

## Role of Mental Health Programmes in Students 'Academic Performance': An Empirical Study

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### Abstract

The prominence of mental health programs in the context of students' scholastic performance has garnered escalating attention within recent years. This dissertation delves into the intricate correlation between the psychological well-being and scholastic triumph of scholars. It accentuates the multifaceted dimensions of mental well-being initiatives, encompassing therapeutic interventions, stress mitigation strategies, and systems for bolstering emotional fortitude, and their profound ramifications on the educational accomplishments of students. Scientific inquiry suggests that individuals who actively engage with mental health programs find themselves better equipped to confront the academic hurdles they encounter, yielding enhancements in their levels of concentration, incentive, and overall scholastic performance. These schemes cultivate a constructive milieu for learning, consequently ameliorating the stress and apprehension that can act as impediments to a student's scholastic advancement. Moreover, they propagate self-awareness and emotional tenacity, thereby empowering students to deftly navigate the academic rigors they encounter. A sample of 299 respondents was collected from students at different educational level. The factors that identify the Role of mental health programmes in students 'Academic performance' are Stress Reduction, Enhanced Problem - Solving skills, Reduced Absenteeism, and Holistic development.

**Keywords-** Students Mental Health, Mental Health Academic Performance

### Introduction

Profoundly intricate psychological well-being challenges profoundly impact scholars throughout their academic odyssey. Feelings of seclusion, trepidation, and despondency can substantially impede a scholar's capacity to immerse themselves in their educational pursuits, foster meaningful bonds, and fully immerse in the academic expedition.

Panayiotou, Humphrey, & Wigelsworth, (2019) The tumultuous events of 2020 have ushered in a realm of uncertainty and unparalleled circumstances, compelling Americans to grapple with the aftermath of departed loved ones and job losses. However, this unease is not confined to the adult populace; our progeny too bears its considerable weight. Aggravating this burden are heightened educational obligations in the aftermath of the swift and tumultuous shifts brought about by the pandemic. Geþka, (2014) timetables overflow with commitments and responsibilities, relentless inundation of media exposure shapes their lives, and elusive restorative slumber remains a distant dream. Yet, one of the most substantial catalysts of their anxiety is the onerous weight of academic expectations.

While this academic burden is far from a novel occurrence, our offspring now confront it at an earlier phase of their lives than ever before. In concert with the mandate to achieve excellence, technology has profoundly metamorphosed the manner in which youths engage with their academic pursuits, mentors, and peers. Whether students are navigating remote learning from the sanctuaries of their residences or have returned to the physical classroom, academic stress continues to loom over them. More than ever, it is imperative that we delve into how the conventional strain of academia affects mental health. Wyatt, Oswalt, & Ochoa, (2017) necessitates an exhaustive scrutiny of how digital learning has revolutionized conventional academic pressures. Moreover, mental health programs facilitate early intervention. They empower students to recognize the signs of mental health challenges within themselves and their peers. Incorporating mental health programs into the

academic environment is particularly vital given the heightened academic pressure that students now experience. These changes necessitate a proactive approach to mental health.

### **Literature review**

In the domain of students' scholastic performance, educational institutions frequently emphasize the dwindling active involvement of students contending with psychological well-being complexities. De Luca et al., (2016) universities now diligently monitor the level of student engagement as an integral facet of their strategy to detect and provide aid to those in need.

This assumes paramount significance given the pivotal role that mental health initiatives play in the academic sphere. Students grappling with anxiety or despondency often find themselves reticent towards attending lectures or seminars, or they may grapple with the social interactions inherent in everyday university life. Sánchez-Álvarez, Berrios Martos, & Extremera, (2020) reluctance inevitably exerts a profound influence on their scholarly participation. Such students wrestling with psychological challenges may undergo abrupt fluctuations in their engagement levels or manifest a notable reduction in their proactive demeanor. These shifts in conduct serve as typical indicators that a student is vulnerable to experiencing issues related to mental health. These programs are instrumental in identifying signs of waning involvement, addressing the unique requirements of affected students, and fostering a conducive milieu for learning.

