"IDENTIFIES THE BOUNDARIES OF TRIBAL STUDENTS WITH RESPECT TO THEIR MENTAL HEALTH AND ACADEMIC ACHIEVEMENT"

Authors:

1. Kurhade Hemavati Shriram, Research Scholar, Sunrise University, Alwar, Rajasthan, Registration No. 090122045

2.Co-Author- Dr. Dadasaheb More, Co-Guide of Sunrise University, Alwar, Rajasthan & Principal, M. A. D. W. B. Ed. Yeola(MH)

Abstract:

Education is never ending. It starts from the birth of an individual, and then it goes on till the last day of an individual. Education makes a full man. It is an essential human virtue. Education equips the individual with social, moral, life progressive, cultural and civilized. Education includes all the influences, which act upon an individual during his passage from cradle to grave. In other words, "Education is life and life is Education". It is not giving of facts and details alone, but it is a man making process.

Key Words: Tribal, Mental Health, Academic Achievement

Introduction:

John Dewey said, "Education is not preparation for life; Education is life itself." It is quite difficult, even impossible to contend for the statement. We should clearly understand that education is a long process, which lasts for the whole life. More than that life is the best teacher we might ever have. In other words, we can denote that we live educating ourselves and educate ourselves for living. First, it is interesting to note that the notions "education" and "life" can be regarded as identical ones. The matter is that speaking about education we keep in mind that it is not just a period of life but also a lifelong process of learning. As Albert Einstein once noticed, "Intellectual growth should commence at birth and cease only at growth." Keeping to the point it

should be also mentioned that education can be given and taken anywhere – at school, university or home. However, there is no better teacher than life itself. Nobody can dispute it. People learn much deeper and more effectively through their own actions and mistakes. Life motivates, directs, controls and evaluates us. Life teaches us, what is more important; life is always fair towards us. That is why we consider life to be the best teacher. That every person has his own attitude towards education. For some people education seems to be an obligation, even a burden, for others it is the meaning of life, for the rest it can be a means to achieve some higher goals… but there is no doubt, education is the most powerful tool that has a certain impact on our lives.

MENTAL HEALTH

Mental health, like physical health, may be viewed as existing on a continuum from healthy living to chronic illness. In 2001, the U.S. Surgeon General defined mental health as "the successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity" A person with positive mental health uses interpersonal assets and skills to function successfully in his or her daily life. Mental health problems emerge when these assets and skills begin to deteriorate, resulting in a struggle to cope with life's challenges and responsibilities. The continued deterioration of these skills signals the onset of mental illness as significant distortions to thinking, coping, and responding dominate personal functioning and impair a person's ability to perform the activities of daily life. All people fall somewhere on this continuum on any given day.

ACADEMIC ACHIEVEMENT

The phrase 'Academic Achievement' is very broad; it indicates generally the learning outcome of pupils. Achievement of these learning outcomes requires a series of planned and organized experiences and hence learning is called process. In this process of achievement of change during the same span of time, the level of achievement reached by the pupils in schools is called academic achievement of the pupil. Learning affects three major areas of behavior of pupils: Cognitive, Affective and Psychomotor. It is difficult to say without proper evidence that pupils reach at the same level in the three domains at a time. Pupils may be at a somewhat higher level in one domain and at a somewhat lower level in the other domain. This means pupils may be at different levels of achievement in different levels of achievement in different areas. As the areas of affective and psychomotor domain are not sufficiently explored, it is generally a custom to restrict the phrase 'School Performance' to the level of achievement of pupil in the cognitive areas of various school subjects Academic achievement is the amount of knowledge acquired during the process of learning at school. It is the product of knowledge and intelligence derived from the learning experience.

