A Study of Academic Achievement in Relation to Emotional Intelligence and Mental Health of Adolescents

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Abstract

The present study seeks to examine Study of Academic Achievement in relation to Emotional Intelligence and Mental Health of Adolescents. The study was conducted on the 300 students (150 Rural and 150 Urban) belonging to Senior Secondary School Students (Adolescents) was selected randomly from the Government Schools of Punjab of two districts Moga and Ludhiana .Three tools are used Academic Achievement to test the Academic Achievement of secondary school students marks obtained in the subject of mathematics in matriculation board exams 2010 was taken. Mangal Emotional Intelligence Inventory The reliability of K-R formula (20) is 0.90 & Mental Health Battery. The validity for the Battery has been 0.681 to 0.601. The objectives of the study was to compare the academic achievement, emotional intelligence of adolescents studying in government schools and to compare the academic achievement, emotional intelligence and mental health of adolescents studying in govt. school of rural and urban areas.   After analysis of the study, it was found that there is no significant relation was found between Academic Achievement and Emotional Intelligence of Rural Adolescents. Significant relation was found between Academic Achievement and factor F i.e. intelligence of Mental Health as well as all the factors of Mental Health put together for Rural Adolescents. Significant relation was also found between Academic Achievement and Emotional Intelligence of Urban adolescence with regard to factor a (intrapersonal awareness) and all the factors in totality. High academic achievers had high levels of Emotional Intelligence.

Keyword: academic achievement, emotional intelligence, mental health, adolescence.

Introduction

Education is an important factor in the development of man. Through education he develops a sense of discrimination and acquires different values, which makes life the pride of 'human species'. We know well that the future of the nation depends upon students and education draws the best capacities out of them. With these capacities they get knowledge and new ideas that are helpful in the development of a nation.

One of the major aims of education is all round personality development of the child. But in the present formal system of education, this aim has centered only on the development of academic talents of the child, and the educational institutions are trying their best to uplift the Academic Achievement only. The Academic Achievement has always been a crucial area and the main Centre of education research. Despite many varied statements about the aims of education, the Academic Achievement of the pupil continues to be the primary concern and the most important goal of education. It is for this purpose that the use of achievement tests is given utmost importance in the educational system.

Academic Achievement

Despite many varied statements about the aims of education, the Academic Achievement of a pupil continues to be the primary concern and the most important goal of education and the main area of educational research. Achievement is a learned motive to compete and strive for success. It is the will power of the individual or desire tendency to do things as rapidly or as well as possible. It is the intense, persistence efforts to do everything well and to accomplish something difficult and to have determination to win. Academic Achievement of a student refers to the skills developed in school subjects that are evaluated by school authorities with the help of achievement test that may be either standardized or

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teacher made. In other words, Academic Achievement may be defined as competence that is really revealed in school subjects in which they have received the instructions.

Kumar (2001) defined Academic Achievement as the sum total of information gained after completing a course of instruction (partially or fully) in a particular grade that he has obtained on an achievement test.

Emotional intelligence
Emotions

Emotions play a significant role in guiding and directing once behaviour. Emotions are said to be the spring of actions. Emotions play a key role in providing a particular direction to individual behaviour and thus shaping personality according to their development.

In the view of Crow and Crow "An emotion is an affective experience, that accompanies generalized inner adjustment and mental and physiological stirred up states in the individual and that shows itself in his overt behaviour". Everyone is familiar with the common emotions of fear, anger, joy, sympathy, and grief and like. They are resulting in modification of behaviour.

Intelligence

Intelligence is the quality of behaviour. In dictionary meaning intelligence is the capacity to acquire and apply knowledge. In general meaning intelligence is mental adaptability to new problems and new situations of life or otherwise stated, it is capacity to recognize one's behaviour pattern so as to act more effectively and more appropriately in novel situation of life.

One's intelligence is an innate as well as acquired intellectual potential. Every person is born with some intellectual potential, which grows and develops with the help of maturity and experience. Similarly one is also born with some Emotional Intelligence, abilities to deal with emotions in terms of one's level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability termed as "Emotional Intelligence".

