

Studying The Correlation Between Mental Health and Academic Achievements of Secondary School Students

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ABSTRACT

The purpose of this research is to examine how secondary school students' psychological well-being relates to their academic performance. The state of a student's mental health has far-reaching effects on their life, including their academic performance. The current research set out to determine how students' mental health affected their performance in the classroom when they were in high school. For this objective, a total of 120 kids from various schools in the Parganas district of West Bengal were chosen: 64 boys and 56 girls. The results demonstrated that the group of guys had better mental health than the group of girls. Mental health was better in the high achiever group compared to the poor achiever group. Academic performance was favourably correlated with mental health.

Keywords: *School, Boys, Girls, Mental Health, Academic Achievements.*

I. INTRODUCTION

Research on the relationship between students' mental health and their academic performance in secondary school is an important topic in the field of education today. Adolescence is a time of fast physical, emotional, and cognitive changes; adolescents encounter many obstacles during this transition that have an impact on their mental health and their ability to succeed in school. There is a strong correlation between a student's mental health and the challenges they face in secondary school, including the increasing academic pressure, social dynamics, and expectations from friends, instructors, and parents. A student's ability to concentrate, remember things, and do well in class may be negatively affected by mental health issues including anxiety, sadness, stress, and attention difficulties. Improving student performance and promoting holistic well-being both depend on our ability to decipher the inverse-inverse link between mental health and academic accomplishments.



The emotional and psychological well-being of secondary school children spans a wide range, from resilience, self-esteem, and emotional regulation—all examples of good mental health—to stress, anxiety, and depressive symptoms—all examples of bad mental health outcomes. Academic difficulties, interpersonal tensions at home, and problems with peers all contribute to a student's mental health problems. Low grades, disengagement, absenteeism, and dropping out are some of the issues that children with poor mental health are more likely to face in school, according to research. In turn, students' low academic performance may have a detrimental impact on their emotional well-being and sense of self-worth, leading to a self-perpetuating loop. Formal evaluations such as grades and test scores have long been used to gauge academic success. On the other hand, it encompasses intangibles like intellectual growth, critical thinking abilities, intrinsic drive, and practical knowledge application. A student's mental health affects not just their cognitive and emotional functioning, but also their capacity to succeed academically. Students who suffer from anxiety, for instance, may find it difficult to focus and remember things, which might manifest in subpar academic performance. In a similar vein, kids coping with depression may struggle to stay motivated, which may manifest as a loss of interest in or completion of coursework. A vicious cycle of underachievement and emotional suffering may ensue when mental health is already declining due to these academic challenges.

Students' emotional well-being and their performance in the classroom are related in secondary school for a number of important reasons. To begin with, stress plays an essential part. One of the main reasons why teenagers' mental health suffers is academic stress, which is the pressure that children feel to achieve well in school. There are a lot of things that might cause this kind of stress, such as having high expectations from adults in your life, being in a competitive social circle, or being afraid you will fail. Students' mental health and cognitive abilities, including attention, memory, and problem-solving, are negatively impacted by chronic stress. In addition to negatively impacting academic performance, stress may disrupt sleep, which in turn worsens emotional and cognitive issues. Second, schools' social environments greatly impact kids' emotional well-being and academic performance. Negative peer connections, bullying, and loneliness all have serious consequences for a student's mental health. Anxiety and depression are common mental health problems in adolescents because of their heightened sensitivity to unfavorable social dynamics, such as bullying and social isolation. As a result, students may find it difficult to focus on their studies, engage in class discussions, or finish their tasks. Conversely, having supportive social networks, such as those between classmates and instructors, may serve as a buffer against the negative impacts of stress and boost emotional and intellectual health. Both psychological well-being and scholastic success are significantly impacted by the home environment. Students' mental health and academic performance might benefit from having parents who are involved in their children's schooling and who are there for them emotionally. Students whose households are dysfunctional due to parental conflict, neglect, or abuse are more likely to suffer from mental health concerns, which in turn might affect their academic performance. Additionally, socio-economic status is a major factor because students from low-income backgrounds may experience heightened stress due to factors like financial instability, limited access to resources, and an unfavorable learning environment. These factors can lead to poor mental health and poor academic performance.