MENTAL HEALTH INFLUENCES ACADEMIC ACHIEVEMENT

Mental health may be defined as the adjust of the individuals to themselves and the world at large with a maximum of effectiveness, satisfaction, cheerfulness and socially considerate behavior and the ability of facing and accepting the realities of life, with minimum friction and tension. Mental health is developed by greater adaptation in family, society and school environment, improved quality of life. The improvement of Mental health is essential because every culture is looking for mental health based on their specific criteria; goal of society is to prepare conditions that ensure the health of community member Mohtasham & Siamak.(2009). Role of Mental health is undeniable from early childhood until death, developing thinking skills, communication, learning, emotional growth, flexibility and self-esteem. These factors help the person to play an important role in society. Today a rise of mental health issue in adolescents is a growing concern in the school and for the community counselors, and educators. Research has revealed an increasing incidence of depression and other mental health issues among youth. The rate of suicide increasing in American adolescents has attracted more attention from the concerned authorities The mentally healthy students accepts himself with his strong points and his shortcomings; he make the best use of what he has and he does not allow his personal weaknesses to interfere with his daily activities and his pursuit of long range goals.

3. LITERATURE REVIEW

Meenakshi Singh, O.P, Chaudhary and Madhu Asthana. (2017). conducted a study on the Mental health among High and low emotionally intelligent adolescents. Objectives: To study the mental health status of adolescent with respect to emotional intelligence Method Sample of 400 adolescents (200 Male and 200 female) was taken from various schools and colleges of Varanasi. The hypothesis for study was that high emotionally intelligent adolescents would show better mental health. The tools used for the study are Emotional intelligence scale (EIS) and Mithila Mental Health status inventory (MMHSI). Emotional intelligence scale was administered to the sample of 400 adolescents. On the basis of score on this scale two extreme groups of high and low emotionally intelligent adolescents were formed using Q1 and Q3 as cutting points. Mithila Mental health status inventory by Kumar and Thakur (1986) was then administered to these two extreme groups. Scores on the five subscales of MMHSI as well as for total scale were compared for high E.I and low E.I. groups. Findings: Significant difference in mental health status of the foresaid two groups, indicating better mental health of high emotionally intelligent adolescents.

Reshma Hafeez. (2017). conducted a study on the Religiosity and Mental health Objectives: The study was to find out whether Mental health is affected by religiosity of a person in a community Method Purposive sampling method was selected 200 subjects comprising on hundred subjects in each religious community i.e. Hindu and Muslim were selected from different teacher training colleges. 200 subjects were given religiosity scale. On the basis of a score, subject in each community group were divided in three sub groups viz high, moderate and low a group. The tools used for the study was Medico Psychological Questionnaire (Bharat raj.)

and Religiosity Scale. (L.I Bhushan) Findings: 1. there is More positive effect of religiosity on mental health in Muslim community in comparison on to moderate and low religious groups2. There is more positive relationship found in low religious group rather high and moderate groups.

Sharma, S and Nagar, S. (2017). Examined the effect of intervention on home environment and mental development or rural infants. Objectives: 1. To know the effect of intervention on home environment. 2. To know the effect of intervention on mental development of infants. Method: A sample 108 infants of age birth to 18 months from two villages was selected. A modified version of home inventory by Bradley and Cardwell was used to know the home environment and Baileys scale of infant development was used to assess the mental development of infants. Information regarding appropriate home environment, toys and play materials, importance of parental involvement and developmental milestones of children, as a part of intervention, was provided to the mothers of infants in the experimental group while no such information was given to the control group. Findings: 1.The result revealed significant difference in the mean scores of home environment and mental development indices between infants of experimental and control groups during final post testing.

Arun Kumar Singh., Savita Kumari., and SuprashnaKumari. (2018). conducted a study on Mental health behavior as a function of SES residence Objectives: 1.To find the difference in mental health behavior or urban and rural sample 2.To find out the difference between mental health behavior of the subject belonging to upper and middle SES 3.To find out whether the lower SES having negative impact upon mental health behavior as compared to middle, SES 4.To find out whether the lower SES having negative impact upon mental health behavior as compared to the upper, SES Method: A total number of 200 subjects (both boys and girls) participated in the study. The average age range was from 18 to 22 years. 100 students were taken from colleges located in urban areas and remaining 100 were taken from colleges located in rural area. There were 50 males and 50 females in each area. Mental health Battery (MHB) which was developed by Singh and Sen Gupta (2000) was administered. Socio-Economic status (SES) Scale developed by Dr.Bhardwaj (2001) was administered. Findings: 1. there is no significant difference between the mental health behavior of urban and rural samples. 2.There is difference between mental health behavior of the subject belonging to upper and middle SES. It meant that SES has an impact upon mental health behavior. Lower SES has common characteristics of poverty, poor education and unsatisfactory life styles, which remain reversed in the upper SES. 3. The lower SES have negative impact upon mental health behavior as compared to middle SES.4. The upper socio economic environment and his basic structure of he Middle Socio economic structure did not differ significantly in terms of producing an impact upon mental health behavior.