Goleman (1998) defines Emotional Intelligence as the capacity for recognizing our own feelings and those of others far motivating ourselves, and for managing emotions well in us and in our relationships. Emotional Intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ.

Mental health

Mental Health is the adjustment of human being to the world and to each other with maximum effectiveness and happiness. The emotional life of an individual plays a very important part in maintaining the Mental Health. If emotional life is healthy, the chances of having good health improve. By healthy emotional life is meant that the person has an attitude of love and affection towards his near and dear ones. Mentally healthy person actively masters his or her environment, demonstrates a considerable unity or consistency of personality and is able to perceive self and the world realistically. Such a person is also able to function effectively without making undue demands upon other.

Laddell has reported Mental Health as the ability to make adequate adjustments to the environment on the plane of reality. *Menninger* (1945) writes, "Let us define Mental Health as the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness. It is the ability to maintain an even temper, an alert intelligence, socially considerate behaviour and a happy disposition. According *Encyclopedia of Britannica* (1968), "Mental Health in the broader sense suggests degree of happiness and satisfaction under conditions that warrant such a state of mind and a capacity for making satisfactory personal and social relationships:' WHO expert committee on Mental Health opines that Mental Health means "The capacity of an individual to form harmonious relations with others."Thus on the basis of above mentioned definitions of Mental Health, it can be said that the term Mental Health has been used in different ways by psychologists, psychiatrists and others is influenced by multiplicity of factors like intelligence, personality, education level, Academic Achievement and physical health. Emotionally healthy individuals accept themselves as they are with all their weaknesses as well as their strengths. They remain in contact with reality and they are able to deal with stress and frustration. They also act independently to outside influences and genuine concern for other people.

Adolescence

Adolescence is a period of life, which starts from onset of puberty to full adulthood, falling between the age ranges of 12 to 21 years or so. The human young one passing through this age group is called an adolescent. Psychologists regard adolescence as period of social pressure specifically related to the society, not as a unique biological period. It is a period of life during which a boy becomes and a girl, a woman. Roughly speaking, it embraces the teenage years.

Review of related literature:

Scuttle et al (1998), Gautam (2000) found a significant relation between Emotional Intelligence and Academic Achievement. *Kaur (2001),.Pandey (2002)* studied the levels of Emotional Intelligence of second year students of faculty of home science M.S. University Baroda and reported that high academic achievers had high levels of Emotional Intelligence. Family climate come out to be significantly contributing to the development of Emotional Intelligence. *Parker et al (2002)* examined the relationship between Emotional Intelligence and Academic Achievement in high school students (n=667) participants completed Emotional Quotient (EQ) inventory and their academic success was strongly associated with overall Emotional Intelligence (EI) level. EI was found to predict about 16% of the variability in high school grade point average (GPA). A stronger level of prediction was produced when EO-I variables were compared in group who had achieved very different levels of academic success (highly successful vs. less successful students). *Dewan (2003),Kaur (2004)* gave the exciting fact that there is significant relationship between emotional quotient

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and intelligence quotient in relation to academic quotient. *Nagpal and Taneja (2005)* considered EI or EO as a basic requirement for the effective use of IQ. It is an affective adaptive capacity for smooth adjustment in our social life EI means empathy, compassion, motivation an ability to respond appropriately to external pain and pleasure. *Kumar (2006), Chen-Hui-Ling (2001), Kanwal Preet (2002), Gupta (2002)* concluded that there is a significant difference between Mental Health of male and female Adolescents and between govt. and private school Adolescents. *Srivastava and Srivastava (2002)* concluded that family environment has significant effect on educational interests of Adolescents. *Ravi (2003)* reported that achievement is significantly related to home environment of students. *Bajwa and Kaur (2006)* revealed that there exists significant and positive relationship between Academic Achievement and family environment Academic Achievement and academic stress. Verma (1986),Nowicki and Duke (1992) found out that low levels of empathy, handling stress, self-confidence, self-acceptance, group dynamics and control of emotions were associated with poor school achievement. Sharma and Singh (1997) indicated that male and female undergraduate of urban areas scored higher than their counterparts from Rural on all areas of emotional maturity. Gautam (2000) found significant relations between Emotional Intelligence and Academic Achievement.Kumar (2006) found that there is no significant relationship between the Emotional Intelligence and Academic Achievement of students.