Personality quirks, resilience, and coping strategies are just a few examples of how pupils vary. While some students may be naturally resilient and able to keep up their academic performance even when faced with mental health issues, others may find that even little stresses have a huge impact on their ability to learn. Students' capacity to manage stress and the demands of school depends on their coping strategies, which include skills in emotional regulation, problem-solving, and time management. Anxiety and depression are common among students who do not have effective coping skills, and they have a negative impact on their academic performance as a result. When it comes to helping children with their mental health and helping them succeed in school, educational institutions are also crucial. Students can better handle the rigors of secondary school if their school offers mental health resources such as counseling, stress management programs, and instruction on mental health. These tools promote a school climate that values health and wellness and acknowledges the connection between mental health and academic success, in addition to offering direct assistance to students experiencing mental health challenges. However, increased rates of absenteeism, underperformance, and dropout may be seen in schools that do not provide sufficient mental health care. A new dimension has been added to the association between mental health and academic success with the introduction of technology and social media. The positive side of technology is that it may improve learning, teamwork, and access to materials. Conversely, research has shown that teenagers whose internet and social media use is excessive are more likely to suffer from anxiety, sadness, and sleep problems, all of which have a poor impact on their schoolwork. Teens' mental health suffers, and they struggle academically, due to issues like cyberbullying, FOMO (fear of missing out), and the relentless social media pressure to compare oneself to others. There are also gender disparities in the correlation between psychological well-being and scholastic success. Research has shown that when faced with academic pressure, female students are more prone to suffer from anxiety and despair, whilst male students are more prone to act out in ways that are seen as aggressive or defiant. Given these disparities, it's clear that school-based mental health treatments for kids need to be gender-specific if they're going to help kids of both sexes succeed academically.

II. REVIEW OF LITERATURE

Bostani, Mehdi et al., (2014) Studies have shown conflicting results about the correlation between mental health and academic achievement. The current study's overarching goal is to investigate how students' mental health relates to their academic performance at the Ahvaz campus of Iran's Islamic Azad University, both those who participate in athletics and those who do not. Because of this, two hundred pupils the random cluster sampling approach was used to choose 100 athletes and 100 non-athletes. We utilized the Goldberg general health questionnaire (GHQ-28) to gather data. The academic achievement of the pupils was measured by their cumulative average score. At last, the data were examined with a 95% confidence level utilizing a correlation coefficient and an independent t-test. Academic performance was not found to be significantly related to other factors, such as physical symptoms or social performance disorders, but it was found to be significantly related to general health and certain aspects of it, like anxiety and depression. While other elements and their interactional effects do impact students' educational achievement, this study's results suggest that students' mental health has a direct correlation to their academic success.

Mishra, Bapi. (2015). In order to adapt to the ever-shifting world around us, a stable personality is crucial for every single individual. There is a person's bodily health and their mental health. One of the most essential components of mental health is emotional and, by extension, social wellness. In terms of the measure of human flourishing, every single person has that kind of health. At various points and in various contexts, pupils have shown signs of mental health. Many methods have been crucial in determining eligibility throughout the period of adjusting to the educational environment. Academic adjustment refers to the process by which a student is able to adapt to the many facets of their educational setting. Using students' replies, the researcher hoped to ascertain the nature of the link between students' mental health and their academic adjustment. This study used a well-developed quantitative descriptive researcher design. Researchers have identified some characteristics of the associated variables with regard to the analytical setting as a result of the study's conclusion.

Selvaraj, Nangaiyarkarasi. (2019). Finding out how high school and college students' mental health relates to their academic performance was the driving force for this research. Students from the Kancheepuram and Chennai districts of Tamil Nadu's higher education institutions made up 511 of the total sample, with 288 males and 233 females. The data was analyzed using ANOVA, correlation, and independent t-tests. There is a statistically significant relationship between the various subgroups of the sample and their mental health. Higher and upper-level secondary school pupils' mental health is positively correlated with their academic performance, according to the results. A greater knowledge of mental health in the future might be achieved by early diagnosis of signs of mental health disorders and an awareness of the variables that contribute to stress among students.

Tabassum et al., (2021) Completing senior secondary school is now seen as the first significant milestone that determines an adolescent's future career path and general health. The modern standard for evaluating a student's academic performance centers on his or her level of academic attainment. A lot of things influence it. This research looked at the effects of mental health and peer pressure on students' grades. The research, which surveyed 285 high school seniors in the Aligarh district, also accounted for gender and the kind of school they attended (public vs. private). Some potential metrics have been used to interpret the study's inconsistent findings.