By championing emotional well-being and rendering essential assistance, universities can empower students to sustain a high degree of academic participation, consequently augmenting their comprehensive academic accomplishments. Aboalshamat, Hou, & Strodl, (2015) active involvement of mental health initiatives in students' scholastic performance underscores the importance of recognizing and supporting students grappling with psychological intricacies, enabling them to sustain their academic engagement and prosper in their educational pursuits. A substantial proportion of college students encounter anxiety at various junctures in their academic odyssey. Nonetheless, the persistence and escalating intensity of feelings of trepidation, strain, and apprehension can disrupt their everyday routines, necessitating medical intervention.

Billingsley & Hurd, (2019) Students wrestling with mental health challenges might also find themselves contending with a profound struggle to maintain their concentration during seminars or lectures. Consequently, they might encounter formidable obstacles to participating in class as they typically would, experiencing protracted durations to comprehend intricate concepts and wrestling to sustain their focus on academic tasks.

Instructors and course leaders may discern a marked deviation from the students' customary performance, and they might detect conspicuous indicators of distraction or a conspicuous absence of focus. Alfonsi, Scarpelli, D'Atri, Stella, & De Gennaro, (2020), they might encounter formidable obstacles to participating in class as they typically would, experiencing protracted durations to comprehend intricate concepts and wrestling to sustain their focus on academic tasks. Instructors and course leaders may discern a marked deviation from the students' customary performance, and they might detect conspicuous indicators of distraction or a conspicuous absence of focus. One frequently underestimated factor that exerts a profound influence on the academic achievement gap is the existence of health disparities that bear relevance to the sphere of education. In this context, health disparities allude to health issues that differentially impact low-income urban minority youth in terms of their prevalence, frequency, and the educational ramifications they precipitate.

The impact of health determinants on scholastic achievements, encompassing standard test scores, is both overt and circuitous.

Oswalt & Wyatt, (2011) prior endeavors to confront the chasm in academic attainment have predominantly disregarded the amelioration of health inequalities that bear relevance to education.

To a substantial degree, it becomes manifest that the scholastic attainment chasm and health disparities afflict identical segments of American youth. Furthermore, it is increasingly evident that the realms of education and health partake in a mutually influential association. This bidirectional impact cannot be trivialized, as its repercussions on scholarly

engagement and cognitive focus can be profound. Psychosocial impediments experienced by students can engender diminished academic performance or an incapacity to adeptly contend with the daunting demands of assessments and assignments.

Educators may discern shifts in a pupil's performance relative to their prior standards, which can serve as an indicator of emotional well-being trials.

Elevated expectations concerning academic accomplishments and grades frequently exacerbate mental well-being quandaries, functioning as founts of trepidation, strain, or despondency. Alam et al., (2021) repercussions of emotional well-being challenges on pupils can materialize diversely, with one recurrent manifestation being the occurrence of "cerebral obscurity," which can obstruct lucid ratiocination. The repercussions of emotional well-being challenges on pupils can materialize diversely, with one recurrent manifestation being the occurrence of "cerebral obscurity," which can obstruct lucid ratiocination.

Murray-Harvey, (2010), the exact ramifications may fluctuate contingent upon personal circumstances. On the whole, a scholar's aptitude to concentrate, recollect pivotal information, and execute commendably in the academic domain is compromised when their emotional well-being is precarious.

Even if a student exerts substantial diligence in other facets of their academic odyssey, they may encounter a formidable trial in test-taking when untreated anxiety persists, thereby detrimentally affecting their scholastic standings.

Additionally, despondency can impede a scholar's capacity to concentrate during lessons, resulting in memory lapses and diminished comprehensive academic performance. Phan, (2010) role of emotional well-being initiatives in the context of scholastic accomplishments is of paramount significance.

To foster emotional equilibrium and academic triumph, educational institutions must proffer all-encompassing support amenities for their scholars. These provisions encompass therapeutic consultations, communal bolstering assemblies, and educational endeavors focused on emotional well-being.

They function as pivotal reservoirs that empower students to efficaciously manage their emotional well-being and equip them with the requisite apparatus to excel academically. In the grand tapestry of educational edifices, parents and guardians assume an irreplaceable mantle in nurturing their progeny's cerebral and academic zenith.

Albeg, L. J., & Castro-Olivo, S. M. (2014). role is pivotal as they artfully cultivate a domicile suffused with unwavering support, erecting attainable benchmarks, and shepherding their offspring towards scholastic and personal pinnacles.

