



RESEARCH ARTICLE

MENTAL ALERTNESS AND SELF-ESTEEM OF UNDERPRIVILEGED STUDENTS

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ABSTRACT

The present study aimed at assessing the level of mental alertness and self-esteem among underprivileged Students. The sample consisted of 100 underprivileged students selected purposively from secondary schools of Kalaburgi and Bidar districts of Hyderabad Karnataka. A set of questionnaires of mental alertness and self-esteem was used. The data analyzed using paired t-test. The result revealed that there was a significant difference in mental alertness and self-esteem i.e. before and after intervention. The interpretation and summary pertaining to the study were discussed.

Key words:

Intervention Program,
Mental alertness,
Self-esteem and Underprivileged Students.

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INTRODUCTION

Relevance of the study

The present study covers a wide range of academic difficulties faced by the underprivileged students and it utmost providing necessary inputs to improve or overcome their difficulties. An academically underprivileged student gets disturbed by the social and environmental obstacles. The social factors might impact on their school achievements in terms of subject involvement, participation, etc, therefore, the present study has been carried out on the basis of an intervention program on mental alertness and self-esteem among underprivileged. For this, students have selected on the basis of their achievements and the modules have been prepared and same has been followed. Mental alertness/ability represents an adolescent's brain power in different aspects of competency, including verbal, arithmetical, spatial, and logical reasoning, which is one of the most important functional abilities for a student. The concept of mental health is intrinsically complex. No single and simple formulae can be offered for reducing its rich variety to a dry definition. Though mental health has been a subject of great attention to human kind, yet scholars do not agree on a single definition of it.

The general mental alertness plays an important role in adolescent's life especially during the age of 12 to 16 for enhancing their mental ability/alertness. The mental alertness influence on the adolescent's personality in learning towards their academic improvements. The general mental alertness helps in solving the mathematical and verbal etc and environmental barriers of their classroom. Possessing a lot into their self can lead to become depressed and annoyed, or tolerate abusive situations and relationships. Too much self-love, on the other hand, results in an off-putting sense of entitlement and an inability to learn from failure in their life. Self-esteem, attached with identity are often used interchangeably. In fact these are quite distinct. Self-esteem has become a common word is used in our daily conversation. It is attitude about the self and is related to personal belief about skills, abilities, social relationships and future outcomes. Woolfolk (2004) defines "self-esteem is the value which we place on our own characteristics, abilities and behaviours. Researcher tried to mention two important questions in their research studies. Booth and Gerard (2011) reported number of studies in England and United states that explain gender difference in adolescents. mostly boys have higher self-esteem as compared to girls. Girls are influenced by relationships and boys are influenced by objective success. Therefore, the present study is aimed at assessing the level of mental alertness and self-esteem among underprivileged through an intervention program. Objectives of the present study are to study the level of mental alertness and self-esteem among underprivileged before and after intervention program. It is

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hypothesized that there is a significant difference in mental alertness and self-esteem among underprivileged before and after intervention

MATERIALS AND METHODS

Research design

This study is exploratory in nature and adopts intervention program.

Operational definition

Remedial Training: Specialized instruction for students deviating the expected norm /identifying academic under achievers/slow learner/poor performer and giving them the necessary guidance to help them overcome their problems.

Underprivileged

A student who has below average level of academic achievement and displays no motivation and performs his/her potential.

Study area

The study area included rural and urban taluka of Kalaburagi and Bidar district. The Kalaburagi and Bidar cities are class second of Karnataka state, India, which is located 600 kilometer from Bangalore, the capital city of Karnataka.

Data collection

The students of Hyderabad Karnataka districts of Bidar and Kalaburagi from government and private aided secondary school students, those who have below average level of potentials

Sample and techniques

The present study sample consisted of 100 underprivileged students of couple of districts of Hyderabad Karnataka, out of which 50 are boys and 50 are girls of students. The samples were selected using purposive sampling method.

Academically underprivileged

The students of poor academic achievement is considered as academically underprivileged, and the students have shown below his/her level of achievement.

Statistical techniques

•Paired t-test

Table 1. Summary of paired sample t-test on mental alertness of academically underprivileged students

Sub-dimension Variables	Pre-test (100)		Post-test (100)		t-value
	Mean	SD	Mean	SD	
Arithmetic reasoning	18.96	6.21	26.17	5.80	8.731***
Definition	23.90	9.24	28.47	5.06	4.614***
Number series	22.06	9.55	28.72	5.85	6.109***
Same opposite	20.93	7.98	28.40	5.85	7.422***
Overall	106.97	18.10	140.82	12.49	14.915***

Significant at 0.01***

Above table indicates that the paired sample t-test of mental alertness of academically underprivileged students. The result indicates that the mean and SD scores in pre-test of groups were found to be overall mean 106.97 and SD is 18.10 and in post-test mean score is 140.82 and SD is 12.49 respectively. The result showed that the students' performance was very low in pre-test, and after adopting the remedial training students have scored markedly high in overall mental alertness test, the t-value is 14.915, which is significant at 0.001 level. Hence, there is significant improvement in overall mental alertness of the students when they have trained well in remedial teaching. Further, on the sub-dimensions wise, namely arithmetic ability, definition and same opposite were found to be significant at 0.001 level.

Table 2. Summary of paired t-test on self-esteem of academically underprivileged students

Variables	Pre-test (100)		Post-test (100)		t-value
	Mean	SD	Mean	SD	
Self-esteem	78.35	19.46	178.52	26.14	25.392***

Significant at 0.001*** level

A perusal of above table shows that the paired sample t-test of self-esteem of academically underprivileged students. The result depicts that the mean and SD scores in pre-test were found to be overall mean 78.35 and SD is 19.46 and in post-test mean score is 178.52 and SD is 26.14 respectively. The result indicated that the students' performance was comparably low in pre-test, whereas it is markedly high improvement in post-test the t-value is 25.392, which is significant at 0.001 level. Therefore, there was drastic improvement in overall self-concept of the students when they have trained well in remedial teaching. The present study findings agree with the previous results of Aryana M (2010); fathi Ashitiani *et al.* (2007); Walter (2003); and Bray (2001) and Kifer (1973) have proven that self-esteem has been related to their academic achievement and it indicates that the strong self-esteem could modify their overall mental health status and mental alertness and also mental ability.

Conclusion

The present study aim was to understand the prevalence of the intervention program among academically underprivileged students of North Karnataka, and it is confirmed that there is a significant improvement in mental alertness and self-concept. Before introducing the remedial program students have scored very low in both the scales after adopting the intervention program students have started to involve in academic discussion and they have improved a lot in terms of understanding the subject concepts, grasping the idea of the concept and so on. It indicates that if carefully provide the remedial training intervention for those who are low in their academics could improve their achievements.

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