

**A STUDY OF MENTAL HEALTH AND ACADEMIC ACHIEVEMENT OF KASHMIRI
AND PAKHTOONI SECONDARY SCHOOL STUDENTS****Nighat Basu***Dean HOD, Faculty of Education, University of Kashmir, J&K, India***Shabir Ahmad Bhat, Ph.D***Assistant Professor, Department of Education, University of Kashmir, India***Rakhshanda Lateef***Research Scholar, Department of Education, University of Kashmir, India****Abstract***

The present study was conducted to study the Study Mental Health and Academic Achievement of Kashmiri and Pakhtooni Secondary School Students. 200 sample subjects were selected randomly from two ethnic groups' viz. Kashmiri and Pakhtooni students (100 Kashmiri and 100 Pakhtooni). The investigators used A.K. Singh and Alpana Sen Gupta Mental Health Battery which is highly valid and reliable tool to collect the data from the field. Certain statistical techniques like percentage, S. D., Mean and t-value were used to analyze the data. The result confirms that there is significant mean difference between Kashmiri and Pakhtooni students on their mental health and academic achievement.

Keywords: *Mental Health, Academic Achievement, Secondary School students, Kashmiri, Pakhtooni*



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Introduction:

The world has entered in a phase of history of which changes are an essential feature, but change that is radically different from that experienced in the past. Beyond the geopolitical and political upheavals of the last ten years or so which have profoundly altered the international political

seen, this change is civilization in scope. Everything is changing. The very nature of work is changing with the intellectual element continuously increasing while the manual element decreases. This change leads to a change in the need for skills in the different categories of the working population, and creates a need for occupational and social mobility and lifelong education and training. The evaluation of society has been amazing and has proceeded by many steps. From the agricultural society to industrialization, the post industrial society, the information society, and last the knowledge society. The interacting control for people has changed dramatically. From the village to the nation, to the continent, to the whole world, that characterizes the knowledge society.

Education has assumed a place of paramount importance in modern society which is becoming more scientific and technological. It is now regarded as a potent instrument of rapid and effective development through which the standard of a people, their prosperity and security can be considerably improved. The Afghans are stated to have entered Kashmir via Baramulla where they camped for quite some time. Some batches moved to the West of Baramulla and settled in Uri. Others moved upwards in the North-West to South-east of Kashmir in search of suitable green pastures and arable land. This is how they came to Pattan Ganderbal (Gutli Bagh), Mattan and other places in the valley.

The student population of the Afghans has increased over a period of time. In the case of male education, the increase has been quite fast. They are taking full benefit of the State's free educational policy by sending their children to nearby schools. Girls are not encouraged to study beyond the primary level, but for boys there is no such restriction, although economic constraints may hinder the process of seeking formal or higher education.

OBJECTIVES:

The following objectives were formulated for the present study:

1. To measure the mental health of Kashmiri and Pakhtooni secondary school students.
2. To measure the academic achievement of Kashmiri and Pakhtooni secondary school students.
3. To compare Kashmiri and Pakhtooni secondary school students on mental health.
4. To compare Kashmiri and Pakhtooni secondary school students on academic achievement.

HYPOTHESES

The following hypotheses were formulated for the present study.

1. Kashmiri and Pakhtooni students differ significantly on mental health.

2. Kashmiri and Pakhtooni students differ significantly on academic achievement.

OPERATIONAL DEFINITIONS OF TERMS AND VARIABLES

1. Mental Health: Mental Health of Kashmiri and Pakhtooni secondary students for the present study refer to the scores obtained by the subjects on A.K. Singh and Alpana Sen Gupta's, "Mental Health Battery".

2. Academic Achievement: Academic achievement of Kashmiri and Pakhtooni secondary students refers to the knowledge attained and skills developed in the school subjects. So academic achievement means the achievement of students in academic subjects. For this purpose, the aggregate Marks obtained by the subjects in previous two exams served as measures of academic achievement.

SAMPLE : The sample for the present study consisted of 200 secondary school students (100 Kashmiri and 100 Pakhtooni) selected randomly from the different schools of district Ganderbal.

The breakup of the sample are as under:

Group	N	Total
Kashmiri Students	100	100
Pakhtooni Students	100	100
Total		200

TOOLS : Following tools were used for the present study:-

Tools I: - Mental Health Battery by A.K Singh and Sen Gupta (original Hindi version translated by Mrs. Gulnaz in English version).

