCERT, Kerala &  
Farook Training College, Kozhikode

**FAROOK TRAINING COLLEGE, KOZHIKODE**  
**2022-2024**

**Dr. Jayaprakash R. K.**

Director,  
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## **CERTIFICATE**

I, **Dr. Jayaprakash R.K.**, do hereby certify that this study report entitled **MENTAL HEALTH IN RELATION TO ACADEMIC ACHIEVEMENT OF UPPER PRIMARY FISHERIES SCHOOL STUDENTS IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Shiji K.V.** of M.Ed. Programme (2022 – 2024) under the supervision and guidance of **Dr. Mohammed Nasimudheen T.**, Assistant Professor, Farook Training College, Kozhikode, as the part of *Young Scholars Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

Place: Trivandrum

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**Dr. Jayaprakash R.K.**

(SCERT, Director)

**Prof (Dr.) T. Mohammed Saleem**  
Principal,  
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Trivandrum  
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## **Panel of Experts**

SCERT, Kerala, and Farook Training College extend their heartfelt gratitude and sincere appreciation to the distinguished experts whose invaluable expertise and guidance significantly contributed to the success of this study. Their dedication and commitment at various stages of the project have been instrumental in achieving its objectives effectively.

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## DECLARATION

I, **Shiji K.V.**, solemnly declare that study report entitled as '**MENTAL HEALTH IN RELATION TO ACADEMIC ACHIEVEMENT OF UPPER PRIMARY FISHERIES SCHOOL STUDENTS IN MALAPPURAM DISTRICT**', is an original work done by me under the supervision and guidance of **Dr. Mohammed Nasimudheen T.**, Assistant Professor, Farook Training College Kozhikode, under *Young Scholars Enrichment Programme* Jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*.

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## ***Acknowledgement***

*At the very outset I am greatly indebted to my supervising teacher **Dr. Mohammed Nasimudheen T.**, Assistant Professor of Education, Farook Training College, for the support, generous help, valuable suggestions and guidance throughout the study.*

*I express my sincere thanks to **Prof. (Dr.) T. Mohamed Saleem**, Principal, Farook Training College, for his whole-hearted cooperation in extending the facilities and for the encouragement provided to conduct this study.*

*I express my heartfelt thanks to **Dr. Nowfal C.**, Assistant Professor, Farook Training College for his unwavering support and coordinating the two-year M.Ed. Programme successfully.*

*I am also deeply indebted to the Director of SCERT, the Principal of DIET Malappuram, and all the 17 BRCs in Malappuram district for their invaluable support in carrying out a study on the educational problems of Malappuram district. The guidance and support of **Prof. (Dr.) M.A. Sudheer**, UGC Emeritus Professor, Gandhigram Rural Institute, **Prof. (Dr.) Abdul Gafoor K.**, Department of Education, University of Calicut, **Prof. (Dr.) Noushad P.P.**, SGTDS, MG University, **Prof. (Dr.) Rajeswari K.**, NVKSD College of Education, **Dr. Anju I.**, Associate Professor, Govt College of Teacher Education, Trivandrum. **Dr. Biju K.**, Assistant Professor, Central University of Tamil Nadu and **Dr. Shobha Jacob**, SCERT are also gratefully acknowledged.*

*Sincere thanks to Dr. Muneer V., Faculty, Farook Training College for their valuable suggestions and instructions given in the study. The investigator is grateful to all the faculty members and library staff of Farook Training College for their kind cooperation.*

*I would like to express my sincere thanks to Sabanath M., Julwana Roshi A., at Farook Training College.*

*The support and enthusiasm shown by various heads of institutions and teachers during the data collection procedure is extremely remarkable for, which I extend my sincere gratitude.*

*Finally, I would like to extend my love and gratitude to my family and friends for providing whole hearted support and help to complete the task successfully.*

Farook Training College

Date:

**SHIJI K.V.**

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## Chapter - I

# INTRODUCTION

- *Need and significance of the study*
- *Statement of the problem*
- *Definition of key terms*
- *Objectives of the study*
- *Hypotheses of the study*
- *Methodology*
- *Scope and limitations of the study*
- *Organization of the report*

Mental health is a vital aspect of overall well-being, influencing thoughts, feelings, and interactions (World Health Organization, 2020). Prioritizing mental health is pivotal for welfare of both individuals and civilizations. Mental health includes the emotional, psychological and social wellbeing of an individual or society (Abas et.al.,2014; Speir et.al., 2020). Putting mental health as an important factor can create the foundation for individuals to realize their greatest potential, build meaningful relationships, and positively influence the world. In addition to being morally required, investing in mental health is also necessary for world peace and progress. Mental health is an important component of a happy life, not just the absence of disease. Lives and society can be changed by recognising its significance and responding to problems with benevolence and initiative.

The increasing prevalence of mental health disorders, coupled with rising rates of stress, anxiety, and depression, underscores the urgent need for greater attention to mental health. Millions of people worldwide experience mental health issues, affecting quality of life and functioning. Conditions like anxiety, depression, and bipolar disorder are increasingly common, highlighting the necessity for effective strategies for promoting mental health.

Growing awareness of mental health issues necessitates exploring factors contributing to mental health challenges and available resources for support and treatment (Lund et al., 2020). Mental health disorders have a significant impact on daily life, relationships, and productivity, with poor mental health leading to difficulties in employment, strained relationships, and increased risk of physical health problems (Horton, 2020). Stigma surrounding mental health persists, discouraging individuals from seeking help, and access to mental health services is often limited due to financial, geographical, or systemic barriers (Lund et al., 2020).

Mental health is a critical component of well- being, yet remains complex and often misunderstood (Addis & Mahalik, 2003). Studies aim to explore mental health's multifaceted nature, including biological, psychological, and social determinants contributing to mental health disorders (King et al., 2021). Education has a crucial role to play for the promotion of mental health of generations. Eliminating ill health

difficulties can improve academic standards, requiring changes in teacher strategies, curriculum, and circumstances (Surehatia, 2017). Children from culturally diverse backgrounds face learning difficulties and potential mental health issues (Woodhead et al., 2018).

Prioritising mental health, promoting mental wellness, and addressing challenges are need of the hour. This can be achieved through education, advocacy, and community support, as well as developing effective prevention and treatment strategies (World Health Organization, 2020). Effective mental health interventions can reduce symptoms of mental health disorders, improve overall well-being, and enhance quality of life.

### **Need and Significance of the Study**

The mental well-being of students is important to their holistic development, significantly affecting their academic success, social interactions, and future opportunities. For children from marginalized communities, the importance of identifying and addressing mental health issues is even more crucial due to the unique challenges they face. Children from marginalized backgrounds continuously experience difficulties such as poverty, social isolation, and stigma, which can result in chronic stress, anxiety, and depression. These difficulties adversely affect their cognitive functions, self-worth, and emotional management, directly influencing their capacity to learn and navigate in academic environments. Examining the mental health of students from underrepresented backgrounds is also a critical aspect of advancing social justice. Education is a fundamental right and an important factor for social mobility; however, mental health challenges can hinder marginalized children from fully realizing this right.

Fisheries communities in Kerala are being exposed to marginalisation due to many factors. Studying the mental health of children in the fisheries community of Kerala is crucial due to the unique socio-economic and environmental challenges faced by this population. These children often grow up in families depend on fishing, a livelihood that is unpredictable and vulnerable to natural disasters, seasonal fluctuations, and economic instability. Such uncertainties can lead to many stress within families, which may seriously affect children's emotional and psychological well-being.

Children in these communities also face challenges related to access to education and healthcare, as many live in remote coastal areas with limited resources. The stigma associated with mental health in rural settings may results in poor academic performance, social isolation, and reduced life opportunities.