III. RESEARCH METHODOLOGY

Sample

For this study, researchers used a stratified random sampling technique to choose 120 secondary school pupils from various schools in the Parganas district of West Bengal. There were two levels of categorization: high achiever and low achiever, depending on the students' levels of academic performance.

Procedure

The pupils were given the Mental Health Battery. We used a scoring key to compile the data and score it. We found the averages and standard deviations for the Mental Health Battery Score. The t-test was used to compare the two sets of data. We calculated the product moment correlation coefficient to see if there was a connection between students' mental health and their academic performance.

IV. DATA ANALYSIS AND INTERPRETATION

Table 1: Gender of The Respondents

Particular	Frequency	Percentage%
Boys	64	53.33%
Girls	56	46.66%
Total	120	100

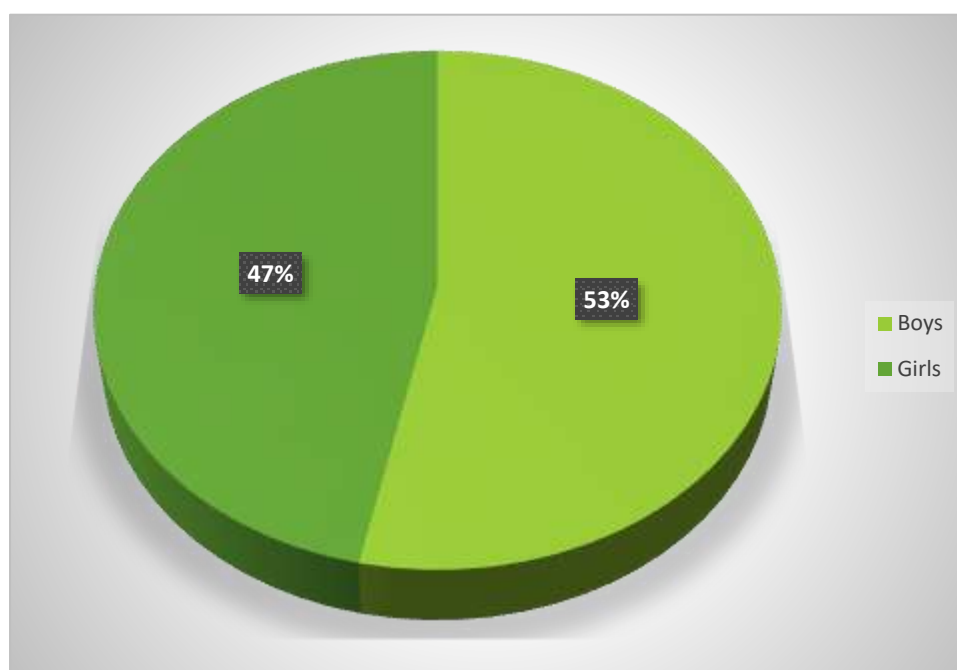


Figure 1: Gender of The Respondents

Table 1 shows the breakdown of responders by gender. A total of 120 people filled out the survey, with 64 being males (53.33% of the total). Girls made up 46.66 percent of the total responders, or 56 in all. This shows that there are somewhat more males than girls in the sample, while both sexes are pretty evenly distributed.

Table 2: Means, SDs and ‘t’ Values of Boys and Girls Adolescents on Mental Health

Sr. No	Factor	Boys		Girls		‘t’	P Value
		Mean	SD	Mean	SD		
1.	Emotional Stability	17.78	4.21	15.84	3.85	3.09	0.01
2.	Overall Adjustment	29.56	4.19	26.32	3.79	6.05	0.01
3.	Autonomy	9.49	2.2	8.19	1.24	6.03	0.01
4.	Security -Insecurity	7.67	2.58	6.29	2.03	4.56	0.01
5.	Self-Concept	11.59	2.46	9.79	2.19	5.49	0.01
6.	Intelligence	16.19	4.05	13.79	3.18	4.69	0.01