Bhalerao. V.S., Gaikwad.S.R., and Shaik.R.M. (2018). conducted the study on Correlation between mental health and background variables Objectives: To find the socio-economic status and social competence of rural females related to their mental health Method: The samples consist on One hundred seventy rural females (11-26 yrs) from 5 villages of Parbhani district were studied by administering self-esteem in inventory, general

knowledge awareness, mental health scale and social competence developed by AICRP-CD component. Almost all rural females assessed to have medium level of self-esteem, social competence while higher percentage (95.29%) of them had medium level mental health on the contrary 72.35 percent of them had low level of general knowledge. Findings: The study showed that, 1. the self-esteem & general knowledge of rural females found to have significant positive correlation with their mental health 2. The socio-economic status and mental health found to have no significant correlation.

Srividhya. (2019). studied the Mental health and adjustment problems of students of Navodhaya, State and Central Schools. Objectives: 1 To know the influence of educational system on mental health and adjustment problems of students 2. To know the factors influencing on mental health and adjustment problems of students of different educational systems 3. To study the interrelationship between mental health and adjustment problems of students. Method: For the purpose of the study, sample of tenth and PUC II students was drawn from English medium, co-educational schools in Dharwad taluk. The educational systems were Navodhaya, Central and State schools. 227 students out of which 107 were tenth graders and 120 were PUC-II year students was selected as sample Findings: The study showed that, A significant difference was found on the mental health and adjustment problems of the students.

Rath, Muralidhar. (2018). Attributed for academic achievement: A comparative study in tribal and non-tribal settings. Objectives: 1. To explore the causal beliefs of those tribal students reared and trained in tribal settings leading to their control, competence, and self-efficacy. 2. To test the significance of difference between control and competence of boys and girls (both tribal's and non-tribal's) from schools and colleges. Method: 74 students were randomly selected from five schools and two colleges in Orissa. Out of them, 42 were college boys and 33 were college girls whereas 54 were school boys and 45 were school girls. School students were from class IX with an age range of 14 to 21 years. The subjects were selected from middle socio-economic status (SES). This study used standardized measures like Self-efficacy Scale (SES) developed by Wegner, Schwarzer, and Jerusalem (1993) and adapted by Sahoo (1994), Performance Measure of Control and Passivity (PMCP) of Sia (1986), Student's Perception of Control Scale (SPCS), an adapted and standardized scale of Sahoo (1997) which is reformulated on the basis of Control, Agency, and Means-ends beliefs Interview (CAMI) of Skinner et.al. (1988). Findings: Almost all various males show higher mean score about their belief than females except luck as an agency or means (LAG & LM) and their link with powerful others as means yielding no significant difference across sex groups.

Vineeta Chaudhary. (2018). conducted a study on the Impact of Academic Achievement in creativity. Objectives: To find out the correlation between creativity and academic achievements among creative and academic achievements among the creative and non-creative high school students. Method: Samples of 500 high school students were taken from different schools. A verbal and non-verbal test of creativity of Baqueer Mehdi was administered. Creative and non-creative students were categorized by applying Jalotas Mental

ability test. Scores of the final examinations were used as the academic achievement of the students. Findings: The relationship between creativity and academic achievement is positive and significant in case of higher achievers or creative students but negligible in case of non-creative. Hence it is found that high achievement accomplishes as an index of creativity and the examination marks are the reliable criterion of academic achievement.

Jagpreet Kaur, J. S. Rana, and Rupinder Kaur. (2019). Conducted a study on Home Environment and Academic Achievement as Correlates of Self-concept among Adolescents Objectives: 1. To study self-concept among adolescents in relation to academic achievement. 2. To study self-concept among adolescents in relation to home environment. Method: The study was conducted on a representative sample of 300 adolescents of ninth class selected on the basis of randomized technique of sampling from different government and private schools of Patiala district of Punjab. Self-concept List (Old Personality Word List) by Deo (1998) Home Environment Inventory (HEI) by Misra (1989) Academic achievement was taken as the percentage of marks obtained in middle standard Punjab School Education Board examination. Findings: 1. there is no significant relationship between self-concept and academic achievement among school-going adolescents.2. There exists a positively significant relationship of self-concept with protectiveness, conformity, reward and nurturance components of home environment among adolescents, thereby meaning that use of rewards and nurturance from parents should be done for positive self-concept development among adolescents.