Investigating mental health is vital not only for their individual welfare but also for promoting equitable opportunities and unsettling cycles of disadvantage. Understanding and researching their mental health requirements enables the formulation of targeted interventions to address their specific needs, foster resilience, and promote holistic development.

By identifying the research gap in the area of mental health of fisheries school students related to academic achievement, the investigator decided to investigate the relationship between mental health and academic achievement among upper primary fisheries school students in Malappuram district. By exploring this relationship, the study can identify potential risk factors and protective factors that influence mental health and academic success. The findings of the study can inform the development of targeted interventions and support programmes for enhancing mental health and improve academic achievement among students from the fisheries community. This can ultimately contribute to breaking the cycle of poverty and improving the socio- economic status of the community.

### **Statement of Problem**

Present study is entitled as “MENTAL HEALTH IN RELATION TO ACADEMIC ACHIEVEMENT OF UPPER PRIMARY FISHERIES SCHOOL STUDENTS IN MALAPPURAM DISTRICT ”.

### **Definition of Key Terms**

#### **Mental health**

“Mental health is a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn well and work well and contribute to their community” (WHO,2014).

In the present study, Mental health is operationally defined as the total score obtained in the Scale of Mental Health prepared and standardised by the investigator.

### **Academic Achievement**

Academic achievement is the knowledge attained or skills developed in the school subject, usually determined by test scores or marks assigned by teachers (Carter, 1959).

In the present study academic achievement is operationally defined as the total score obtained by each student in the second terminal examination conducted by the school.

### **Fisheries School**

Fisheries school is the educational institution established as part of Government programmes for the purpose of ensuring education of wards of fishermen.

## **Variables of the Study**

The variables selected for the study are Mental Health and Academic Achievement. Mental Health is taken as independent variable and Academic Achievement is taken as dependent variable.

## **Objectives of the Study**

The Objectives of the study are,

- To find out the level of mental health of upper primary fisheries school students in Malappuram district for the total sample and the subsample based on gender.
- To find out whether there is any significant difference in the level of mental health of upper primary fisheries school students in Malappuram district based on gender.
- To find out whether there is any significant relationship between mental health and academic achievement of upper primary fisheries school students in Malappuram District for the total sample and subsample based on gender.



## Hypotheses of the Study

Hypotheses of the study are

- There exists no significant difference in mental health of upper primary fisheries school students in Malappuram district based on gender.
- There exists a significant relation between mental health and academic achievement of upper primary fisheries school students in Malappuram District for total sample and subsample based on the gender.

## Methodology

Survey method is used for the study.

### Sample

The study is conducted on a representative sample of 230 upper primary fisheries school students in Malappuram district drawn by random sampling techniques giving the representation to each strata, that is gender.

Breakup of sample is given in Table 1

**Table 1**

*Breakup of Sample*

Gender	Number of Students
Boys	84
Girls	146
Total	230

### Tools used for the Study

The tool used for the study is Scale of Mental health (Nasimudheen & Shiji, 2023). The data for academic achievement is obtained from the scores of second terminal examination conducted by school.

### Statistical Techniques Used

- Descriptive analysis: mean, median, mode, standard deviations.
- Percentile.
- Test of significance difference between mean scores.
- Karl Pearson's coefficient of correlation 'r'.

## **Scope and Limitations of the Study**

### **Scope**

This study investigates relationship between mental health and academic achievement among upper primary fisheries school students in Malappuram district. It aims to identify the mental health factors that influence academic performance, providing insights for educators and policymakers to develop targeted interventions. The findings of the study can inform strategies to promote students' mental well-being and improve academic outcomes.

### **Limitations**

This study is limited to upper primary fisheries school students in Malappuram district, which may not be representative of other student populations. The findings of the study may not be generalizable to different contexts or age groups. The study is also limited to exploring the relationship between mental health and academic achievement, without examining other factors that may influence this relationship.

## **Organisation of Research Report**

The research report is organised as;

- Chapter 1.** Portrays a brief introduction to the problem and its importance, statement of the problem, definitions of key terms, objectives, hypotheses, methodology, scope and limitations of the study.
- Chapter 2.** Defines a theoretical framework for the study and review of studies in relation to the present study.
- Chapter 3.** Gives an account of detailed methodology used in the study. It includes objectives, hypothesis, tools employed for the data collection, sample drawn, data collection procedures, scoring and statistical techniques.
- Chapter 4.** Depicts the analysis part of the study as per the objectives of the study.
- Chapter 5.** Presents summary of the study, major findings, educational implications of the study and suggestions for further research.

## **Chapter - II**

# **REVIEW OF RELATED LITERATURE**

- *Theoretical overview*
- *Review of related studies*

The review of the related literature is summarised in this chapter. For convenience, it has been attempted under two headings:

- Theoretical overview
- Review of related study

## **Theoretical Overview**

### **Mental Health**

Mental health is a "state of well-being in which every individual realises his or her own potential, copes with the normal stresses of life, works productively and fruitfully, and is able to make a contribution to his or her community" (WHO, 2005).

Understanding mental health requires a multifaceted approach that integrates various theoretical perspectives. This following discussion provides an overview of some of the most relevant and important theories in the field of mental health.

### ***Biopsychosocial Model***

**Overview.** Proposed by George Engel (1977), this model emphasises the interconnection between biological, psychological, and social factors in understanding health and illness.

**Key Points.** Biological Factors: Genetics, neurochemistry, and physical health.  
Psychological Factors: Emotions, thoughts, behaviours, and personality.

**Social Factors.** Socioeconomic status, culture, family, and peer relationships (Engel, 1977).

### ***Cognitive-Behavioural Theory (CBT)***

**Overview.** Developed by Aaron Beck and Albert Ellis, CBT focuses on the interplay between thoughts, emotions, and behaviours. It is widely used for treating mental health disorders.

**Key Points.** Negative thought patterns and cognitive distortions can lead to mental health issues.

Behavioural interventions can help alter maladaptive behaviours and thought processes (Beck,1976).

### ***Psychodynamic Theory***

**Overview.** Originating from the work of Sigmund Freud, this theory emphasises unconscious processes and early life experiences in shaping mental health.

**Key Points.** Unresolved conflicts from childhood can manifest as mental health issues in adulthood. Techniques like free association and dream analysis are used to uncover unconscious thoughts (Freud, 1917).

### ***Humanistic Theory***

**Overview.** Proposed by Carl Rogers and Abraham Maslow, this theory emphasises personal growth, self-actualization, and the innate goodness of individuals.

**Key Points.** Emphasis on self-awareness, free will, and the human potential for growth.

The therapeutic relationship is crucial for fostering personal development (Rogers,1951).

### ***Social Learning Theory***

**Overview.** Albert Bandura's theory posits that learning occurs through observation, imitation, and modelling.

**Key Points.** Behaviour is influenced by observing others and the outcomes of those behaviours.

Self-efficacy, or belief in one's ability to succeed, plays a crucial role in mental health (Bandura, 1977).

### ***Attachment Theory***

**Overview.** Developed by John Bowlby and Mary Ainsworth, this theory examines the importance of early attachment relationships in mental health.

**Key Points.** Secure attachments in childhood lead to healthier relationships and emotional regulation in adulthood. Insecure attachments can result in difficulties with trust, intimacy, and self-esteem (Bowlby, 1969)

### ***Stress-Diathesis Model***

**Overview.** This model suggests that mental health disorders arise from the interaction between a Predisposition vulnerability (diathesis) and environmental stressors.

**Key Points.** Genetic and biological factors create a predisposition for mental health issues.

Stressful life events can trigger the onset of mental disorders in predisposed individuals (Zuckerman, 1999).

### ***Ecological Systems Theory***

**Overview.** Proposed by Urie Bronfenbrenner, this theory emphasises the multiple levels of environmental influence on an individual's development.

**Key Points.** Individual is influenced by different systems: microsystem (immediate environment), mesosystem (interconnections), ecosystem (indirect environment), macro system (cultural context), and chronosystem (time and historical context).

