

## **A Study of Academic Achievement and Mental Health of the Special School Students**

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**ABSTRACT:-** An attempt has been made to construct and validate the academic achievement and mental health scales among the special school students. Well structured scales were administered among them. The sample consists of 750 special school student randomly selected from the schools situated in Tamilnadu state. The scales were validated using 't' test and 'F' test. The present research discusses about the level of academic achievement and mental health among the special school students.

**Keywords:** *academic achievement, mental health, special school student.*

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### **I. INTRODUCTION**

It is known fact that the special school students dependent status and expressing the emotions in an unbalanced way participating in social process like competition, rivalry, assimilating social skill and values, participating actively in sharing problems of the family obviously the individual at this stage are confronted with problems due to emerging self. Special education (also known as special needs education, aided education, vocational education, and limb care authority education) is the practice of educating students with special educational needs in a way that addresses their differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials and accessible settings. These interventions are designed to help learners with special needs to achieve a higher level of personal self-sufficiency and success in school and their community, than may be available if the student were only given access to a typical classroom education.

### **II. ACADEMIC ACHIEVEMENT**

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement. In the present study academic performance made in the schools in terms of scores were taken for analysis.

### **III. MENTAL HEALTH**

Mental health is a level of psychological well-being, or an absence of mental illness. It is the "psychological state of someone who is functioning at a satisfactory level of emotional and behavioral adjustment". From the perspective of positive psychology or holism, mental health may include an individual's ability to enjoy life, create a balance between life activities and efforts to achieve psychological resilience. "Mental health" is defined by mental health specialists as the capacity to work and to love.

### **IV. OBJECTIVES OF THE STUDY**

1. To study the level of academic achievement of special school students.
2. To study the level of mental health of special school students.
3. To study the significance of the difference between academic achievement and the variable related among special school students, if any:
  - Gender

- Location of school
  - Student type
4. To study the significance of the difference between mental health and the variable related among special school students, if any:
- Gender
  - Location of school
  - Student type

### V. METHODOLOGY

Normative survey method was used in the present study.

### VI. SAMPLE

Samples of 750 special school students were selected from different district situated in Tamilnadu state. The sample was selected by using simple random sampling technique. The sample represents the entire population. Proportionate weightage was given to various sub-samples for their Gender (Male (300), Female (450), and Location of school (Rural (575), Urban (175), and Student type (Hearing (221), Blind (112), Speech (297), Locomotor (120) were used in the study.

### VII. TOOLS USED

Following tools were used for data collection

1. Academic achievement
2. Mental health Scale (constructed and validated by the Investigator and Research Guide 2016).

### VIII. STATISTICAL TECHNIQUES USED

Mean, SD, 't', ANOVA test and Pearson moment correlation coefficients were calculated.

**Table-1 Correlation Co-Efficient (r) between Mental Health and Academic Achievement**

Variables	'r'	Level of significant
Academic Achievement	0.182	Significant
Mental Health		

The result shows that the correlation co-efficient of Academic achievement and mental health among special school students is significant at 0.05 level. There is significant relationship between mental health and Academic Achievement

**Table-2 Analysis and Interpretation of Data in Academic Achievement**

Sl. No	Variable	Sample	N	Mean	SD	F/t value	Level of significance 0.05 level
1	Gender	Male	300	77.45	13.35	1.60	Not significant
		Female	450	79.00	12.63		
2	Location of school	Rural	575	78.61	77.63	0.88	Not significant
		Urban	175	77.62	13.37		
3	Student types	Hearing	221	77.69	12.52	3.65	Significant
		Blind	112	80.73	13.35		
		Speech	297	79.13	12.57		
		Locomotor	120	75.60	13.74		
4	Entire sample		750	78.38	78.3	12.94	

#### Differential Analysis

ANOVA and Independent sample 't' test

#### Interpretation

From the Table-2 the following statistical information was derived.