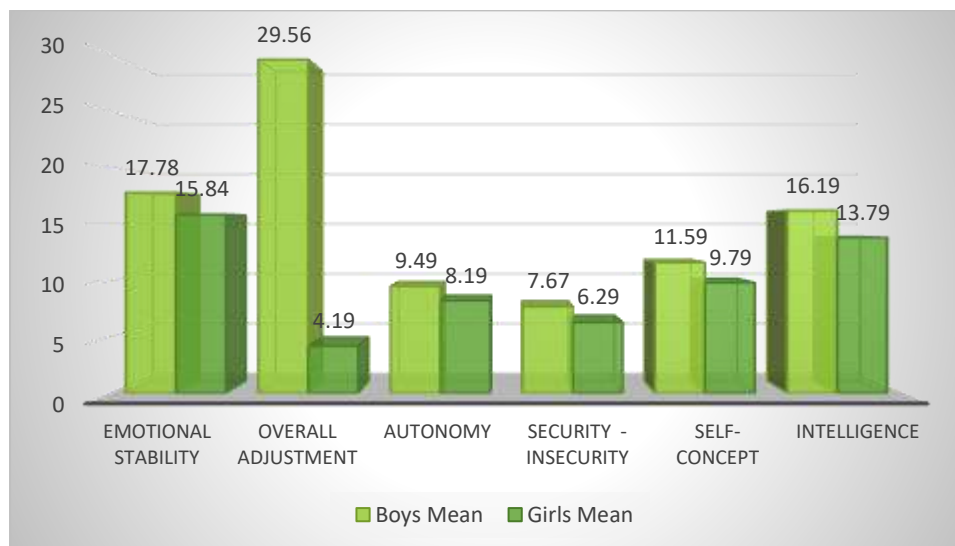


Figure 2: Means, SDs and 't' Values of Boys and Girls Adolescents on Mental Health

Analyses of teenage boys' and girls' mental health are summarized in Table 2, which also includes standard deviations (SD) and t-values. A statistically significant t-value of 3.09 ($p = 0.01$) indicates that males had a higher mean score (17.78, $SD = 4.21$) in relation to Emotional Stability than girls (15.84, $SD = 3.85$). A statistically significant difference was seen with a t-value of 6.05 ($p = 0.01$) in the category of Overall Adjustment, where males had higher scores (29.56, $SD = 4.19$) compared to girls (26.32, $SD = 3.79$). There was a statistically significant difference between the sexes on the Autonomy scale, with males scoring 9.49 ($SD = 2.20$) and girls scoring lower at 8.19 ($SD = 1.24$).

The t-value was 6.03 ($p = 0.01$). A t-value of 4.56 ($p = 0.01$) indicates that there is a significant difference between the sexes when it comes to Security-Insecurity; males scored 7.67 ($SD = 2.58$) and girls 6.29 ($SD = 2.03$). A t-value of 5.49 ($p = 0.01$) was generated by the fact that the mean score for Self-Concept was 11.59 ($SD = 2.46$) for males and 9.79 ($SD = 2.19$) for girls. Last but not least, on the intelligence test, there was a statistically significant difference between the sexes, with males scoring 16.19 ($SD = 4.05$) and girls 13.79 ($SD = 3.18$). In terms of mental health, males scored far higher than girls across the board, indicating that there are substantial gender variations in emotional and psychological traits experienced by the sexes during puberty.

Table 3: Mean Scores, SDs and 't' Values of High and Low Achievers of Mental Health

Sr. No	Factor	Boys		Girls		't'	P Value
		Mean	SD	Mean	SD		
1.	Emotional Stability	16.40	4.39	14.25	3.12	4.09	0.01
2.	Overall Adjustment	28.42	4.09	27.34	3.1	2.09	0.05
3.	Autonomy	10.9	2.18	8.09	1.73	6.19	0.01
4.	Security - Insecurity	8.69	3.5	7.1	2.42	4.38	0.01
5.	Self-Concept	12.58	2.72	10.87	2.38	4	0.01
6.	Intelligence	17.26	4.08	15.5	3.5	4.79	0.01