Need and significance

The future of country rests on the shoulder of its children. These children who one day will pave the path of progress and lift the country to the heights of development. To turn these children into strong pillars education plays a key role. Higher education is the basic tool for social transformation and national advancement. Due to improved standard of higher secondary education students with high academic scores alone are able to secure future admissions. There are several factors, which affect the academic performance of these students, and unless we understand these factors we can't produce intelligent and enthusiastic youngster.

As far as Mental Health is concerned it is a state of mind, which directs a person to think, act and feel. Modern age is the age of competition, which results in tension and mental illness. The present era of educational scene is fast changing. Curriculum and co-curriculum offering have tremendously expanded thereby gripping the students in adjustment problems. To provide good Mental Health, children need good social support from their teachers. Therefore it is essential that a nurturing environment should be provided to the students to grow emotionally.

It has been anticipated that much research work has been done or the EI and Mental Health of teachers, children and Adolescents. But by reviewing the related literature it has been observed that no significant effort has been made to relate Emotional Intelligence and Mental Health with Academic Achievement of Adolescents. A student must be emotionally intelligent and mentally healthy so that he can achieve good academic results.

Therefore present research is a little endeavor to study the Academic Achievement in relation to Emotional Intelligence and Mental Health of Adolescents.

Objectives

1. To study and compare the Academic Achievement, Emotional Intelligence of Adolescents studying in Government Schools.
2. To study the compare the Academic Achievement, Emotional Intelligence and Mental Health of Adolescents studying in Govt. School of Rural and Urban areas.
3. To study the relationship between the criterion variable of Academic Achievement and independent variable of Emotional Intelligence and Mental Health of Rural and Urban Adolescents.

Hypotheses

1. There will be a significant relation between Academic Achievement and Emotional Intelligence of Adolescents.
2. There will be a significant relation between Academic Achievement and Mental Health of Adolescents.
3. There will be a significant relation between Academic Achievement and Emotional Intelligence of Rural Adolescents.
4. There will be a significant relation between Academic Achievement and Mental Health of Rural Adolescents.
5. There will be a significant relation between Academic Achievement and Emotional Intelligence of Urban Adolescents.
6. There will be a significant relation between Academic Achievement and Mental Health of Urban Adolescents.

Delimitation of the study

1. Study is delimited to only two districts of Punjab, Moga and Ludhiana.
2. Only Govt. senior secondary schools were taken for the study.
3. Study is confined to the Academic Achievement in the subject of mathematics only.

Design of the study

The present investigation is essentially descriptive and survey type. Mean, median, Mode, Standard Deviation and product moment method of co-relation is employed to find out the trends of the data. It is not mere gathering of data, but goes beyond it. It involves interpretation, comparisons, measurement, classification, generalization and solution finding of educational problem.

Sample of the study

In the field of education, the population under study is quite large, which is practically impossible to conduct and study individually. Hence a convenient portion of the total population to be investigated is selected randomly with the assumption that they truly represent the entire population. In order to collect the data, a sample of 300 students (150 Rural and 150 Urban) belonging to Senior Secondary School Students (Adolescents) was selected randomly from the Government Schools of Moga and Ludhiana

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District. Every care has been taken to make the sample as fairly as possible representative of the entire population, yet errors due to sampling cannot be totally eliminated.

Tools used

The following tools were used in the present study:-

1. Academic Achievement to test the Academic Achievement of secondary school students marks obtained in the subject of mathematics in matriculation board exams 2010 was taken.

