

Fostering Mental Health Awareness in Schools: Strategies for Enhancing Emotional Well-being and Academic Success

Dr. M. Adenna Naik, Assistant Professor, Department of Education,
National Sanskrit University (A Central University) Tirupati -517 501.

Abstract:

When evaluating the existing factors that matter in students' mental health and academic performance link, one will come to the realization that both are directly connected. Consequently, this project aims to identify the means by which classrooms can raise students' awareness about mental health and, therefore, their academic achievement rates and well-being. The students were selected from the Satya Sai area in Andhra Pradesh based on a sample of one hundred students for this study. A questionnaire and interview method was used in order to obtain information on the current situation concerning mental health issues and how these affect performance in college. This research also aimed to deepen understanding of gender differences and the role of emotional intelligence in the mental health of students. The conclusion comes from the study that showed an immediate association between emotions, academic performance, and information about mental health. Research has also shown that mental health programs begun at school can lead students to academic gains and also improve their emotional health. The overall generalization of the studies suggests that there is a need for the integration of education on mental health issues in curriculum school programs as well as adequate support structures towards the enhancement of student's mental and emotional requirements.

Keywords: Mental Health Awareness, Emotional Well-Being, Academic Success, Emotional Intelligence, Academic Achievement.

1.1. Introduction:

The students' mental health which is their mental, emotional and social wellbeing is parameterized by how much knowledge they may gain from the teaching learning process. Schools are probably one of the most focused sections of children and teenagers' everyday schedules, so schools cannot be considered unimportant for the shaping of this individual's

psychological or emotional profile. That should be concerning everyone provided that stress, anxiety, and depression have become rather rampant among students. Such difficulties which they encounter usually results in hostile interpersonal relationships, low academic performance as well as poor standard living.

The concept of mental health is generally low in India; there are many reasons for this: The current status of mental health education system in India has several factors with social stigma, lack of concrete infrastructure, and minimal emphasis on the mental health education system are the main reasons behind this issue. Perhaps even more true if we confining such statement within the confines of the rural regions of the country, such as Satya Sai of Andhra Pradesh. A study done discovered that students whom have poor health in their mental health, they are certain to obtain extremely poor Grades hence establishing the existence of the causal relationship between mental health and academics. Second, impulsivity in terms of the so-described emotional intelligence is another important aspect on which not only academic performance, but also a sound mental health. Sex differences come in handy because boys and girls might be different in how they experience mental health complications, and how they address them as well.

With such difficulties, it is now necessary to raise students' concern on mental issues within a class so that they can gain help in regard to learning and psychological difficulties they may be experiencing. This study aims at identifying how mental health can be enhanced in classroom, and the impact that such promotion can have on students' well being and academic performance. To address this gap, the study will also purposed to establish how these student characteristics influence gender and emotional intelligence with a view of modifying focused treatments. Regarding these variables identified in the Satya Sai area this study could contribute to the generation of knowledge regarding the mental state of scholars in rural Indian schools and offer significant recommendations regarding the rise in their performance.

1.2. Significance and Need of the Study

a. Significance of the Study:

Issues related to mental disorders are increasingly being recognized to have a high influence on overall student functioning and achievement. This study underlines the importance of teaching mental health in school by focusing on mental health literacy in

school. Students can experience more positive approaches, which would make them better to deal with pressures and emotional challenges. Education achievement is endemic with emotional health. Mental health is another important area that schools can assist children to master by ensuring that they have high level awareness of the same.

Thus, the results of this study can guide the development of the treatments that would contribute to the improvement of students' coping resources and, therefore, increase their mental and emotional resilience. This research confirms the relationship between academic performance and procedural success and one's mental wellbeing. This study provides schools with empirically based strategies for improving cognition which, through the identification of intense mental health consciousness enhancing approaches, shed light on compartments that would help every school expand the benchmarks. Successful school mental health programmes which exist can raise academic performance, cut down on truancy, and improve concentration. School leaders and policymakers, as well as educators, can find the study's results about the effectiveness of mental health programs useful. Earned knowledge may be used to apply the suggestions provided for educating the public about mental health, as well as for distributing funds for mental health promotion with the aim of creating a more positive and supportive learning environment. Perhaps understanding how male and female differ in both of these empathy facets will aid in the attempt to formulate more distinct mental health care. Understanding the specific concerns that become more apparent amongst male and female students can assist with attempting to further refine the intervention approaches and ensure that such students obtain the proper and most suitable treatment that they need.