The following six popular indices of mental health have finally been selected for inclusion in the present battery.

1. Emotional stability
2. Over-all adjustment
3. Autonomy
4. Security insecurity
5. Self concept
6. Intelligence

A brief description of each of these indices is as under:-

1. Emotional Stability: - It refers to experiencing subjective stable feelings which have positive or negative values for the individuals.

2. Adjustment:- It refers to individuals achieving an overall harmonious balance between

the demands of various aspects of environment such as home, health, social, emotional and social on the one hand and cognition on the other hand.

3. **Autonomy:** - It refers to a stage of independence and self determination in thinking.
Security Insecurity: - It refers to a high or low senses of safety, confidence, freedom from fear, apprehension or anxiety particularly with respect to fulfilling the persons present of future needs.
5. **Self-concept:** - It refers to the sum total of the persons attitudes and knowledge towards himself and evaluation of his achievements.
6. **Intelligence:** - It refers to general mental ability which helps the person in thinking rationally, and in behaving purposefully in his environment.

Table 3.0: Showing the area of Mental Health Battery.

Parts	English	Item numbers
I	Emotional stability	15
II	Over-all adjustment	40
III	Autonomy	15
IV	Security insecurity	15
V	Self concept	15
VI	General intelligence	30
Total		130

Procedure: In order to collect the information the investigator visited various secondary school students of district Ganderbal. The investigator administered mental health battery to 200 students (100 Kashmiri and 100 Pakhtooni students) pursuing their education in different schools of district Ganderbal to assess their mental health and academic achievement.

The academic achievement of previous two years of the sample subjects were collected from the official records of the respective schools.

ANALYSIS AND INTERPRETATION OF THE RESULTS

Table 4.1: Showing the mean comparison of Kashmiri and Pakhtooni secondary students on emotional stability of mental health battery

Category	Mean	S.D	t-value	Level of significance
Kashmiri Students	10.25	3.25	5.00	Significant at 0.01 level
Pakhtooni Students	8.35	2.12		

The perusal of above table shows the mean comparison of Kashmiri and Pakhtooni secondary students on emotional stability of mental health battery. The above table reveals that the mean score of Kashmiri students is higher than the mean score of Pakhtooni students and the difference is significant at 0.01 level. The Kashmiri students display better emotional stability as compared to Pakhtooni students.

Table 4.2: Showing the mean comparison of Kashmiri and Pakhtooni secondary students on over all adjustment of mental health battery.

Category	Mean	S.D	t-value	Level of significance
Kashmiri Students	36.25	3.25	7.36	Significant at .01 level
Pakhtooni Students	32.20	4.48		

A quick look on the above table reveals that there is a significant mean difference between two groups of students on overall adjustment of mental health battery. The mean score favours Kashmiri Students which indicates that Kashmiri students showed better overall adjustment than the Pakhtooni Students.

Table 4.3: Showing the mean comparison of Kashmiri and Pakhtooni secondary students on autonomy of mental health battery.

Category	Mean	S.D	t-value	Level of significance
Kashmiri Students	13.28	2.40	6.42	Significant at .01 level
Pakhtooni Students	10.71	3.21		

The perusal of above table shows that the two groups of students viz. Kashmiri and Pakhtooni secondary students differ significantly on autonomy component of mental health battery and the difference is significant at 0.01 level. The result reveals that Kashmiri Students are more autonomous and have better independence and self determination in thinking than Pakhtooni students.

Table 4.4: Showing the mean comparison of Kashmiri and Pakhtooni secondary students on security-in security of mental health battery.

Category	Mean	S.D	t-value	Level of significance
Kashmiri Students	14.27	3.12	5.37	Significant at .01 level
Pakhtooni Students	12.28	2.12		

A quick look on the above table reveals that there is a significant mean difference between the two groups of students on security-insecurity component of mental health battery and difference was found to be significant at 0.01 level. The mean score favours Kashmiri Students which indicates that Kashmiri students showed better sense of safety, confidence, freedom from fear than the Pakhtooni students.

Table 4.5: Showing the mean comparison of Kashmiri and Pakhtooni secondary students on self-concept of mental health battery.