Mental health is shaped by the interactions within and between these systems (Bronfenbrenner, 1979).

### ***Positive Psychology***

**Overview.** Founded by Martin Seligman, positive psychology focuses on the strengths and virtues that enable individuals and communities to thrive.

**Key Points.** Emphasis on positive emotions, engagement, relationships, meaning, and accomplishments (PERMA model). Promotes resilience and well-being by fostering positive attributes and behaviors. (Seligman & Csikszentmihalyi, 2000)

These theoretical perspectives provide a comprehensive understanding of mental health by considering biological, psychological, social, and environmental factors. Integrating these theories can help in developing more effective interventions and support systems for individuals facing mental health challenges.

### ***Dimensions of Mental Health***

For identifying the dimension of mental health, the investigator reviewed A survey conducted by NCERT on Mental Health and Well-being of School Students (NCERT, 2022).

The survey suggested the following as dimension of mental health.

**Perceptions of Students.** Perceptions of students refers to believes attitudes and opinions about themselves, their abilities and their potential. It compasses their confidence, self-worth, and self-concept, which are shaped by their experiences in school and influence their academic and personal growth.

Three components influence perception of students. They are:

***Understanding of One's Own Self.*** Understanding of one's own self refers to having a clear awareness of one's strength, weaknesses, values and emotions.

***Understanding of Oneself in Social Context.*** Understanding of oneself in social context refers to recognizing how one thinks, feels, and behaves in social situations, including how one perceives oneself in relation to others, responds to peer pressure, and engages in social interactions.

**Academic Perception.** Academic perception refers to a student's beliefs, attitudes, and opinions about their academic abilities, performance, and experiences. This perception influences their motivation, confidence, and overall academic well-being.

**Feeling and Emotions.** Feelings and emotions refer to the emotional experiences and responses that students have, such as happiness, sadness, anger, or excitement. Effectively managing these feelings and emotions, like recognizing and expressing them in a healthy way, is important for students' well-being and academic success.

Two components influence Feeling and Emotions. They are:

***Emotions Experience.*** Emotions experienced refers to the emotional states that one feels, such as joy, sadness, anger, fear, or surprise. Recognizing and understanding these emotions experienced is important for emotional health and well-being.

**Challenges Faced.** Challenges faced refers to the difficulties or obstacles that students encounter that can evoke feelings and emotions.

**Coping Strategies.** Coping strategies refer to the techniques and actions individuals use to manage and deal with stressful situations, emotions, and challenges. Examples of coping strategies include deep breathing, positive self-talk, problem-solving, seeking social support, and engaging in physical activity.

The components are:

**Regulations of Emotions.** Regulation of emotions means managing and controlling one's emotional responses to stressful situations, such as remaining calm instead of angry or anxious.

**Managing Emotions/Strategies.** Managing emotions/strategies refers to the techniques and methods students use to control and handle their emotions in stressful situations. These strategies help students regulate their emotions and respond appropriately to challenging situations.

The above Components used to prepare the mental health scale.

## **Review of Related Studies**

Moradi (2023) studied relationship between university students' academic success, mental health, and drive for achievement. According to the research, there is no association between mental health and academic success, however there is a strong correlation between mental health and accomplishment motivation. Additionally, a significant correlation ( $p = 0.025$ ) was found between academic achievement and achievement motivation.

Bas (2021) analyzed the relation between student mental health and academic achievement through a Meta-Analysis. The research quantitatively synthesized the results of thirteen independent studies, conducted over the past two decades, which studied the relationship between mental health and academic achievement in adolescents. The findings of the research confirmed that there was a significant positive relationship between mental health and academic achievement.



Joshi et al. (2020) examined mental health in relation to academic achievement of students at the secondary level in Ranchi and reported that the mental health of students has a significant positive relationship with their academic achievement of the students. Moreover, in gender-wise comparisons, there were no statistically significant differences were found in the mental health and the academic achievements of the students.

Bunyaan et al. (2015) conducted a study on academic achievement and emotional intelligence among students at a private institution in Malaysia. This study looked into the connection between academic success and emotional intelligence. The findings demonstrated a positive correlation between academic accomplishment and the use of emotion, one of the components of emotional intelligence. In terms of mean emotional intelligence score, female respondents performed worse than male respondents. But there was no statistically significant variation in emotional intelligence between study years and genders.

Ara (2014) conducted a study on the mental health and personality qualities of bright and dull adolescents. The mental and personality characteristics of intelligent and unintelligent teenagers were compared. The study revealed that while dull adolescents were found to be less intelligent, they were found to have a greater capacity for concrete thought and a lower capacity for scholastic mental capacity. Conversely, more intelligent adolescents were found to have a greater capacity for abstract thought. It was concluded that when it comes to their general mental health, intelligent teenagers are better than average teenagers.

Thilagavathy (2014) investigated the relationship between the mental health and academic achievement of teenagers. The study was conducted in Tamil Nadu, using 500 first-year higher secondary pupils in the general education stream. Evidence suggests that there is a positive correlation between mental health and academic success.

Anboucarassy and Begam (2014) conducted a study on the effect of use of mobile phone on mental health of higher secondary school students. The findings showed that male students' use of mobile phones had a greater impact on their mental health than female students. The findings indicated that pupils in rural areas were more

negatively impacted by phone use than students in metropolitan areas in terms of mental health.

Kumar et al. (2013) investigated the mental health of student teachers. The study concluded that there was no discernible difference in the mental health of student teachers between both location and gender.

Bandhana et al. (2012) studied correlation between academic success, mental health, and home environment of students. The study found that home environment and mental health had a noteworthy effect on academic performance students. Furthermore, the findings showed that the average mental health score for boys and girls were 70.76 and 74.76 respectively.

Andersson (2012) carried out research on adult career achievements, academic success, and childhood self-regulation. The findings indicated that academic accomplishment at age six was correlated with attention skills, whereas academic achievement at age ten was exclusively predicted by interference control. It is significant to note that these impacts were not explained by individual variations in IQ, motivation, social background, or later educational attainment. The results demonstrated the critical role that self-regulation plays in the development of good academic accomplishment and its subsequent attainment in adulthood.

Selvaraju (2011) studied the relationship between higher secondary students' anxiety and academic achievement in respect to a few key variables. The results showed that anxiety and academic achievement were significantly correlated, and that anxiety, temperament, and adjustment had a substantial impact on the academic achievement of higher secondary pupils. Academically, female higher secondary students outperformed male students, and students who paid for their own education outperformed students who received government and private assistance.

Borncl and Montrare (2005) conducted a study on students' mental health and academic achievement based on family size. The researcher looked at and contrasted the academic performance and mental health of the students by family-size composition. A random sample of 400 students—200 from large households and 200 from small

families—was chosen by the investigator. Using the Mental Health Battery, the researcher gathered information on the students' performance for the preceding two years. Students from large households were found to have higher mental health than those from small homes.

### **Conclusion**

The past knowledge related to mental health and academic achievement were reviewed and studied. Review of related literature shows mental health is mainly connected with emotion, self-efficacy, self-control, academic stress, resilience, parental relationship etc. Comprehensive understanding of the existing body of knowledge on the topic and synthesis of diverse sources of information helped the investigator to design the research in a more effective way.

## Chapter - III

### METHODOLOGY

- *Variables of the Study*
- *Objectives of the Study*
- *Hypotheses of the Study*
- *Method Used*
- *Sample Selected for the Study*
- *Tools Used for Data Collection*
- *Data Collection Procedure*
- *Statistical Techniques Used*

## **METHODOLOGY**

The present study entitled as “Mental health in relation to academic achievement of upper primary fisheries school students in Malappuram district”. This chapter clarifies about the procedures followed by the investigator in order to solve the problem. The methodology adopted for the study is presented under the following main headings.