Shobhna Joshi and Rekha Srivastava. (2019). Conducted a study on Self-esteem and Academic Achievement of Adolescents. Objectives: To investigate the self-esteem and academic achievement of urban and rural adolescents and to examine the gender differences in self-esteem and academic achievement. Method: The sample of this study consisted of 400 adolescents (200 urban and 200 rural) from Varanasi District. The boys and girls (aged 12 to14) were equally distributed among the urban and rural sample. Self-esteem was measured by Self-esteem questionnaire and academic achievement was measured by academic school records. Findings: 1. there were no significant differences with regard to self-esteem of rural and urban adolescents. 2 There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. 3. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

Anil Kumar. (2020). conducted a Study on Academic achievement, Values and Adjustment of Secondary School Students in Relation to Working Status of Mothers Objectives: 1.To study the difference in the Academic achievement of students of working and non-working mothers. 2. To study the difference in the Academic achievement of boys and girls of working mothers. 3. To study the difference in the Academic achievement of boys and girls of nonworking mothers. Method: For the selection of the sample in the present study investigator used the multi stage random sampling technique. First of all out of 6 districts which come

under the territorial jurisdiction of Guru Nanak Dev University, Amritsar, Punjab, 5 districts i.e. Amritsar, Gurdaspur, Kapurthala, Jalandhar and Nawanshehar were selected randomly. The investigator collected the lists of urban area senior secondary schools affiliated to Punjab School Education Board, Mohali, form the respective district education offices of these districts. With the help of these lists the schools were selected randomly from each district. The students of working mothers and of nonworking mothers who were studying in class XI were selected randomly from these schools of each district, with due representation to each district. A total sample of 500 students [250 students of working mothers (125 boys, 125 girls) and 250 students of non-working mothers (125 boys, 125 girls)] was selected. Adjustment Inventory for School Students by Dr. A.K.P. Sinha and Dr. R.P. Singh, Study of Values Test developed by Dr. R.K. Ojha are the tools used for the study. Findings: 1. Students of working and non-working mothers did not differ significantly on Academic achievement. Therefore in the light of this the hypothesis that there exists no significant difference in the Academic achievement of students of working and non-working mothers was accepted. 2. There was no significant difference in the Academic achievement of boys and girls of working mothers. Therefore, the hypothesis that there exists no significant difference in the Academic achievement of boys and girls of working mothers was accepted 3. Significant difference was observed in the Academic achievement of boys and girls of non-working mothers. Academic achievement of girls of non-working mothers was higher than that of boys of non-working mothers. Therefore, the hypothesis that there exists no significant difference in the Academic achievement of boys and girls of nonworking mothers was rejected.

Bushra Iqbal Chohan and Rehana Masrur Khan.(2020). Conducted a study on Impact of Parental Support on the Academic Performance and Self Concept of the Student Objectives: 1.To examine the linkage between academic achievement and educational support provided to the child at home and, 2. To determine whether this support directly or indirectly effects child's self-concept Method: The data regarding parental support, its effects on the academic achievement and the self-concept were collected from a sample (N =305) of grade 4 students in the urban primary and elementary public schools. The sample students who have or havenot parental support were compared on two measures, (a) the annual school result report and, (b) the self-concept scale. The self-concept was measured twice i.e. before one month of annual school examination and after one month of announcement of annual results. Findings: The findings of the study revealed that parents' contribution to their children's education has a consistent and positive effect on academic achievement and on the self-concept.

4. OBJECTIVE (S) /NEED OF STUDY

The main objectives of the study are as follows:

1. To find out whether there is any significant difference in the mental health of tribal students with respect to Gender, Type of Management, Locality, Parent's Qualification, Parent's Occupation, and Parent's Income, Type of family and Number of siblings at High School Level.