2. Mangal Emotional Intelligence Inventory (MEII) Mangal, S.K. It has 100 items, 25 each from the four areas to be answered as yes or no. The reliability coefficients derived through these tests are Split half method using Spearman – Brown prophecy formula is 0.89, K-R formula (20) is 0.90 and Test-retest method (after a period of 4 weeks) is 0.92 .The validity for the inventory has been established by adopting two different approaches, namely factorial and criterion related approach. The derived correlation matrix is presented in the intra PM is 0.437, Intra PA is 0.480

3. Mental Health Battery (MHB), Sen Gupta, Alpana and Singh, Arun Kumar.
The present battery includes six indices of Mental Health. Emotional stability, Over-all Adjustment, Autonomy, Security – Insecurity, Self-concept, Intelligence. Both temporal stability reliability and internal consistency reliability of MHB were computed. Emotional stability (0.876), Over-all Adjustment (0.821), Autonomy (0.767), SecurityInsecurity (0.826), Self-concept (0.786) Intelligence (0.823). The validity for the Battery has been 0.681 to 0.601.

Statistical techniques used

1. In order to visualize the nature of score distributions of the data collected descriptive statistics i.e. mean, median, standard deviation, skewness and kurtosis were worked out.

2. Karl Pearson's coefficient of correlation was used to find out the relationship between Academic Achievement, Emotional Intelligence and Mental Health of Adolescents.

Analysis and interpretation of data

Description of data

The raw data was organized and analysed by using the following two types of statistical techniques to test the hypotheses:

1. Descriptive Statistics

2. Inferential Statistics

Assessing the normality of data

For assessing the normality of data mean, median, made, S.D. skewness and kurtosis is used.
*Description of various factors

Emotional intelligence: - Factor A – Intrapersonal Awareness (Own emotions), Factor B – Interpersonal Awareness (Other emotions), Factor C – Intrapersonal Management (Own emotions), Factor D – Interpersonal Management (Other emotions)

Mental Health: - Factor A – Emotional Stability (ES), Factor B – Overall Adjustment (OA), Factor C – Autonomy (AY), Factor D – Security – Insecurity (SI), Factor E – Self Concept (SC), Factor F – Intelligence (IG)

Table 1
Normality of Data of Rural Adolescents (N=150)

	Mean	Median	Mode	S.D.	Sk.	Ku.
Emotional Intelligence (factor A)	16.04667	17	17	3.621963	-0.58532	-0.33333
Emotional Intelligence (factor B)	14.34667	15	16	3.436845	-0.31913	-0.3232
Emotional Intelligence (factor C)	17.25333	18	16	3.645696	-0.88095	2.460181
Emotional Intelligence (factor D)	15.89333	16	16	3.378071	-0.91788	2.980998
Emotional Intelligence (total)	63.54	64	62	9.166345	-0.25249	-0.7274
Mental Health (factor A)	8.16	8	8	2.422157	0.617383	1.830537
Mental Health (factor B)	25.89333	26	26	3.709496	-0.2417	0.32878
Mental Health (factor C)	10.25333	10	11	1.597761	-0.34274	0.484424
Mental Health (factor D)	9.913333	10	10	2.098055	-0.24628	1.060935
Mental Health (factor E)	9.913333	10	10	1.698545	-0.10429	-0.59206
Mental Health (factor F)	13.43333	13	13	2.961536	0.241425	-0.30269
Mental Health (total)	77.56667	78	82	8.214749	-0.51435	0.141247
Academic Achievement	29.18667	31.5	33	0.455772	0.455772	-0.07147

Table 1 represents the value of mean, median and mode for all the factors of Emotional Intelligence, which are 63.84, 64 and 62 respectively. Similarly also represents value of mean, median and mode for all the factors of Mental Health, which are 77.56, 78, and 82 respectively. All the measures of central tendencies are in close proximity with each other thus the distribution is quite near to normal. The value of skewness and kurtosis is –0.51 and 0.141 respectively which also shows that the data is normal. Table also reveals the value of mean, median and mode for Academic Achievement data. These are 29.58, 31.5 and 33, which are in close proximity with each other. Thus the distribution is quite near to the normal. Thus the data for Academic Achievement (Rural) can thus be considered normal and can be used for research purpose.