- Variables of the study
- Objectives of the study
- Hypothesis of the study
- Method of the study
- Sample selected for the study
- Tools used for the study
- Data collection procedure
- Statistical technique used

### **Variables of the Study**

The variables selected for the study are Metal Health and Academic Achievement. Mental Health is taken as independent variable and Academic Achievement is taken as dependent variable.

### **Objectives of the Study**

The objectives of the study are:

- To find out the level of mental health of upper primary fisheries school students in Malappuram district for the total sample and the subsample based on gender.
- To find out whether there is any significant difference in the level of mental health of upper primary fisheries school students in Malappuram district based on gender.
- To find out whether there is any significant relationship between mental health and academic achievement of upper primary fisheries school

students in Malappuram District for the total sample and subsample based on gender

### **Hypotheses of the Study**

- There exists no significant difference in mental health of upper primary fisheries school students in Malappuram district based on gender.
- There exists a significant relation between mental health and academic achievement of upper primary fisheries school students in Malappuram District for total sample and subsample based on the gender.

### **Method Used**

Survey method was used to collect data

### **Sample Selected for the Study**

The population for the study comprises of upper primary fisheries school students of Malappuram district. The sample consists of 230 upper primary fisheries school students. The sample was collected from two upper primary fisheries school at Ponnani in Malappuram district. The sample was taken by using stratified random sampling technique giving due representation to different strata, that is gender.

### **Break-up of the Sample**

Gender	No. of Samples
Male	84
Female	146
Total	230

### **Tools used for the Study**

For collecting data on mental health, Mental Health Scale was prepared by the investigator with the guidance of the supervising teacher. The data on academic achievement was collected from the scores of second-term examination conducted by the school.

## Academic Achievement

Data for the variable academic achievement was collected from the scores of second-terminal examination conducted by the school. Data includes total marks obtained in Malayalam, English, Hindi, Mathematics, Social science and Basic science.

## Mental Health Scale (Nasimudheen & Shiji, 2023)

The scale of Mental health (2023) was constructed and standardized by the investigator with the help of supervising teacher. The procedure followed in the construction and the standardization of the scale is described below.

### *Planning of the Scale*

The first step in the construction and standardization of a scale is planning of the scale. It was decided to develop a scale with 5 responses to choose, that are Always, Often, Sometimes, Rarely, Never.

For preparing the tool for mental health the investigator reviewed dimensions of Mental health from the survey conducted by National Council of Educational Research and Training (NCERT, 2022).

Investigator selected the following dimensions of Mental health from the survey after consultation with experts.

**Perceptions of Students.** Perceptions of students refers to believes attitudes and opinions about themselves, their abilities and their potential. It compasses their confidence, self-worth, and self-concept, which are shaped by their experiences in school and influence their academic and personal growth.

Three components influence perception of students. They are:

***Understanding of One's Own Self.*** Understanding of one's own self refers to having a clear awareness of one's strength, weaknesses, values and emotions.

***Understanding of Oneself in Social Context.*** Understanding of oneself in social context refers to recognizing how one thinks, feels, and behaves in social situations, including how one perceives oneself in relation to others, responds to peer pressure, and engages in social interactions.

**Academic Perception.** Academic perception refers to a student's beliefs, attitudes, and opinions about their academic abilities, performance, and experiences. This perception influences their motivation, confidence, and overall academic well-being.

**Feeling and Emotions.** Feelings and emotions refer to the emotional experiences and responses that students have, such as happiness, sadness, anger, or excitement. Effectively managing these feelings and emotions, like recognizing and expressing them in a healthy way, is important for students' well-being and academic success.

Two components influence Feeling and Emotions. They are:

**Emotions Experience.** Emotions experienced refers to the emotional states that one feels, such as joy, sadness, anger, fear, or surprise. Recognizing and understanding these emotions experienced is important for emotional health and well-being.

**Challenges Faced.** Challenges faced refers to the difficulties or obstacles that students encounter that can evoke feelings and emotions.

**Coping Strategies.** Coping strategies refer to the techniques and actions individuals use to manage and deal with stressful situations, emotions, and challenges. Examples of coping strategies include deep breathing, positive self-talk, problem-solving, seeking social support, and engaging in physical activity.

The components are:

**Regulations of Emotions.** Regulation of emotions means managing and controlling one's emotional responses to stressful situations, such as remaining calm instead of angry or anxious.

**Managing Emotions/Strategies.** Managing emotions/strategies refers to the techniques and methods students use to control and handle their emotions in stressful situations. These strategies help students regulate their emotions and respond appropriately to challenging situations.

The above Components were used to prepare the Mental Health Scale.



### ***Preparation of the Scale***

After giving representation to each dimension, draft scale was prepared in consultation with experts and supervising teacher and followed by the review of related studies. Table 2 represents the number of items included under each dimension.

**Table 2**

*Table of Dimensions on Mental Health*

Dimensions	Item numbers
Perceptions of students	1,2,3,4,5,6,7,8,9,10,12,13,14,15,16,19,20,21,23, 31,32,33,34,39, 40,47,48,49,59,61,65,66
Feeling and emotion	11,17,18,22,24,25,27,28,29,30,36,37,38,41,46,52, 53,55,57,58,60,62,63,64
Coping strategies	26,35,42,43,44,45,50,51,54,56,67

The first dimension Perception of Students includes 32 items. Second dimension Feelings and Emotion includes 24 items. And the final one is Coping Strategies includes 11 items.

**Pilot Study.** In order to ensure the relevance of item and to avoid ambiguity, a pilot study on mental health was conducted on 300 upper primary fisheries school students. Modifications were made on the items on the basis of pilot study.

**Item Analysis.** Item analysis was done in order to select items that are acceptable. The following stages were involved in item analysis. The 300 response sheets obtained after the try out were scored and the total score for each sheet was tabulated. The critical ratio of each score was found. Item with critical ratio greater than 1.96 were selected for the final scale. The critical ratio obtained for each item is given in the table 3.

**Table 3***Data and Results of Item Analysis*

Sl. No.	t value	Remarks	Sl. No.	t value	Remarks
1	5.506	Accepted	35	6.122	Accepted
2	4.623	Accepted	36	3.750	Accepted
3	5.121	Accepted	37	3.482	Accepted
4	3.757	Accepted	38	5.135	Accepted
5	5.346	Accepted	39	3.976	Accepted
6	4.318	Accepted	40	3.777	Accepted
7	3.578	Accepted	41	6.299	Accepted
8	4.177	Accepted	42	7.297	Accepted
9	4.351	Accepted	43	4.371	Accepted
10	.892	Rejected	44	4.589	Accepted
11	3.600	Accepted	45	5.177	Accepted
12	3.454	Accepted	46	3.841	Accepted
13	5.441	Accepted	47	5.362	Accepted
14	3.269	Accepted	48	3.292	Accepted
15	-1.019	Rejected	49	6.357	Accepted
16	4.186	Accepted	50	4.667	Accepted
17	2.913	Accepted	51	5.015	Accepted
18	2.355	Accepted	52	3.077	Accepted
19	3.256	Accepted	53	2.401	Accepted
20	4.383	Accepted	54	2.935	Accepted
21	4.175	Accepted	55	4.509	Accepted
22	6.135	Accepted	56	2.289	Accepted
23	3.569	Accepted	57	5.540	Accepted
24	5.772	Accepted	58	3.435	Accepted
25	1.219	Rejected	59	4.236	Accepted
26	4.662	Accepted	60	6.333	Accepted
27	2.844	Accepted	61	.709	Rejected
28	3.773	Accepted	62	6.259	Accepted
29	3.643	Accepted	63	4.132	Accepted
30	2.801	Accepted	64	2.633	Accepted
31	3.258	Accepted	65	5.083	Accepted
32	8.802	Accepted	66	5.278	Accepted
33	.752	Rejected	67	1.242	Rejected
34	4.325	Accepted			

**Selection of Final Item.** Items for the final scale were selected on the basis of critical ratio (t value). An item with t- score equal or above 1.96 was accepted as a good item. Out of 67 items, 6 were rejected and 61 were accepted. Then the final scale consisted of 61 items. (A copy of final scale is given in appendix).