2. To find out whether there is any significant difference in the Academic Achievement of Tribal students with respect to Gender, Type of Management, Locality, Parent's Qualification, Parent's Occupation, and Parent's Income, Type of family and Number of siblings at High School Level.

3. To find out whether there is any significant association between the mental health of Tribal students and with respect to Gender, Type of Management, Locality, Parent's Qualification, Parent's Occupation, Parent's Income, Type of family and Number of siblings at High School Level.

4. To find out whether there is any significant association between the Academic achievement of Tribal students and with respect to Gender, Type of Management, Locality, Parent's Qualification, Parent's Occupation, Parent's Income, Type of family and Number of siblings at High School Level.

5. To find out whether there is any significant Correlation between the Mental Health and Academic achievement of tribal students at High School Level.

NEED OF THE STUDY:

The aim of this study is to the good Mental health enable an individual to perform well academically and also academic success is highly valued in our society and it plays and integral role in the lives of children. This finding will help the tribal students to improve their Mental Health and Academic achievement. Today Parents and Teachers think that the purpose of their lives is fulfilled when their children are educated, pass examination, get a job and earn money. Nobody seems to be concerned about whether children imbibe any noble qualities and become refined a mentally healthy personality. "If man is not allowed to be a lion he becomes a fox". This proverb fits in the present situation. The researcher decided to undertake this subject for the study because of lack of significant research on this topic. As most of the research on Mental health was done on adults and General category of students. Researches on Mental health related to Academic achievement of tribal students were neglected. In many researches, it was found that the Tribal students are shy and withdrawn; they also have the problem of social anxiety, withdrawn behavior and aggression. The researcher believes that findings of this present study will be helpful for the Parents, the Teacher and the other professionals. It will also help them to understand the importance of mental health related to Academic achievement.

5. HYPOTHESIS

The hypotheses generated for the present study are as follows.

1. There is no significant difference between the Boys and Girls of tribal students in the Mental health.

2. There is no significant difference between the tribal students studying in the Government and Aided schools in their mental health.

3. There is no significant difference between the tribal students studying in Urban and Rural schools in their mental health.

4. There is no significant difference between the tribal students in the mental health with respect to their Parent's Qualification

5. There is no significant difference between the tribal students in the mental health with respect to their Parent's Occupation.

6. There is no significant difference between the tribal students in the mental health with respect to their Parents income.

7. There is no significant difference between the tribal students belonging to Joint and Nuclear family in their mental health.

8. There is no significant difference in the Mental health of tribal students with (1&2) and (3 & above) siblings.

9. There is no significant difference between the Boys and Girls of tribal students in their Academic achievement.

10. There is no significant difference between the tribal students studying in the Government and Aided schools in their Academic achievement.

11. There is no significant difference between the tribal students studying in Urban and Rural schools in their Academic achievement.

12. There is no significant difference between the Academic achievements of tribal students with respect to their Parent's qualification.

13. There is no significant difference between the Academic achievements of tribal students with respect to their Parent's Occupation.

14. There is no significant difference between the Academic achievements of Tribal students with respect to their Parents income.

15. There is no significant difference between the tribal students belonging to Joint and Nuclear family in their Academic achievement.