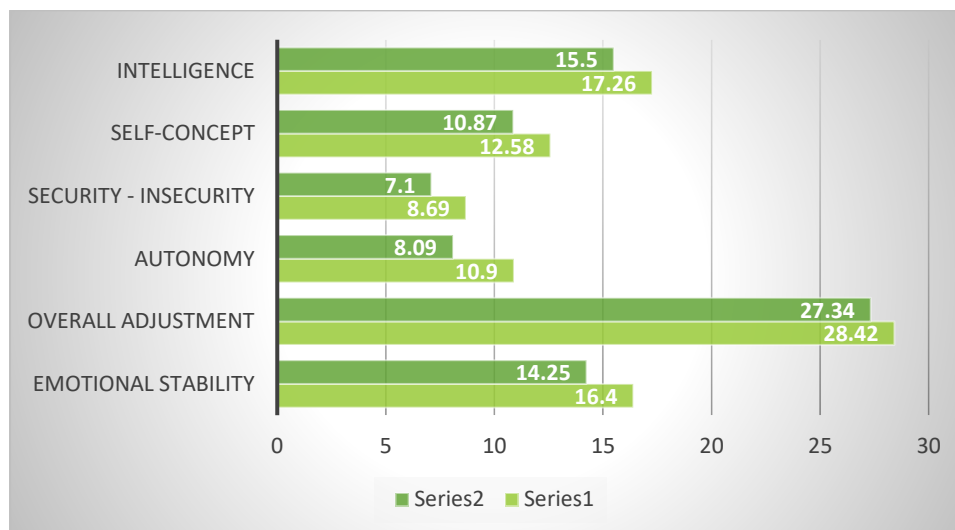


Figure 3: Mean Scores, SDs and ‘t’ Values of High and Low Achievers of Mental Health

Various mental health characteristics were compared between high achievers and poor achievers in both boys and girls. The results are shown in Table 3, which also includes standard deviations (SD) and t-values. With a t-value of 4.09 ($p = 0.01$), high-achieving males had an emotional stability score of 16.40 ($SD = 4.39$), which was considerably higher than the low-achieving girls' score of 14.25 ($SD = 3.12$). The results showed a significant difference at a little less rigorous level, with a t-value of 2.09 ($p = 0.05$) for the Overall Adjustment category. Boys had an average score of 28.42 ($SD = 4.09$) and females 27.34 ($SD = 3.10$). In terms of Autonomy, the mean score for males was 10.9 ($SD = 2.18$) while for girls it was lower at 8.09 ($SD = 1.73$). This difference was statistically significant (t-value 6.19, $p = 0.01$). A t-value of 4.38 ($p = 0.01$) indicates that there are significant differences between the groups; specifically, males scored 8.69 ($SD = 3.50$) on the Security-Insecurity scale, while girls scored 7.10 ($SD = 2.42$).

The self-concept scores of high-achieving females were 10.87 ($SD = 2.38$) and boys were 12.58 ($SD = 2.72$), with a t-value of 4.00 ($p = 0.01$). Lastly, on the intelligence test, there was a statistically significant difference between the sexes, with males scoring 17.26 ($SD = 4.08$) and girls 15.50 ($SD = 3.50$). The t-value was 4.79 ($p = 0.01$). Across all measured mental health characteristics, high-achieving males fared better than low-achieving girls, indicating that guys tend to have better emotional and psychological health when they accomplish a lot.

Table 4: Correlation Coefficient Between Academic Achievement and Mental Health

r	P Value
0.4362	0.01

The correlation coefficient between academic success and mental health is shown in Table 4, which shows a positive link that is statistically significant ($r = 0.4362$, $p < 0.01$). The results show that as kids' emotional well-being improves, they also tend to do better in school. With a somewhat good correlation of 0.4362, we may infer that students who are in better mental health tend to do well in school.

Mental health is a major factor in determining academic achievement, and the significance level (p-value of 0.01) further proves that this association is not likely to be due to chance. If schools really want to help their students succeed academically, these results show that mental health programs should be considered alongside other academic support services.

V. CONCLUSION

It is crucial to treat both kids' mental health and their academic accomplishments concurrently in order to promote their overall success in secondary school, due to the complex link between the two. We can't ignore the effect that mental health concerns have on students' ability to learn, especially when they are on the increase among this age group. Students' educational experiences and results are greatly influenced by a variety of variables, including academic pressure, social dynamics, family support, and personal resilience.

Providing mental health services and fostering supportive settings that acknowledge the connection between emotional well-being and academic performance are important roles that schools play in this dynamic. School systems may do a better job of preparing children to succeed academically and emotionally by making mental health programs a top priority and maintaining an environment of open communication. To foster pupils who are well-rounded and capable of succeeding in school and in life, it is necessary to take a comprehensive strategy that includes mental health services and best practices in education.

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