Civilization is enjoined to affix mental well-being as an indispensable component underpinning academic accomplishments. It is incumbent upon educational establishments to dispense the requisite support to allow students to unbridle their full potential.

In doing so, we aptly recognize the indissoluble nexus between mental equilibrium and scholarly success. Hou, Xiong, Jiang, Song, & Wang, (2019) nexus accentuates the exigency of a collaborative endeavor among schools, parents, and the broader societal tapestry to champion students in their scholarly voyage.

The function of mental health initiatives in shaping students' academic prowess is pivotal. This nexus accentuates the exigency of a collaborative endeavor among schools, parents, and the broader societal tapestry to champion students in their scholarly voyage. The function of mental health initiatives in shaping students' academic prowess is pivotal.

### **Objective**

To identify the Role of mental health programmes in students 'Academic performance'.

**Methodology**

This study considered a sample of 299 respondents was collected from at different educational level. Random sampling method was used for collection of data, and scrutinized by “Explanatory Factor Analysis” for outcome.

**Study’s findings**

Below table is about general details of respondents which shows that 60.87%, and 39.13% are female participants. Regarding age of the respondents, 33.11% are between 18 to 22 years, 34.45% are 20 to 22 years, and 32.44% are above 22 years of age. About educational level, intermediates are 33.78%, graduates are 26.42%, and post-graduates are 39.80%.

**Details of Participants**

Variable	Participants	% age
<b>Gender</b>		
Male	182	60.87
Female	117	39.13
<b>Total</b>	<b>299</b>	<b>100</b>
<b>Age in years</b>		
18 to 20	99	33.11
20 to 22	103	34.45
Above 22	97	32.44
<b>Total</b>	<b>299</b>	<b>100</b>
<b>Educational Level</b>		
Intermediate	101	33.78
Graduation	79	26.42
Post-Graduation	119	39.80
<b>Total</b>	<b>299</b>	<b>100</b>

**“Factor Analysis”**

**“KMO and Bartlett's Test”**

“Kaiser-Meyer-Olkin Measure of Sampling Adequacy”		.814
“Bartlett's Test of Sphericity”	“Approx. Chi-Square”	4645.998
	df	91
	Significance	.000

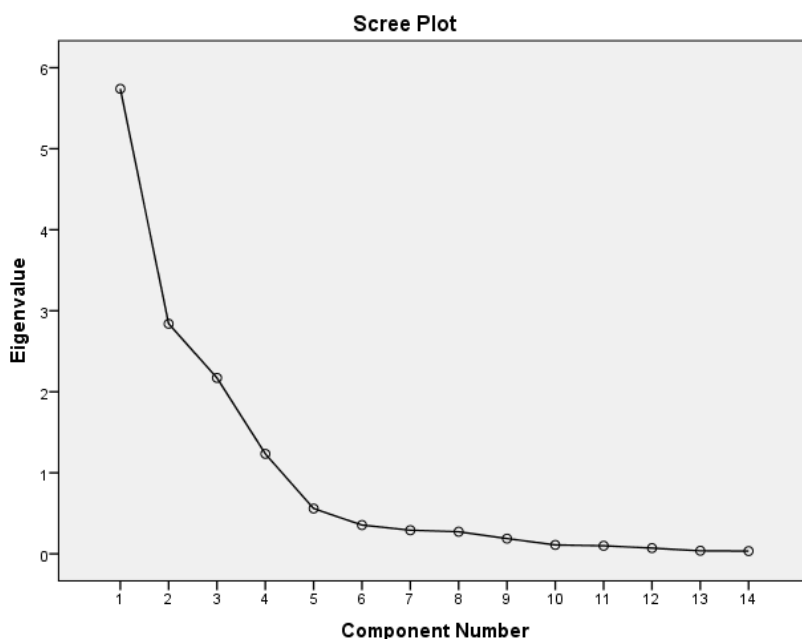
In above table “KMO and Bartlett's Test” above, KMO value found is .814