	Mean	Median	Mode	S.D.	Sk.	Ku.
Emotional Intelligence (factor A)	16.07333	16	18	3.379958	-0.59887	1.499025
Emotional Intelligence (factor B)	15.39333	16	16	3.086878	0.019544	-0.15804
Emotional Intelligence (factor C)	18.22	19	20	3.280755	-0.41628	-0.45088
Emotional Intelligence (factor D)	15.71333	16	16	3.647812	-0.9102	2.80123
Emotional Intelligence (total)	65.4	66	63	9.823271	-0.18209	0.2375
Mental Health (factor A)	8.44	8	8	1.908933	0.031795	-0.24603
Mental Health (factor B)	27.16	27	27	3.825173	-0.25851	-0.02482
Mental Health (factor C)	10.03333	10	11	1.547532	-0.92629	1.589897
Mental Health (factor D)	10.13333	10	10	3.077667	0.91201	2.18673
Mental Health (factor E)	9.973333	10	10	2.036402	-0.59651	0.642632

Mental Health (factor F)	15.91333	16.5	17	3.844174	-0.46032	-0.03806
Mental Health (total)	81.65333	83	82	6.999508	-0.54142	-0.25227
Aca Achie	44.92	43	33	22.61422	0.207589	-0.45886

Table 2 represents the value of mean, median and mode for all the factors of Emotional Intelligence. These values are 65.4, 66, and 63 respectively. Table also represents the mean, median and mode value for all the factors of Mental Health. There values are 81, 83 and 82 respectively. All the measures of central tendency are in close proximity to each other, which shows that distribution is quite near to normal.   Thus the data for Mental Health (Urban) can be considered normal.

Table also reveals mean, median and mode value for data of Academic Achievement, which are 44, 43, and 33 respectively. All the measures of central tendency are in close proximity to each other, which shows that the distribution is quite normal. The value of skewness and kurtosis is 0.20, -0.45 respectively which is also near to normality. Thus the data for Academic Achievement (Urban) can be considered normal and can be used for research purpose.

Table 3
Normality of Data of Urban Adolescents (Total)
(N=300)

	Mean	Median	Mode	S.D.	Sk.	Ku.
Emotional Intelligence (factor A)	16.06	16	18	3.497213	-0.59024	0.44648
Emotional Intelligence (factor B)	14.87	15	16	3.302948	-0.2997	-0.11121
Emotional Intelligence (factor C)	17.73667	18	20	3.495911	-0.70788	1.444552
Emotional Intelligence (factor D)	15.80333	16	16	3.510804	-0.9142	2.82602
Emotional Intelligence (total)	64.47	65	71	9.530225	-0.18973	-0.17359

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Mental Health (factor A)	8.3	8	8	2.181558	0.3837	1.325225
Mental Health (factor B)	26.52667	27	27	3.814594	-0.22408	0.101731
Mental Health (factor C)	10.14333	10	11	1.574076	-0.60641	1.032933
Mental Health (factor D)	10.02333	10	10	2.631706	0.851212	2.744704
Mental Health (factor E)	9.943333	10	10	1.872202	-0.40983	0.29799
Mental Health (factor F)	14.67333	15	13	3.643837	0.028327	-0.43086
Mental Health (total)	79.61	81	82	7.888727	-0.5905	0.151937
Academic Achievement	37.0533	35	33	21.10296	0.545399	-0.07264

Table 3 represents the value of mean, median and mode for all the factors of Emotional Intelligence, which are 64.47, 65, and 71. Thus the data of Emotional Intelligence of adolescent (total) can be considered normal .Table also represents the value of mean, median and mode for all the factors of Mental Health. These values are 79, 81, 82 respectively value of skewness and kurtosis is –0.59, and 0.15 respectively which is within the normal range. Thus the data of Mental Health of adolescent (total) can be considered normal .Table also represents the value of mean, median and mode for the data of Academic Achievement. These values are 37.05, 35, 33 respectively value of skewness and kurtosis is 6.54 and –0.07 respectively which are within the ranged of normality. Thus the data for Academic Achievement (total) can be considered normal and can be used for research purpose.