16. There is no significant difference in the Academic achievement of tribal students with (1&2) and (3 & above) Siblings.
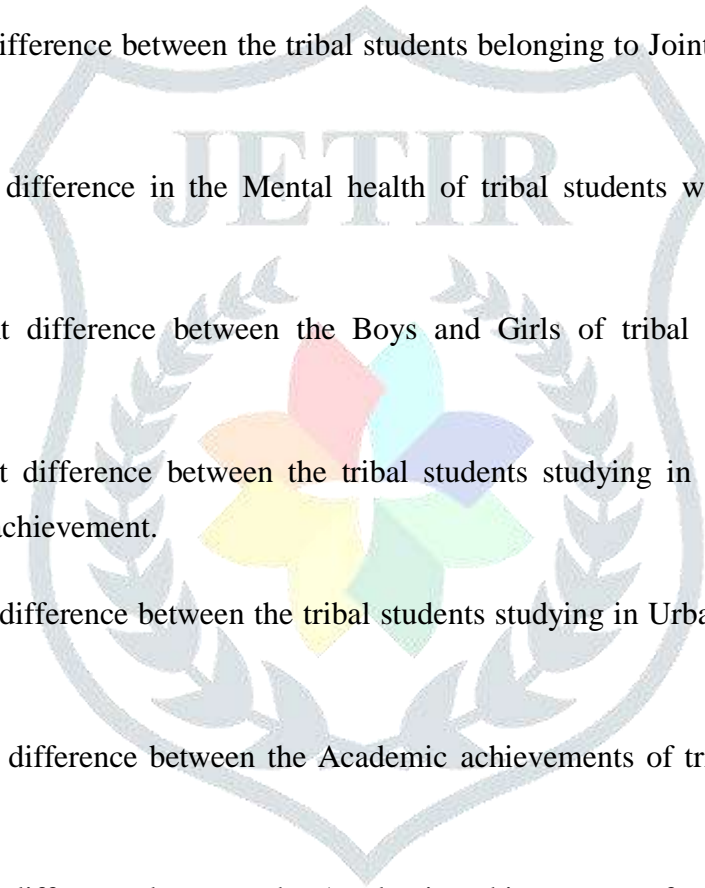
17. There is no significant association between the mental health and Gender of the tribal students.

18. There is no significant association between the mental health and Type of Management of the tribal students.

19. There is no significant association between the mental health and Locality of Schools of the tribal students.

20. There is no significant association between the mental health of tribal students and their Parent's qualification.

21. There is no significant association between the mental health of tribal students and their Parent's occupation

22. There is no significant association between the mental health of tribal students and their Parent's income

23. There is no significant association between the mental health of tribal students and their Type of family

24. There is no significant association between the Mental health and Number of siblings of the tribal students.

25. There is no significant association between the Academic achievement and Gender of the tribal students.

26. There is no significant association between the Academic achievement and Type of management of the tribal students.

27. There is no significant association between the Academic achievement and Locality of schools of the Tribal students.

28. There is no significant association between the Academic achievement of Tribal students and their Parent's Qualification.

29. There is no significant association between the Academic achievement of Tribal students and their Parent's occupation.

30. There is no significant association between the Academic achievement of Tribal students and their Parent's income.

31. There is no significant association between the Academic achievement of Tribal students and their type of family.

32. There is no significant association between the Academic achievement and Number of siblings of the tribal students.

33. There is no significant correlation between the mental health and Academic achievement of the tribal students.

6. METHODOLOGY

Research methodology is a way to systematically solve the research problem. It will be understood as a science of studying how research is done scientifically. The study highlights the methodology and process used to conduct the present research, the objectives and the procedures of the study. When appropriately conducted, research reduces any kind of ambiguity and brings clarity to the result and thus becomes helpful for the study to plan its goals and objectives accordingly. This finding will help the tribal students to improve their Mental Health and Academic achievement. Today Parents and Teachers think that the purpose of their lives is fulfilled when their children are educated, pass examination, get a job and earn money. Nobody seems to be concerned about whether children imbibe any noble qualities and become refined a mentally healthy personality. The researcher will decide to undertake this subject for the study because of lack of significant research on this topic.

VARIABLES OF THE STUDY

The independent variables of this study will mental health. The dependent variable is the Academic achievement. The other sub variables of this study are Gender, Type of Management, Locality, Parent's Qualification, Parent's Occupation, Parent's income, Type of family, Number of siblings.

RESEARCH TYPE

The type of analysis defines the essence of the data in the study. Given the nature of the data, the work currently under way has a qualitative cum quantitative aspect, but is mainly quantitative in aspect, as most findings of this analysis are focused on quantified measures. Since this study attempts to bring out relative details from tribal students normative survey method will find appropriate for this study. The Normative surveys will the most commonly use approach to educational problems. It involves interpretation, comparisons, measurement, classification and generalization all direct towards a proper understanding and solution of significant educational problems. This study aims at the study of the Mental Health and Academic achievement of tribal students so normative survey method will adopt.

SAMPLE

POPULATION

The students studying in the IX classes in the Nashik district in Maharashtraform the population of the study. Among the IX standard student's 205 tribal students studying in IX classes in the Nashik district in

Maharashtra shall take as the sample. Based on the objectives of the study only the tribal students studying in IX classes shall select. So, the purposive sampling technique will adopt in the study.