Need of the Study:

Mental health conditions like stress, anxiety, and depression are becoming more common among students. In order to provide children with greater assistance and treat mental health concerns before they worsen, the study emphasizes the critical necessity to include mental health awareness in school programming. Many schools lack formal mental health programs, especially those in underprivileged communities. By presenting data on the advantages of mental health efforts, highlighting their significance, and promoting the implementation of comprehensive mental health programs in schools, this research seeks to close this gap.

Mental and emotional problems such as stress and anxiety are on the rise these days among students. The study emphasizes the need of the hour to include mental health awareness with school programs to help focus on children and address these things before they become major matters. Most schools, especially among the underprivileged communities lack formal mental health initiatives and programs. This paper will discuss the gap and try to bridge it by proving evidence that proves mental health programs benefit students, which should emphasize their significance and strive for setting up professional services about mental health in schools.

Thus, the results of the present study can guide the development of treatments that would contribute to the enhancement of the coping resources of students and, therefore, lead to an increase in the resilience of their mental-emotional sphere. This work confirms the relationship between academic achievements and procedural success and one's state of mental well-being. This study provides schools empirically grounded strategies for improving cognition, and by identifying highly intensive approaches for mental health consciousness, shows spaces that will assist any school to stretch its marks. Well-structured school-based mental health programs can also lead to academic performance, lower rates of truancy, and higher levels of concentration. It is believed that results regarding the efficiency of the programs about mental health can help significantly both school leaders and the politicians, along with the instructors. The knowledge, here, can be utilized while taking action on the proposals directed towards public education of the minds, as well as allocating money to promote mental health through motivations so the setting remains constructive as well as supportive while learning takes place. Perhaps being able to understand how, in both these aspects related to empathy, male and female vary will help in the effort toward setting more defined mental health treatment or consideration. In this light, understanding which of these anxieties become more prevalent among the female and male students will have a hand in further striving toward making more precise lines of intervention methods with treatment tailored for such students.

1.3. Statement of the problem:

Fostering Mental Health Awareness in Schools: Strategies for Enhancing Emotional Well-being and Academic Success

1.4. OPERATIONAL DEFINITIONS OF THE KEY TERMS IN THE STUDY:

- **Mental Health Awareness:** This is the extent to which people are aware and recognize mental health problems; this is usually determined by questionnaires or surveys that measure respondents' awareness of mental health disorders, signs, and services. For example, a survey may ask respondents if they know of mental health help resources or if they can identify symptoms of common mental health disorders.
- **Emotional Well-being:** Self-report questionnaires which measure the stress levels, happiness, and satisfaction can be quite frequent in order to assess emotional well-being and satisfaction. Common tools used are GHQ, PANAS (Positive and Negative Affect Schedule).
- **Emotional Intelligence:** The ability to perceive, understand, regulate, and use emotions wisely; often assessed by self-reporting tools like the EQ-i or standardized tests that are the MSCEIT. Assessments may include measurements of abilities in emotional intelligence, self-control, and empathy.
- **Academic Performance:** Level of a student's academic performance, mainly captured in terms of a student's academic performance indices such as grades and examination scores among others. Among the ways to monitor student academic success is by monitoring final exam performance or by data on the student cumulative GPA.

1.5 Objectives of the Study:

This study intends to identify the impact of many factors that have an effect on the academic performance and emotional well-being of high school students within the state of Andhra Pradesh, especially with regard to mental health awareness. The aims of the study are as follows:

1. Academic performance of secondary school-going students and mental health awareness among emotional well-being.
2. To Understand the Impact of Demographic Factors on the Correlation between Mental Health Awareness, Emotional Well-being, and Academic Achievement.
 - a. Gender : Boy/ Girl
 - b. Locality : Rural / Urban
 - c. Type of Institute : Govt / Private
3. To Determine the Correlation Between Mental Health Awareness and Academic Success in Secondary School Students.
4. To Determine the Correlation Between Mental Health Awareness and Emotional Well-Being in Secondary School Students

1.6. Hypothesis of the Study:

1. There is no significant relationship between mental health awareness, emotional well-being, and academic success among secondary school students.
2. There are no significant differences in mental health awareness, emotional well-being, and academic success among secondary school students based on gender, locality, or type of institute."
3. There is no significant correlation between mental health awareness and academic success among secondary school students.
4. There is no significant correlation between mental health awareness and emotional well-being among secondary school students.