Correlation Analysis

Table 4
Relation between Academic Achievement and Emotional Intelligence of Rural Adolescents

Variables	N	Correlation
Academic Achievement and Emotional Intelligence (Factor A)	150	0.07115 (NS)
Academic Achievement and Emotional Intelligence (Factor B)	150	0.038479 (NS)
Academic Achievement and Emotional Intelligence (Factor C)	150	0.05013 (NS)
Academic Achievement and Emotional Intelligence (Factor D)	150	0.003464 (NS)
Academic Achievement and Emotional Intelligence (Total)	150	0.03235

NS = Not significant at both the level (0.01 = 2.58 and 0.05 = 1.96)

Table 4 represents the relation between Academic Achievement and Emotional Intelligence of Rural Adolescents. The value of correlation between Academic Achievement and factor A, B, C and D (intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management respectively of Emotional Intelligence as well as total comes out to be 0.0711, 0.038, 0.050, 0.003, 0.032 respectively. All these values are insignificant at 0.05 levels. So there is no relation between Academic Achievement and all the factor of Emotional Intelligence of Rural Students.

Hence the hypothesis "There will be a significant correlation between Academic Achievement and Emotional Intelligence of Rural Adolescents is rejected.

Table 5
Relation between Academic Achievement and Mental Health of Rural Adolescents

Variables	N	Correlation
Academic Achievement and Mental Health (Factor A)	150	0.042554 (NS)
Academic Achievement and Mental Health (Factor B)	150	0.035503 (NS)
Academic Achievement and Mental Health (Factor C)	150	0.038444 (NS)
Academic Achievement and Mental Health (Factor D)	150	0.013636 (NS)
Academic Achievement and Mental Health (Factor E)	150	0.040938 (NS)
Academic Achievement and Mental Health (Factor F)	150	0.215706*
Academic Achievement and Emotional Intelligence (Total)	150	0.125775*

* Significant at 0.05 level of significance (1.96)
NS = Not significant at both the level (0.01 = 2.58 and 0.05 = 1.96)

Table 5 The value of correlation for factor A, B, C, D and E respectively of Mental Health with

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Academic Achievement comes out to be 0.042, 0.035, 0.038, 0.013, 0.040 respectively which are not significant at 0.05 level. So it indicates that there is no significant relation between Academic Achievement and Mental Health of Rural Adolescents (with regard to factor A, B, C, D and E) respectively. As far as the other factor of Mental Health i.e. F is concerned the value comes out to be 0.21 which is highly significant at 0.05 level. Similarly in totality the value of correlation between Academic Achievement and Mental Health of Rural Adolescent comes out to be 0.125, which is almost significant at 0.05 level.

Hence the hypothesis that "There will be a significant relation between Academic Achievement and mental of Rural Adolescent" is rejected with regard to factor A, B, C, D and E respectively. On the other hand above hypothesis is accepted in reference to factor F (intelligence) and in totality as both are showing significant correlation.

Table 6
Relation between Academic Achievement and Emotional Intelligence of Urban Adolescents

Variables	N	Correlation
Academic Achievement and Emotional Intelligence (Factor A)	150	0.153473*
Academic Achievement and Emotional Intelligence (Factor B)	150	0.104864 (NS)
Academic Achievement and Emotional Intelligence (Factor C)	150	0.108068 (NS)
Academic Achievement and Emotional Intelligence (Factor D)	150	0.166178 (NS)
Academic Achievement and Emotional Intelligence (Total)	150	0.183561*

* Significant at 0.05 level of significance (1.96)
NS = Not significant at both the level (0.01 = 2.58 and 0.05 = 1.96)

Table 6 The value of correlation for factor A i.e. "Intrapersonal Awareness" is 0.153 which is significant at 0.05 level so it indicates that a correlation exists between Academic Achievement and Emotional Intelligence with regard to factor A.

