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# Golden Research Thoughts

**GRT**

## ANALYSIS ON MENTAL HEALTH AND SELF CONCEPT IN RELATION TO ACADEMIC ACHIEVEMENT OF COASTAL AREA SCHOOL BOYS



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### ABSTRACT

The purpose of the study was to find out the analysis on mental health and self-concept in relation to academic achievement of coastal area school boys. For the purpose of the study hundred students from cuddalore district coastal area school students were selected as subjects. The subjects were aged between eleven to thirteen years. The selected psychological variables are anxiety and aggression. The collected data were analysed by the statistical treatments "person product moment correlation" test to find out the relationship between mental health, self-concept and academic achievement of coastal area school students. The result showed that there was a significant relationship between academic achievement and mental health, academic achievement and self-concept.

**KEYWORDS** :Mental health, self-concept, coastal area students.

### INTRODUCTION :

Mental health can be seen as an unstable continuum, where an



individual's mental health may have many different possible values (Keyes, 2002). Mental wellness is generally viewed as a positive attribute, such that a person can reach enhanced levels of mental health, even if the person does not have any diagnosed mental health condition. This definition of mental health highlights emotional well-being, the capacity to live a full and creative life, and the flexibility to deal with life's inevitable challenges. Many therapeutic systems and self-help books offer methods and philosophies espousing strategies and techniques vaunted as effective for further improving the mental wellness of otherwise healthy people. Positive psychology is increasingly prominent in mental health.

Self-concept is an important construct in psychology and education. Byrne (1984) concluded that 'self-concept' is a multidimensional construct, having one general facet and several specific facets, one of which is 'academic self-concept'. The term 'academic self-concept' can be characterized by two elements consistent with the Shavelson model (Strein, 1993). First, academic self-concept reflects descriptive as well as evaluative aspects of self-perception. Second, self-perceptions associated with academic selfconcept tend to focus on scholastic competence, rather than attitudes. It is referred to as a person's perception of self with respect to achievement in school (Reyes, 1984). A student's selfperception of academic ability or achievement will affect their school performance (Marsh, 1990a).

**MATERIALS AND METHODS**

The purpose of the study was to find out the analysis on mental health and seld-concept in relation to academic achievement of coastal area school boys. For the purpose of the study hundred students from cuddalore district coastal area school students were selected as subjects. The subjects were aged between eleven to thirteen years. The selected psychological variables are mental health and seld-concept. The academic achievement was assessed by average of three terms of exam marks of the students. The mental health was assessed by the Peter Becker (1989) - Questionnaire and the self-concept was assessed by the Academic Self-Concept Questionnaire (ASCQ). The collected data were analysed by the statistical treatments "perason product moment correlation" test to find out the relationship between mental health, seld-concept and academic achievement of coastal area school students.

**RESULTS**

**TABLE – I**  
**MEAN AND STANDARD DEVIATION ON ACADEMIC ACHIEVEMENT MENTAL HEALTH AND SELD-CONCEPT OF COASTAL AREA SCHOOL BOYS**

Variables	No	Mean	SD
Academic Achievement	100	68.10	3.66
Mental health	100	50.28	8.56
Self-concept	100	64.12	5.49

Table – 1 presents the mean and standard deviation (SD) values on Academic Achievement, mental health and self-concept are 68.10 + 3.66, 50.28 + 8.56 and 64.12 + 5.49 of coastal area school students respectively.

Figure -I  
CYLINDER DIAGRAM OF MEAN VALUES ON ACADEMIC ACHIEVEMENT MENTAL HEALTH AND SELD-CONCEPT OF COASTAL AREA SCHOOL BOYS

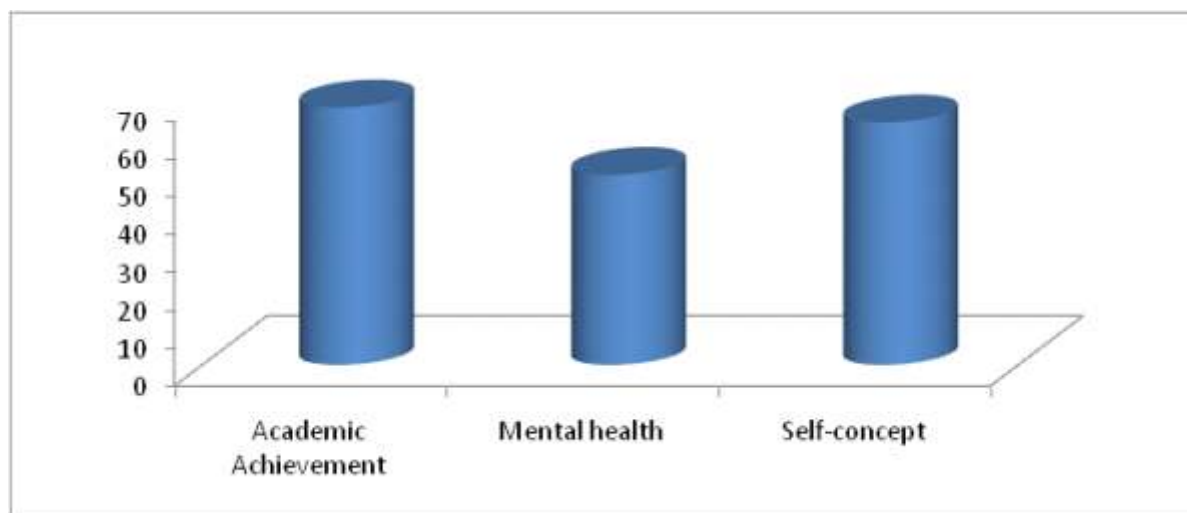


Table – II  
INTER CORRELATION MATRIX ON ACADEMIC ACHIEVEMENT MENTAL HEALTH AND SELD-CONCEPT OF COASTAL AREA SCHOOL BOYS

	Academic Achievement	Mental health	Self-concept
Academic Achievement	1	0.22*	0.21*
Mental health		1	0.23*
Self-concept			1

(The required table value for significance at 0.05 for 100 level of confidence 0.19)

Table –II reveals that the obtained correlation coefficient values between the criterion and the determinate variables. The correlation coefficient between academic achievement with mental health; academic achievement with self-concept and mental health with self-concepts are 0.22; 0.21 and 0.23 respectively. There is a significant relationship between the academic achievement with mental health; academic achievement with self-concept and mental health with self-concepts.

### DISCUSSION AND CONCLUSION

The result of the study indicated that there was a significant relationship between the academic achievement with mental health; academic achievement with self-concept and mental health with self-concepts of the coastal area school students. The following studies are supporting the results. Jasbir Kaur and Babita Arora (2014) study results clearly indicated that there is a highly significant relation between academic achievement and certain dimensions of mental health. Puskar and Bernardo (2007) study showed that the mental health problems can affect school performance and

academic achievement.

Madhvi Agrawal and Anil Kumar Teotia (2015) study result revealed that significant relationship between the two variables of self-concept and academic achievement. Nimmi (2015) study result showed that there was significant correlation between self-concept and academic achievement of higher secondary students. Parvinder (2015) study found a relationship between self-concept and study habits with academic achievement in mathematics.

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