**Reliability.** Reliability of the scale was estimated by calculating Cronbach's Alpha Coefficient ( $\alpha$ ). The value obtained is 0.82, indicates high reliability of the tool.

**Validity.** In order to establish content validity of the tool the investigator selected three dimensions related to mental health after consultation with the experts. Items were prepared from each dimensions with due weightage. The prepared items were given to experts for checking whether the items are suitable for constructing the ideas meant by the investigator. Some suggestions and clarification were made. Face validity was ensured for the present scale according to the recommendation of experts in this field.

### **Data Collection Procedure**

After selecting the sample, the investigator approached the head of institutions and sought permission to administer the tool. The scales were distributed among the students and were given enough time to fill the sheets after some general instructions by the investigator. The investigator clarified the doubts of students during the time of administration of the tool.

### **Scoring and Consolidation Data**

As the tool is a 5 points scale the subjects have to opt from five option always, often, sometimes, rarely, never given with each statement. For positive statements, score 5,4,3,2,1 were given to the responses and reverse score was applied for negative statements. Score of the variable was consolidated in the tabular forms for the further analysis.

### **Academic Achievement**

Data for the variable academic achievement was collected from the schools. Data includes total marks obtained in Malayalam, English, Hindi, Mathematics, Social science, Basic science in second terminal examination conducted at the school.

### **Statistical Techniques used for Analysis**

For the study, statistical techniques used for analysing the data are as follows,

- Preliminary analysis
- Percentile
- Mean difference analysis
- Correlation analysis

## **Chapter - IV**

# **ANALYSIS AND INTERPRETATION**

- *Objectives of the Study*
- *Hypotheses of the Study*
- *Analysis of Data*

## **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of obtained data. The data gathered through Mental Health Scale and academic achievement had been tabulated and organized in terms of the objectives of the study to facilitate analysis and interpretation.

### **Objectives of the Study**

The Objectives of the study are,

- To find out the level of mental health of upper primary fisheries school students in Malappuram district for the total sample and the subsample based on gender.
- To find out whether there is any significant difference in the level of mental health of upper primary fisheries school students in Malappuram district based on gender.
- To find out whether there is any significant relationship between mental health and academic achievement of upper primary fisheries school students in Malappuram District for the total sample and subsample based on gender.

### **Hypotheses of the Study**

Hypotheses of the study are

- There exists no significant difference in mental health of upper primary fisheries school students in Malappuram district based on gender.
- There exists a significant relation between mental health and academic achievement of upper primary fisheries school students in Malappuram District for total sample and subsample based on the gender.

### **Preliminary Analysis**

As the first step of analysis, the investigator calculated the statistical characteristics of the variables Mental Health and Academic Achievement among upper primary fisheries school students in Malappuram district. The statistical constants such as mean, median, mode, standard deviation, skewness and kurtosis were computed and are presented in Table 4 and Table 5.

**Table 4**

*Descriptive Statistics of Scores of Mental Health of Upper Primary Fisheries School Students in Malappuram District*

Variable	Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Mental Health	Total	230	220.76	220	220	27.187	0.221	0.2
	Boys	84	218.83	219	219	24.085	0.024	0.026
	Girls	146	221.86	220	217	28.843	0.25	0.134

Table 4 reveals that the obtained mean, median and mode for the scores of Mental Health among Upper Primary Fisheries School Students in Malappuram district based on the total sample is 220.76, 220 and 220 respectively and are approximately equal. The standard deviation is 27.187. The value of skewness is 0.221, which indicates the distribution is positively skewed. The measure of Kurtosis is 0.20, which shows that the distribution is leptokurtic in nature.

The distribution of scores of Mental Health among Upper Primary Fisheries School Students in Malappuram District for the total sample is graphically plotted in Figure 1.

**Figure 1**

*Graphical Representation of Frequency Distribution of Scores of Mental Health among Upper Primary Fisheries School Students in Malappuram District*

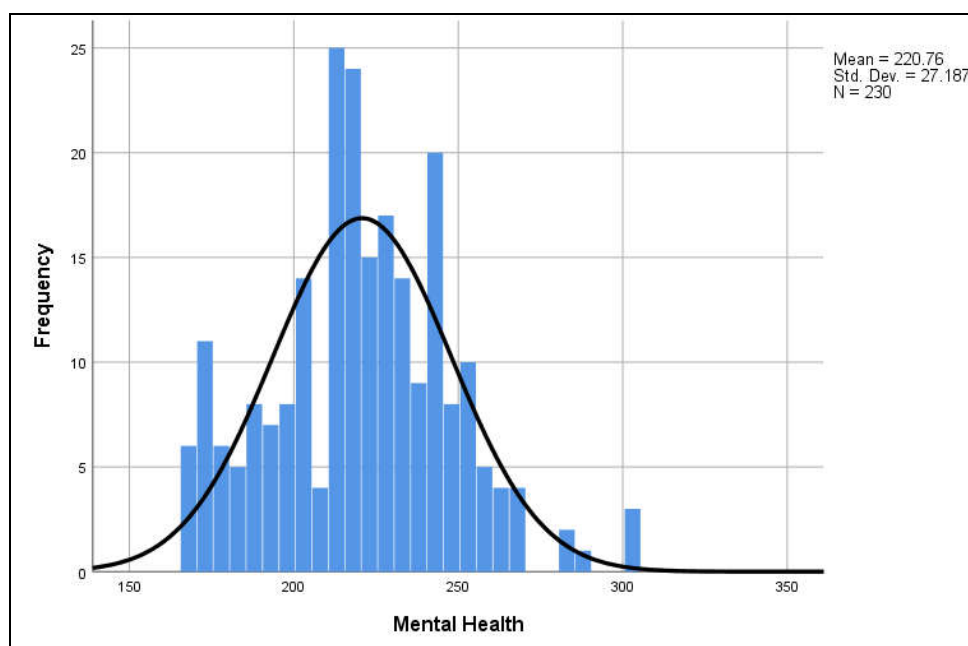


Figure 1 shows that the graphical distribution of the scores of Mental Health of Upper Primary Fisheries School Students in Malappuram District. It is evident that the scores of Mental Health of Upper Primary Fisheries School Students in Malappuram District is approximately a normal distribution.

**Table 5**

*Descriptive Statistics of Scores of Academic Achievement of Upper Primary Fisheries School Students in Malappuram District*

Variable	Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Mental Health	Total	230	176.65	179	183	20.559	-1.232	3.534
	Boys	84	176.42	178.5	168	17.941	-0.544	1.517
	Girls	146	176.79	179.5	183	21.983	-1.438	3.89

Table 5 reveals that the obtained mean, median and mode for the scores of Academic Achievement among Upper Primary Fisheries School Students in Malappuram district based on the total sample is 176.65, 179 and 183 respectively and it is approximately equal and the distribution is almost equal. The standard deviation is 20.559. The value of skewness is -1.232, which indicates the distribution is negatively skewed. The measure of Kurtosis is 3.534, which shows that the distribution is leptokurtic in nature.

The distribution of scores of Academic Achievement among Upper Primary Fisheries School Students in Malappuram District is graphically plotted in Figure 2.