As for as the remaining factors of Emotional Intelligence namely factor B C and D (Interpersonal awareness, Intrapersonal management, Inter personal management) respectively are concerned the values of correlation comes out to be 0.104, 0.108, 0.166 respectively which are not significant at 0.05 level. One the other hand in totality the value of correlation between Academic Achievement and Emotional Intelligence is 0.18, which is again significant at 0.05 level.

Hence the hypothesis that "There will be a significant relation between Academic Achievement and Emotional Intelligence of Urban adolescent" with regard to factor A (Intrapersonal awareness) and in totality is accepted.

But the other factors namely B, C and D (Interpersonal awareness, intrapersonal management and interpersonal management) are showing no relation with Academic Achievement. Hence

hypothesis with reference to these factors is rejected.

Table 7
Relation between Academic Achievement and Mental Health of Urban Adolescents

Variables	N	Correlation
Academic Achievement and Mental Health (Factor A)	150	0.178832*
Academic Achievement and Mental Health (Factor B)	150	0.058881 (NS)
Academic Achievement and Mental Health (Factor C)	150	0.12518 (NS)
Academic Achievement and Mental Health (Factor D)	150	0.018862 (NS)
Academic Achievement and Mental Health (Factor E)	150	0.180667*
Academic Achievement and Mental Health (Factor F)	150	0.162585*
Academic Achievement and Mental Health (Total)	150	0.190157*

* Significant at 0.05 level of significance (1.96)
NS = Not significant at both the level (0.01 = 2.58 and 0.05 = 1.96)

Table 7 The value of correlation for factor A, E and F (Emotional stability, self-concept and intelligence) respectively of Mental Health with Academic Achievement and in totality comes out to be 0.178, 0.180, 0.162 and 0.190 which is significant at 0.05 level. So it indicates that there is a significant correlation between Academic Achievement and Mental Health of Urban adolescent (with regard to factor A, E and F) respectively as for as total correlation is concerned.

Hence the hypothesis that "there will a significant relation between Academic Achievement and Mental Health of Urban adolescent" is accepted in reference to totality and with regard to factor A, E and F (Emotional stability, self-concept and intelligence) respectively is accepted.

On the other hand above hypothesis is rejected in reference to relation between Academic Achievement and factor B, C and D.

Table 8
Relation between Academic Achievement and Emotional Intelligence of Adolescents (Total)

Variables	N	Correlation
Academic Achievement and Emotional Intelligence (Factor A)	150	0.052706 (NS)
Academic Achievement and Emotional Intelligence	150	0.126774*

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(Factor B)		
Academic Achievement and Emotional Intelligence (Factor C)	150	0.086054 (NS)
Academic Achievement and Emotional Intelligence (Factor D)	150	0.08388 (NS)
Academic Achievement and Emotional Intelligence (Total)	150	0.125745*

* Significant at 0.05 level of significance (1.96)
NS = Not significant at both the level (0.01 = 2.58 and 0.05 = 1.96)

Table 8 The value of correlation between Academic Achievement and factor A, C and D (Intrapersonal awareness, Intrapersonal Management and Interpersonal Management) of Emotional Intelligence comes out to be 0.052, 0.086, and 0.083 respectively which is not significant at 0.05 levels. Thus it indicates no relation between Academic Achievement and factor A, C and D of Emotional Intelligence of (total) Adolescent.

Hence the hypothesis "There will be a significant relation between Academic Achievement and Emotional Intelligence of Adolescents (total) is accepted.

Table 9
Relation between Academic Achievement and Mental Health of Adolescents (Total)

Variables	N	Correlation
Academic Achievement and Mental Health (Factor A)	300	0.125476*
Academic Achievement and Mental Health (Factor B)	300	0.106716*
Academic Achievement and Mental Health (Factor C)	300	0.10857 (NS)
Academic Achievement and Mental Health (Factor D)	300	0.031533 (NS)
Academic Achievement and Mental Health (Factor E)	300	0.125022*
Academic Achievement and Mental Health (Factor F)	300	0.285329*
Academic Achievement and Emotional Intelligence (Total)	300	0.236624*

* Significant at 0.05 level of significance (1.96)
NS = Not significant at both the level (0.01 = 2.58 and 0.05 = 1.96)

Table 9 represents the relation between Academic Achievement and Mental Health of adolescent (Total) the value of correlation between Academic Achievement and factor A & E (Emotional stability and self-concept) respectively of Mental Health comes out to be 0.125, 0.125 respectively which indicates that there is a significant relation between Academic Achievement and factor A and E (Emotional stability and self-concept) of total Adolescents.