TOOLS

The following tools will use in the study

1. Mental health questionnaire constructed and validated by the investigator.

2. Achievement test developed and validated by the investigator

RELIABILITY

Reliability is a degree of accuracy and consistency of the tool. The prepared reliability of the tool will determine by using test-retest method. The tool will administer to a small group of 10 numbers of students. Again the same tool will administer to the same set of students after an interval of one month. The responses of the respondents shall score and the correlation co-efficient will find to be 0.83 for the two sets of scores. Thus the reliability of the tool will establish.

VALIDITY

The tool will construct base on 10 dimensions related to Tribal student's mental health. It will subject to juries opinion, which confirm that the tool possess the validity with an adequate level.

PILOT STUDY:

The investigators conduct pilot study on 20 students. The pilot study will conduct to know how good the tool is to assess the achievement of the tribal students in the Nashik district in Maharashtra. The pilot study helps to eliminate unsuitable items for the final study.

COLLECTION OF DATA

The investigator will select eleven Government schools and six Government Aided schools for collecting the data. The necessary permission will obtain from the School Headmasters/Headmistress for collecting data. The questionnaire will distribute to the tribal students and necessary instructions shall give to them and the data will collect.

STATISTICAL TECHNIQUES USED IN THE STUDY

Descriptive statistics shall use to describe the sample with reference to the variables take for the study. In the differential analysis the significance of difference will study using 't' test & 'F' test. X^2 test and product moment correlation will use to find out the association and correlation between the variables.

DATA COLLECTION

Data collection is the systematic way to collect and measure data from sources to get complete and precise data for research activities. In all areas of study the facts collection component is not unusual with body and social sciences, the humanities and corporations. It allows scientists and analysts to collect key factors as the information they collect. In contrast with the approaches in terms of subject matter, the value of maintaining the right and truthful sequence remains the same. Current data collection is essential for preserving the credibility of research and for ensuring excellent outcomes and their findings. Both the first and secondary supply for study targets is a valuable tool.

PRIMARY DATA

Uncooked statistics are primary records that are collected at source. Primary statistics are obtained from the first-hand point of view by means of surveys, remarks, interviews, questionnaires and tests. Primary data are special findings, collected through direct study.

SECONDARY DATA

Secondary data are the data collected by an individual rather than the user. A researcher who is not associated with the analysis / recherché study collects secondary information for a different purpose, and in the past at quite different times such data are readily accessible and cost effective in comparison to primary data.

Sources of secondary data collection are as follows:

• Government department's journals,

• Organizational records,

• Business

• Journals, books,

• Newspapers and

• The information which is collected originally for other research purpose.

7. REFERENCES

Meenakshi Singh, O.P.,Chaudhary .,and Madhu Asthana. (2017). Mental health among High and low emotionally intelligent adolescents. Psycho Lingustic Association of India, Vol 37 (2): 175-179.

Reshma Hafeez .(2017), Religiosity and Mental health, Psycho Lingustic Association of India 37 (2): 190-193.

Sharma, S., and Nagar, S. (2017).A comparative study on the effect of intervention on home environment and mental development of rural infants. The Asian journal of psychology and education, vol. 38, 7-11.www.ajope.org

Arun Kumar Singh., Savita Kumari., and SuprashnaKumari. (2018).Mental health behavior as a function of SES residence, Indian Journal of Psychometry and Education 2008,39(2) : 118-120

Bhalerao. V.S., Gaikwad. S.R.,and Shaik,.R.M. (2018) Correlation between mental health and background variables. Praachi Journal of Psycho – Cultural Dimension, Vol.4, No.1

Rath Muralidhar. (2018). Attributed for academic achievement: A comparative Study Factors affecting Mental Health;Journal of applied science, 910, 1956-61.

Vineeta Chaudhary. (2018). Impact of Academic Achievement in creativity, Indian Journal of Psychometry and Education 2008,39(2) : 176-177

Jagpreet Kaur, J. S., Rana, and Rupinder Kaur.(2019). Home Environment and Academic Achievement as Correlates of Self-concept among Adolescents. Study of Home Comm Sci, 3(1): 13-17.