**Figure 2**

*Graphical Representation of Frequency Distribution of Scores of Academic Achievement among Upper Primary Fisheries School Students in Malappuram District*

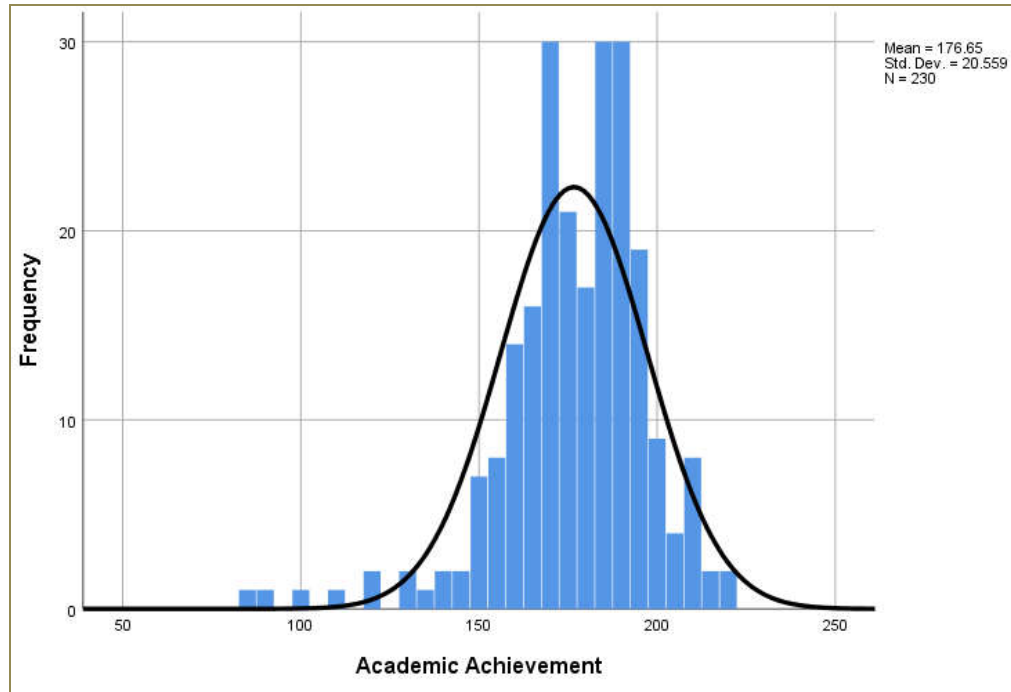


Figure 2 shows that the graphical distribution of the scores of Academic Achievement of Upper Primary Fisheries School Students in Malappuram District. It is evident that the scores of Academic Achievement of Upper Primary Fisheries School Students in Malappuram District is approximately a normal distribution.

### **Percentage Analysis**

Percentage analysis was used to measure the level of Mental Health among upper primary school students in Malappuram district for the total sample and the subsamples based on gender. For measuring the level of mental health, after finding out the standard distance from mean, the total sample and subsamples were categorized into Three-High Mental Health, Average Mental Health and Low Mental health groups.

### **Level of Mental Health among Upper Primary School Students for the Total Sample**

The percentage of different levels regarding the mental health of upper primary fisheries school students are given in Table 6.

**Table 6**

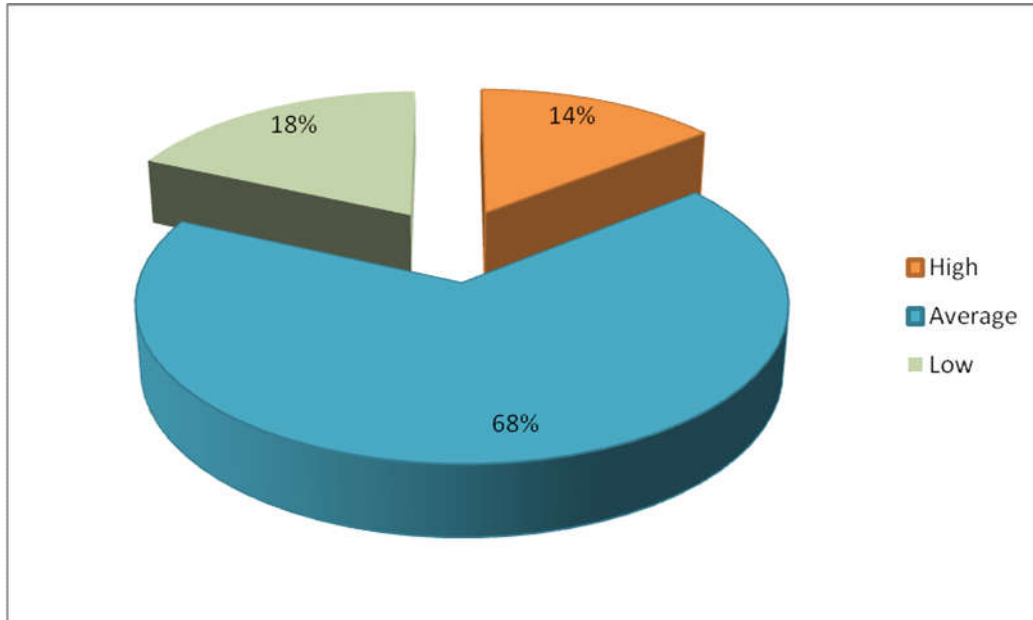
*Level of Mental Health among Upper Primary Fisheries School Students for the Total Sample*

Level	Number of Students (N)	Percentage
High Mental Health Group	33	14
Average Mental Health Group	155	67
Low Mental Health Group	42	18
Total	230	100

From Table 6 it is seen that, out of 230 upper primary fisheries school students, only 14 percent of them have High level mental health. But majority of them (67 percent) have an Average level mental health and the remaining 18 percent of them have low level mental health. This indicated in the following figure 3.

**Figure 3**

*Diagrammatic Representation of Levels of Mental Health among Upper Primary Fisheries School Students for the Total Sample*



#### **Level of Mental Health among Upper Primary School Students for the Subsample Boys**

The percentage of different levels regarding the mental health of upper primary fisheries school boys are given in Table 7.

**Table 7**

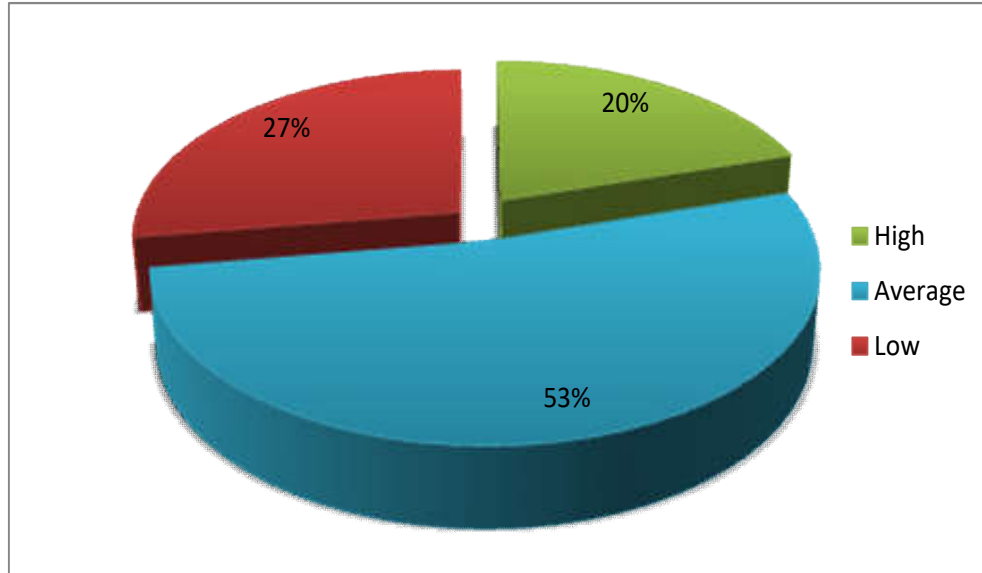
*Level of Mental Health among Upper Primary Fisheries School Students for the Subsample Boys*

Gender	Level	Number of Students (N)	Percentage
Boys	High Mental Health Group	17	20
	Average Mental Health Group	44	53
	Low Mental Health Group	23	27
	Total	84	100

From Table 7 it is seen that, out of 84 upper primary fisheries school Boys, only 20 percent of them have higher level mental health and majority of them (53 percent) have an Average level mental health. The remaining 23 percent of them have low level mental health. This indicated in the following figure 4.