**“Total Variance Explained”**

“Component”	“Initial Eigenvalues”			“Rotation Sums of Squared Loadings”		
	“Total”	“% Of Variance”	Cumulative %	“Total”	“% Of Variance”	Cumulative %
1	5.739	40.994	40.994	<b>3.767</b>	26.906	26.906
2	2.839	20.278	61.272	<b>3.568</b>	25.484	52.390
3	2.171	15.510	76.782	<b>2.424</b>	17.316	69.706
4	1.234	8.815	85.597	<b>2.225</b>	15.891	<b>85.597</b>
5	.559	3.992	89.590			

6	.355	2.533	92.123			
7	.292	2.082	94.205			
8	.272	1.946	96.151			
9	.188	1.344	97.496			
10	.110	.784	98.279			
11	.099	.707	98.987			
12	.070	.501	99.488			
13	.037	.266	99.754			
14	.034	.246	100.000			

All four factors making contribution in explaining total 85.597% of variance. The variance explained by Stress Reduction is 26.906%, Enhanced Problem - Solving skills is 25.484%, Reduced Absenteeism is 17.316%, and Holistic development is 15.891%.



ScreePlot

“Rotated Component Matrix”

S. No.	Statements	Factor Loading	Factor Reliability
	<b>Stress Reduction</b>		<b>.978</b>
1.	Mental health program teaches students how to manage stress and anxiety	.960	
2.	Program help students to cope with stress and focus on studies	.946	
3.	Reduction in stress help in performing well in exams and assignments	.946	
4.	These program helps students deal with depression and concentrate on studies	.938	

	<b>Enhanced Problem - Solving skills</b>		<b>.956</b>
1.	Mental health programs help students to improve problem-solving skills	.971	
2.	Enhanced problem-solving skills is beneficial for academic & personal life	.941	
3.	Being able to deal with problems of academic life can give improved results	.921	
4.	Problem-solving skills helps in everyday challenges of life	.862	
	<b>Reduced Absenteeism</b>		<b>.895</b>
1.	Mental health issues led to high absenteeism of students	.872	
2.	Mental health program would identify causes of absenteeism	.842	
3.	Reduced absenteeism would help students not falling behind in their coursework	.837	
	<b>Holistic development</b>		<b>.809</b>
1.	Mental health programs focus on development of mental and emotional well-being	.892	
2.	It also assists in psychological and social development of students	.796	
3.	Holistic development of students helps in enhanced academic performance	.793	

**Factors and associated variables**

The first factor of this study is Stress Reduction, the variables included under this factor are Mental health program teaches students how to manage stress and anxiety, Program help students to cope with stress and focus on studies, Reduction in stress help in performing well in exams and assignments, and These program helps students deal with depression and concentrate on studies. Second factor is Enhanced Problem - Solving skills, it includes variables like Mental health programs help students to improve problem-solving skills, enhanced problem-solving skills is beneficial for academic & personal life, being able to deal with problems of academic life can give improved results, and Problem-solving skills helps in everyday challenges of life. Third factor is Reduced Absenteeism, the variables are Mental health issues led to high absenteeism of students, Mental health program would identify causes of absenteeism, and Reduced absenteeism would help students not falling behind in their coursework. Last and fourth factor is Holistic development, the variables it includes are Mental health programs focus on development of mental and emotional well-being, it also assists in psychological and social development of students, and Holistic development of students helps in enhanced academic performance.

**“Reliability Statistics”**

“Cronbach's Alpha”	“Number of Items”
.883	14

Total reliability of 14 items including variables for Role of mental health programmes in students ‘Academic performance’ is 0.883

**Conclusion**

To culminate, this empirical investigation underscores the pivotal significance of mental health initiatives in sculpting the academic performance of scholars. It accentuates that the welfare of students is not an isolated apprehension but intricately entwined with their scholastic attainments. The revelations unveil that efficacious mental well-being interventions possess

the capacity to markedly enhance scholars' focus, impetus, and overall cognitive prowess. Wyatt & Oswalt, (2013), they can ameliorate the deleterious repercussions of stress and apprehension, which frequently impede scholastic triumph. Academic bastions must persistently augment their support services for students, while parents and guardians must conjure an environment that fosters and bolsters. Collectively, society must oblige the paramountcy of mental well-being and furnish the requisite resources and sustenance to safeguard the well-being and academic feats of students. The factors that identify the Role of mental health programmes in students 'Academic performance' are Stress Reduction, Enhanced Problem - Solving skills, Reduced Absenteeism, and Holistic development.

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