As for as the value of correlation between Academic Achievement and factor B and F of Mental Health and total value is concerned it comes out to be 0.167, 0.285, 0.236 respectively at 0.05 level which indicates almost significant and highly significant relation between Academic Achievement and factor B of Mental Health and in totality of Adolescents (Total).

Hence the hypothesis "There will be a significant relation between Academic Achievement and Mental Health of Adolescents (total) is accepted.

RESULTS AND FINDINGS
1. No significant relation was found between Academic Achievement and Emotional Intelligence of Rural Adolescents.
2. Significant relation was found between Academic Achievement and factor F i.e. intelligence of Mental Health as well as all the factors of Mental Health put together for Rural Adolescents.
3. Significant relation was also found between Academic Achievement and Emotional Intelligence of Urban adolescence with regard to factor a (intrapersonal awareness) and all the factors in totality.
4. Academic Achievement and different factors A, E, F (Emotional Stability, Self Concept and Intelligence) respectively of Mental Health for Urban Adolescents were also found to be significantly related.
5. Significant relation was found between Academic Achievement and Emotional Intelligence with regard to factor B (Interpersonal awareness) and of Emotional Intelligence of total sample.
6. Significant relation was found between Academic Achievement and factor A and E (Emotional stability and self-concept) respectively of Mental Health of Adolescents in total.
7. No significant relation was found between Academic Achievement and factor C and D (Autonomy and Security – Insecurity) respectively of Mental Health of Adolescents in total.
8. Academic Achievement and factor B and F (Overall adjustment and intelligence) respectively of Mental Health of adolescent in total were also found to be significantly related.
9. No significant relation was found between Academic Achievement and Mental Health with reference to B C and D factor of both Rural and Urban adolescent; thus indicating that overall adjustment, autonomy and security insecurity do not contribute significantly towards the enhancement of Academic Achievement.
10. No significant relation was found between Academic Achievement and Emotional Intelligence with respect to factor B, C and D for both Rural and Urban adolescent thus indicating that interpersonal awareness; intrapersonal management and interpersonal management do not contribute significantly towards the growth of Academic Achievement.

EDUCATIONAL IMPLICATIONS
1. Findings of the study reveal that there is a significant correlation between Academic Achievement and Emotional Intelligence for Urban and for total sample. From this it can be concluded that Emotional Intelligence leads to high Academic Achievement. So all those involved in the process of education of child including parents, teachers, educators and administrators should create conducive conditions for the development Emotional Intelligence. This will help in the improvement of Academic Achievement.
2. Findings of the study reveal that there is highly significant relation between Academic

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Achievement and certain factors of Mental Health namely overall adjustment and intelligence for total sample. So we can safely conclude that family, school, neighborhood and society should provide a healthy environment to Adolescents in general.

3. The results also show that special attention is needed for the rural students. The government and authorities should pay due attention towards Rural schools. The facilities and infrastructure of the rural schools should be augmented liberally.

SUGGESTIONS FOR FURTHER STUDY

Research in any branch of human knowledge is never a closed book. There is always persisted need of finding solutions to new problems and testing the variety at the solution to the older problems. The present study opens up certain avenues for further research which are listed below:

1. The present study was limited to a small sample of 300 students. It is suggested that large sample can be undertaken.
2. The study of the same nature can be undertaken for different districts of states.
3. The study can be undertaken for colleges and universities students.
4. The study of Academic Achievement of Rural and Urban Adolescents relation to Emotional Intelligence and Mental Health can be undertaken by taking different age groups and using other methods and tools.

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