**Figure 4**

*Diagrammatic Representation of Levels of Mental Health among Upper Primary Fisheries School Students for the Subsample Boys*



#### **Level of Mental Health among Upper Primary School Students for the Subsample Girls**

The percentage of different levels regarding the mental health of upper primary fisheries school Girls are given in Table 8.

**Table 8**

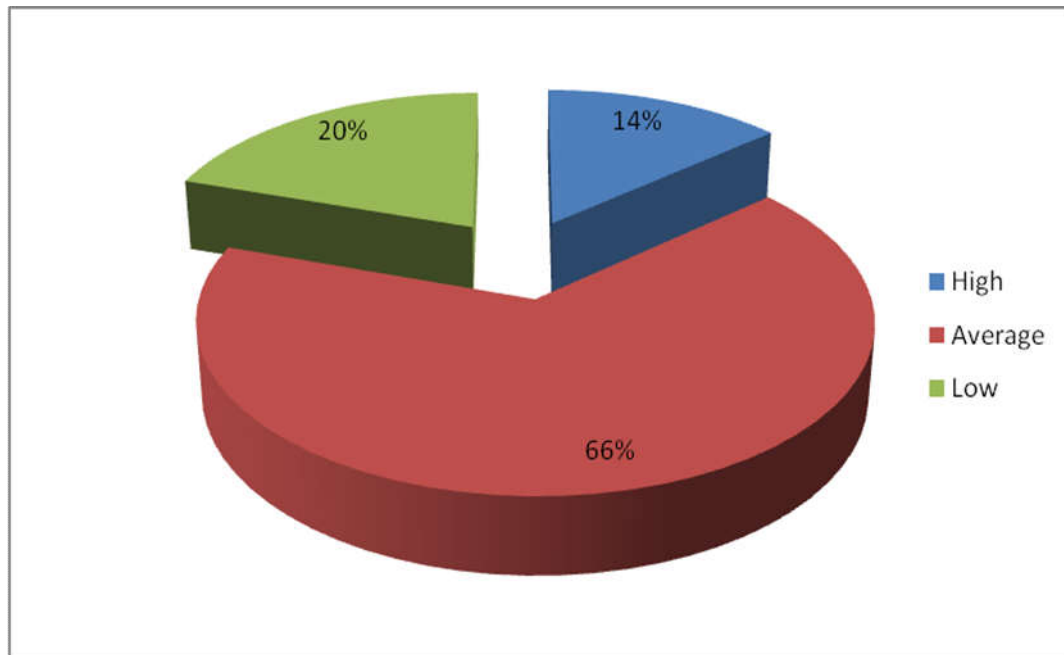
*Level of Mental Health among Upper Primary School Fisheries Students for the Subsample Girls*

Gender	Level	Number of Students (N)	Percentage
Girls	High Mental Health Group	20	14
	Average Mental Health Group	97	66
	Low Mental Health Group	29	20
Total		146	100

From Table 8 it is seen that, out of 146 upper primary fisheries school Girls, only 14 percent of them have higher level mental health and majority of them (66 percent) have an Average level mental health. The remaining 20 percent of them have low level mental health. This indicated in the following figure 5.

**Figure 5**

*Diagrammatic Representation of Levels of Mental Health among Upper Primary Fisheries School Students for the Subsample Girls*



## Mean Difference Analysis

### Mean Difference Analysis of Mental Health among Upper Primary Fisheries School Students based on the Subsample Gender

The Mean and Standard Deviation of scores of Mental Health among Upper Primary School Students based on the Subsample Gender were calculated. The comparison of means scores for the subsample based on gender was done by using the test of significance of difference between means of large independent sample ( $t$ - test). The results of  $t$ -test are given in Table 9.

**Table 9**

*Data and Results of the Test of Significance of Difference between Mean Scores of Mental Health among Upper Primary Fisheries School Students based on the Subsample Gender*

Gender	N	Mean	SD	t - value	p-value	Level of significance
Boys	84	218.83	24.085	.813	.417	NS
Girls	146	221.86	28.843			

NS:  $P > .05$

Table 9 reveals that the  $t$ -value obtained for the mean scores of Mental Health among Upper Primary School boys and girls is .813, which is lower than the tabled value of  $t$  (1.96) required for significance at .05 level. The mean score of boy students is 218.83 and girl students is 221.86. The standard deviation obtained for boys is 24.085 and girls students is 28.843. Since the  $t$ -value obtained is lower than the tabled value, it can be concluded that there exists no significant difference in the mean scores of Mental Health among Upper Primary Fisheries School Students in Malappuram district based on the Subsample Gender.

### Mean Difference Analysis of Academic Achievement among Upper Primary Fisheries School Students based on the Subsample Gender

The Mean and Standard Deviation of scores of Academic Achievement among Upper Primary Fisheries School Students based on the Subsample Gender were calculated. The comparison of means scores for the subsample based on gender was

done by using the test of significance of difference between means of large independent sample ( $t$ -test). The results of  $t$ -test are given in Table 10.

**Table 10**

*Data and Results of the Test of Significance of Difference between Mean Scores of Academic Achievement among Upper Primary Fisheries School Students based on the Subsample Gender*

Gender	N	Mean	SD	t - value	p-value	Level of significance
Boys	84	176.42	17.941	.131	.896	NS
Girls	146	176.79	21.983			

NS:  $P > .05$

Table 10 reveals that the  $t$ -value obtained for the mean scores of Academic Achievement among Upper Primary Fisheries School boys and girls is .131, which is lower than the tabled value of  $t$  (1.96) required for significance at .05 level. The mean score of boy and girl students are 176.42 and 176.79 respectively. The standard deviation obtained for boys is 17.941 and girls students is 21.983. Since the  $t$ -value obtained is lower than the tabled value, it can be concluded that there exists no significant difference in the mean scores of Academic Achievement among Upper Primary Fisheries School Students in Malappuram district based on the Subsample Gender.

### Correlation Analysis

The coefficient of correlation between Mental Health and Academic Achievement for total sample and relevant subsamples were carried out and are presented in this section.

#### **Coefficient of Correlation between Mental Health and Academic Achievement among Upper Primary School Students for Total Sample.**

To find out the correlation between Mental Health and Academic Achievement, the 'r' were calculated and presented in table 11.

**Table 11**

*Coefficient of Correlation between Mental Health and Academic Achievement among Upper Primary Fisheries School Students for Total Sample*

Sample	N	Correlation 'r'	p-value	Level of significance
Total	230	.643**	.000	0.01

\*\* p < 0.01

As per the table 11 the coefficient of correlation between Mental Health and Academic Achievement among Upper primary fisheries school students for total sample is 0.643. The p-value shows that there exists a significant relationship between Mental Health and Academic Achievement among Total Upper primary school students.

The obtained value of 'r' is positive and it lies between 0.4 and 0.7. It indicated that there is a substantial relationship between Mental Health and Academic Achievement for the total sample, which indicated that an increase in Mental Health results increase in Academic Achievement in upper primary fisheries school students.

**Coefficient of Correlation between Mental Health and Academic Achievement among Upper Primary Fisheries School Students for Boys Sample**

To find out the correlation between Mental Health and Academic Achievement for Boys sample, the 'r' were calculated and presented in table 12.