Category	Mean	S.D	t-value	Level of significance
Kashmiri Students	14.12	3.40	5.66	Significant at .01 level
Pakhtooni Students	13.10	2.58		

The perusal of above table shows the mean comparison of Kashmiri and Pakhtooni secondary students on self concept dimension of mental health battery. As the mean score favours Kashmiri students which indicates that Kashmiri students showed better attitude, knowledge of themselves and evaluation of their achievements than the Pakhtooni students.

Table 4.6: Showing the mean comparison of Kashmiri and Pakhtooni secondary students on general intelligence of mental health battery.

Category	Mean	S.D	t-value	Level of significance
Kashmiri Students	28.13	4.97	1.56	Significant at .01 level
Pakhtooni Students	27.10	4.36		

The perusal of above table reveals that there is no significant mean difference between Kashmiri and Pakhtooni students on general intelligence. The table indicates that both the groups displayed somewhat similar intelligence quotient.

Table 4.7: Showing the mean comparison of Kashmiri and Pakhtooni secondary students on overall dimensions of mental health battery.

Category	Mean	S.D	t-value	Level of significance
Kashmiri Students	59.72	5.12	5.67	Significant at 0.01 level
Pakhtooni Students	55.12	6.42		

The perusal of above table shows the mean difference of Kashmiri and Pakhtooni students on overall dimensions of mental health battery. The above table reveals that there is significant mean difference between Kashmiri and Pakhtooni students on overall dimension of mental health and the difference is significant at 0.01 level. As the mean score favours Kashmiri students which indicates that Kashmiri students displayed better mental health than the Pakhtooni students.

In view of the above results the hypothesis No.1 which reads, “Kashmiri and Pakhtooni students differ significantly on mental health stands accepted.

Table 4.8: Showing the mean comparison of Kashmiri and Pakhtooni students on academic achievements.

Category	Mean	S.D	t-value	Level of significance
Kashmiri Students	57.50	6.21	12.26	Significant at .01 level
Pakhtooni Students	48.30	4.28		

The perusal of above table shows the mean comparison of Kashmiri and Pakhtooni students on academic achievement. The above table reveals that there is significant mean difference between Kashmiri and Pakhtooni students and on academic achievement the difference is significant at 0.01 level. As the mean difference favours Kashmiri students which indicates that Kashmiri students displayed better academic achievements than Pakhtooni students.

In view of the above results the hypothesis No.2 which reads, “Kashmiri and Pakhtooni students differ significantly on academic achievement stands accepted.

MAJOR FINDINGS

The following are some of the conclusions drawn from the present study.

1. It has been found that Kashmiri and Pakhtooni students differ significantly on emotional stability of mental health battery. The Kashmiri students were found to be more emotionally stable than the Pakhtooni students.
2. It has been found that Kashmiri and Pakhtooni students differ significantly on over all

adjustment of mental health battery. The Kashmiri students were found to have better overall adjustment than Pakhtooni students.

3. It has been found that Kashmiri and Pakhtooni students differ significantly on autonomy dimension of mental health battery. The Kashmiri students were found to be more autonomous and self confident than the Pakhtooni students.

4. It has been found that Kashmiri and Pakhtooni students differ significantly on security-in security dimension of mental health battery. The Kashmiri students were found to have high sense of security than the Pakhtooni students.

5. It has been found that Kashmiri and Pakhtooni students differ significantly on self-concept dimension of mental health battery. The Kashmiri students were found to have better attitude and knowledge about themselves than the Pakhtooni students.

6. No significant difference was found between Kashmiri and Pakhtooni students on general intelligence. The mean difference favoured Kashmiri students but the difference failed to arrive at any level of confidence. It has been found that both the Kashmiri and Pakhtooni students displayed somewhat similar intelligence.

7. It has been found that Kashmiri and Pakhtooni students differ significantly on overall dimensions of mental health battery. The Kashmiri students were found to have better mental health than Pakhtooni students.

8. It has been found that Kashmiri and Pakhtooni students differ significant on academic achievement. Kashmiri secondary students were found to have better academic achievement than Pakhtooni students.

EDUCATIONAL IMPLICATIONS

1. The present study may be replicated on large sample in order to increase the scope of generalization.

2. The future research may focus on the possible reasons responsible for low academic achievement of Pakhtooni secondary students.

3. A comprehensive study shall be undertaken to study the self concept, level of aspiration, study habits, personal and social adjustment and anxiety of the Kashmiri and Pakhtooni students.

4. A cross cultural study may also be undertaken by including some other ethnic groups like Tibetan, Baldis, Dardes and Shinas.

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