#### Difference between Gender of school students

The calculated 't' value is found to be 1.60, which is not significant at 0.05 level. Hence, it is inferred

that the gender of special school students differ not significantly in their academic achievement.

**Difference between Locations of schools**

The calculated 't' value is found to be 0.88, which is not significant at 0.05 level. Hence, it is inferred that the location of schools differ not significantly in their academic achievement.

**Difference between Students types**

The calculated 'F' value is found to be 3.65, which is significant at 0.05 level. Hence, it is inferred that the student types differ significantly in their academic achievement. The calculated 't' value is found to be (0.03), hearing and blind which is not significant, (1.96) hearing and speech which is significant, (1.95) hearing and locomotor which is not significant, (2.22) blind and speech which is significant, (2.27) blind and locomotor which is significant, (3.38) speech and locomotor which is significant.

**Table-3: Analysis and Interpretation of Data in Mental Health**

Sl. No	Variable	Sample	N	Mean	SD	F/t value	Level of significance 0.05 level
1	Gender	Male	300	195.74	17.94	3.84	Significant
		Female	450	200.62	16.35		
2	Location of school	Rural	575	198.81	17.26	0.42	Not significant
		Urban	175	198.91	16.87		
3	Student types	Hearing	221	198.76	17.84	4.28	Significant
		Blind	112	202.70	16.61		
		Speech	297	198.70	15.61		
		Locomotor	120	194.67	19.25		
4		Entire sample	750	78.3878	12.94		

**Differential Analysis**

ANOVA and Independent Sample 't' test

**Interpretation**

From the Table-3 the following statistical information was derived.

**Difference between Gender of schools**

The calculated 't' value is found to be 3.84, which is significant at 0.05 level. Hence, it is inferred that the gender of special school students differ significantly in their mental health.

**Difference between Location of special schools**

The calculated 't' value is found to be 0.42, which is not significant at 0.05 level. Hence, it is inferred that the location of schools differ not significantly in their mental health.

**Difference between Students type of special school students**

The calculated 'F' value is found to be 4.28, which is significant at 0.05 level. Hence, it is inferred that the students type differ significantly in their mental health. The calculated 't' value is found to be (0.94) hearing and blind which is not significant, (4.29) hearing and speech which is significant, (0.77) hearing and locomotor which is not significant, (4.9) blind and speech which is significant, (0.10) blind and locomotor which is not significant, (2.89) speech and locomotor which is significant.

**Table-4: Relationship between Academic Achievement and Mental Health its Sub- Samples of Student type, Type of Management and Community and Family type.**

Variable	Sub -samples	DF	Correlation r' value	Level of significance 0.05 level
Gender	Male	300	0.386	Significant
	Female	450	0.454	Significant
Location of school	Rural	575	0.422	Significant
	Urban	175	0.444	Significant
Student type	Hearing	221	0.368	Significant
	Blind	112	0.353	Significant
	Speech	297	0.483	Significant
	Locomotor	120	0.606	Significant

The Pearson product-moment correlation was computed to assess, the relationship between the academic achievement and mental health. It is found that the obtained correlation coefficient values of sub-samples are higher than the table value at 0.05 level significance hence, it is concluded that there is a significant positive relationship between the sub-samples of academic achievement and mental health.

#### FINDINGS OF THE STUDY

- The special school students have a high level of academic achievement.
- The special school students have a moderate level of mental health.
- The gender of special school students do not differ significantly in their academic achievement.
- The location of schools do not differ significantly in their academic achievement.
- The students type differ significantly in their academic achievement.
- The gender of special school students differ significantly in their mental health.
- The locations of schools do not differ significantly in their mental health.
- The students type of differ significantly in their mental health.

#### IX. CONCLUSION

The result shows that the correlation co-efficient of academic achievement and mental health of the special school students is significant at 0.05 level. There is significant relationship between academic achievement and mental health is found in special school students. It is concluded that the special school students have a high level of academic achievement and also the result infers that the special school students have a moderate level of mental health.

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