**Table 12**

*Coefficient of Correlation between Mental Health and Academic Achievement among Upper Primary School Students for Boys Sample*

Sample	N	Correlation 'r'	p-value	Level of significance
Boys	84	.554**	.000	0.01

\*\* p < 0.01

As per the table 12 the coefficient of correlation between Mental Health and Academic Achievement among Upper primary fisheries school Boys is 0.554. The p-value shows that there exists a significant relationship between Mental Health and Academic Achievement among Upper primary school Boys.

The obtained value of 'r' is positive and it lies between 0.4 and 0.7. It indicated that there is a substantial relationship between Mental Health and Academic Achievement for the upper primary school girl samples, which indicated that an increase in mental health results increase in Academic Achievement in upper primary fisheries school boys.

**Coefficient of Correlation between Mental Health and Academic Achievement among Upper Primary Fisheries School Students for Girls Sample.**

To find out the correlation between Mental Health and Academic Achievement for Girls sample, the 'r' were calculated and presented in table 13.

**Table 13**

*Coefficient of Correlation between Mental Health and Academic Achievement among Upper Primary Fisheries School Students for Girls Sample*

Sample	N	Correlation 'r'	p-value	Level of significance
Girls	146	.678**	.000	0.01

\*\* p < 0.01

As per the table 13 the coefficient of correlation between Mental Health and Academic Achievement among Upper primary fisheries school Girls is 0.678. The p-value shows that there exists a significant relationship between Mental Health and Academic Achievement among Upper primary fisheries school Girls.

The obtained value of 'r' is positive and it lies between 0.4 and 0.7. It indicated that there is a substantial relationship between Mental Health and Academic Achievement for the upper primary school girl samples, which indicated that an increase in mental health results increase in Academic Achievement in upper primary fisheries school girls.



## CHAPTER V

# SUMMARY, FINDINGS AND CONCLUSION

- *Major Findings of the Study*
- *Tenability of Hypotheses*
- *Educational Implications*
- *Suggestions for Further Research*

## **SUMMARY, FINDINGS AND CONCLUSION**

This chapter provides major findings, educational implications and suggestions for further research in this area.

### **Restatement of the Problem**

The present investigation is entitled as “Mental Health in Relation to Academic achievement of Upper Primary Fisheries School Students in Malappuram District ”.

### **Variables of the Study**

The variables selected for the study are Mental Health and Academic Achievement. Mental Health is taken as independent variable and Academic Achievement is taken as dependent variable.

### **Objectives of the Study**

The Objectives of the study are,

- To find out the level of mental health of upper primary fisheries school students in Malappuram district for the total sample and the subsample based on gender.
- To find out whether there is any significant difference in the level of mental health of upper primary fisheries school students in Malappuram district based on gender.
- To find out whether there is any significant relationship between mental health and academic achievement of upper primary fisheries school students in Malappuram District for the total sample and subsample based on gender.

### **Hypotheses of the Study**

Hypotheses of the study are

- There exists no significant difference in mental health of upper primary fisheries school students in Malappuram district based on gender.
- There exists a significant relation between mental health and academic achievement of upper primary fisheries school students in Malappuram District for total sample and subsample based on the gender.

## **Methodology**

The study was intended to investigate relation between Mental health and Academic achievement among Upper Primary Fisheries school students. Survey method was used for the study.

## **Sample**

The study was conducted on a sample of 230 upper primary fisheries school students in Malappuram district by stratified random sampling technique, giving due representation for gender.

## **Tool used for Data Collection**

For collecting data on mental health, Scale of Mental Health (Nasimudheen & Shiji, 2023) was constructed and standardized.

Data for the variable academic achievement was collected from the schools. Data includes total marks obtained in Malayalam, English, Hindi, Mathematics, Social science, Basic science in second terminal examination conducted at the school.

## **Statistical Techniques Used**

Statistical Technique Used for the study are,

- Descriptive analysis: mean, median, mode, standard deviations.
- Percentile.
- Test of significance difference between mean scores.
- Karl Pearson's coefficient of correlation 'r'.

## **Major Findings of the Study**

The findings of the study are following;

- The level of mental health of upper primary fisheries school students in Malappuram district is moderate, with a mean score of 220.76 for total sample, 218.83 for boys and 221.86 for girls.
- There is no significant difference in the level of mental health between boys and girls of upper primary fisheries school students in Malappuram district

- There is a significant positive correlation between mental health and academic achievement of upper primary fisheries school students in Malappuram district for the total sample, subsample boys and subsample girls.

### **Conclusion**

Based on analysis the investigator arrived at the following conclusion:

The findings of the study suggest that upper primary fisheries school students in Malappuram district exhibit moderate levels of mental health, with no significant gender differences. The results also reveal a significant positive correlation between mental health and academic achievement, indicating that students with better mental health tend to achieve better academic results. These findings highlight the importance of prioritizing mental health support and interventions in fisheries schools to enhance students' overall well-being and academic success. By promoting mental health and wellness, educators and policymakers can help students to achieve their full potential and succeed in their academic and personal lives.

### **Tenability of Hypotheses**

The tenability of hypothesis is examined in the light of the above findings;

The first hypothesis is stated that, there exists no significant difference in mental health of upper primary fisheries school students in Malappuram district based on gender.

The mean difference analysis revealed no significant difference in mental health scores between boys and girls ( $t\text{-value} = .813$ ,  $p\text{-value} = .417$ ). Hence the first hypothesis is accepted.

The second hypothesis is stated that, there exists a significant relation between mental health and academic achievement of upper primary fisheries school students in Malappuram district for total sample and subsample based on gender.

The correlational analysis showed a significant positive relationship between mental health and academic achievement for the total sample ( $r = 0.643$ ,  $p\text{-value} < 0.01$ ),

subsample boys ( $r = 0.554$ ,  $p\text{-value} < 0.01$ ), and subsample girls ( $r = 0.678$ ,  $p\text{-value} < 0.01$ ). Hence second hypothesis is accepted

Since all the hypotheses are accepted, it can be concluded that no significant difference in mental health between boys and girls and a significant positive relationship between mental health and academic achievement of upper primary fisheries school students in Malappuram district.

### **Educational Implications**

The present study was to find relationship between Mental Health and Academic Achievement of upper primary fisheries school students in Malappuram district. The major findings of the study showed that there is a significant positive correlation between mental health and academic achievement for the total sample, and sub sample based on the gender.

The findings of the study and hence the conclusions drawn helped the investigator to suggest the following implication:

- Mental health of upper primary fisheries school children in Malappuram district is moderate and action can be taken to bring it to high.
- Classes can be taught by trained experts in schools to promote Mental health.
- A system can be made to check the mental health of all children and to find out the mental health level of all children in school for proper interventions
- Provide classes on mental health for parents to make them aware of the importance of mental health.
- Provide in service training for teachers especially in fisheries school, about the importance of mental health as it is, positive impact on students' academic achievement.
- Provide sufficient facilities in school which positively affect mental health of students.
- Policy makers should consider for curricular interventions that promote mental health of students especially in fisheries schools.

- Fisheries schools should offer counseling services, stress management programs, and mental health workshops to foster a supportive environment.
- The curriculum should incorporate mental health education, promoting self-awareness, self-care, and resilience among students.
- Schools should establish partnerships with mental health experts for student referrals, ensuring access to specialized care.

### **Suggestions for Further Research**

The findings and limitations come across in the present study helped the investigator to suggest the following areas for the further research

- A study can be conducted among fisheries school children about the home environment.
- Comparative study of mental health and academic achievement can be done at primary, secondary and higher levels.
- A study can be conducted to find out effect of home environment and school environment on mental health and academic achievement
- A study can be conducted to develop a module for promoting good mental health in children and thereby bring about good academic achievement.
- A study can be conducted on how the mental health of teachers and students affect academic performance.
- A study can be conducted on how the economic conditions and home environment affect mental health of fisheries school students.

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# **APPENDICES**