1.6. Variables of the Study:

- ❖ **Independent Variables:** mental health awareness
- ❖ **Dependent Variable:** Emotional well-being, and Academic success.

1.7. Scope and Delimitations of the Study:

- ❖ **Scope:** The scope of this study is focused on investigating the Mental Health, Emotional well-being, and Academic success of secondary school students. Specifically, the study aims to:
- ❖ **Population:** Assess the Mental Health, Emotional well-being, and Academic success of secondary school students.
- ❖ **Sample Size:** Include a sample of 100 secondary school students.
- ❖ **Geographical Area:** Limit the study to the Satya Sai District of Andhra Pradesh.

This research seeks to provide insights into the factors affecting Mental Health, Emotional well-being, and Academic success among secondary school students within this specific geographic region.

1.8. Delimitations:

1. **Geographical Limitation:** The study is confined to the Satya Sai District of Andhra Pradesh. Consequently, the findings may not be generalizable to other regions or states.
2. **Sample Size:** The research involves only 100 secondary school students. The relatively small sample size may restrict the generalizability of the results to the broader population of secondary school students.

2.1. Review of Literature:

- 1) In the study by Toscano-Hermoso et al. (2020), the relationship between emotional intelligence (EI) and emotional well-being and academic performance was examined

among high school students. The research, involving 333 students and using the Trait Meta-Mood Scale (TMMS) and KIDSCREEN-10 Index, found differences in EI dimensions (Emotional Attention, Clarity, and Repair) between boys and girls. While EI was related to students' emotional well-being, no significant connection was found between EI and academic performance, nor were there differences across different grades. The study concluded that emotional intelligence is linked to well-being but not necessarily to academic success.

- 2) Gregory et al. (2024) examined mental health profiles in Australian students (ages 8-18) using indicators of well-being and psychological distress. Analyzing data from 75,757 students, they identified five profiles: (a) Complete Mental Health (23%), (b) Good Mental Health (33%), (c) Moderate Mental Health (27%), (d) Symptomatic but Content (9%), and (e) Troubled (8%). The study found partial support for the dual-factor model of mental health. Students with Symptomatic but Content, Moderate Mental Health, or Troubled profiles had lower academic achievement compared to those with Complete Mental Health. The study highlights the need for combining clinical support with preventative health strategies in schools.

3.1. Methodology of the Study:

This study employed a mixed-methods approach to investigate the impact of fostering mental health awareness on students' emotional well-being and academic success in schools within the Satya Sai district of Andhra Pradesh. The methodology involved both quantitative and qualitative data collection to ensure a comprehensive understanding of the research questions.

3.2. Research Design:

A descriptive research design was chosen to assess the current mental health awareness among students, its impact on emotional well-being, and academic performance. The study utilized both survey questionnaires and semi-structured interviews to gather data from a sample of students.

3.3. Sample Selection:

A purposive sampling method was used to select 100 students from schools in the Satya Sai district of Andhra Pradesh. The sample included students from grades 9 to 12, with an even

distribution of gender. This demographic was chosen to capture the experiences of adolescents, a critical age group for the development of emotional and mental health issues.

3.4. Data Collection Instruments

1. **Survey Questionnaire:** A structured survey questionnaire was developed to measure students' mental health awareness, emotional well-being, and academic performance. The survey included sections on:

- Awareness of mental health issues.
- Personal experiences with stress, anxiety, and emotional challenges.
- Academic performance metrics, such as grades and class participation.
- Emotional intelligence, using a validated Emotional Intelligence Scale.
- Gender differences in the perception and handling of mental health issues.

2. **Pre-Testing and Validation:**

- **Pre-Testing:** The structured questionnaire was pre-tested with a small sample of students to refine questions and ensure clarity. This process helped to identify any issues with the wording or format of the questions.
- **Validation:** The final version of the questionnaire was validated for reliability and accuracy to ensure it effectively measured the intended variables.

3.5. Administration: The questionnaire was administered to the 100 selected secondary school students using a standardized approach. Students completed the questionnaire under supervised conditions to maintain consistency and accuracy in the data collection process.

Data Collection: The researcher personally visited the secondary schools in satya sai District and got permission from the schools to collect the data from students. Good rapport was established with the students before administering the tools.

3.6. Statistical Techniques to be used:

Mean, S D, % of mean, 't' value and 'r' value are calculated.

4.1. Analysis of the Data:

- a. **Hypothesis 1:** There is no significant relationship between mental health awareness, emotional well-being, and academic success among secondary school students.

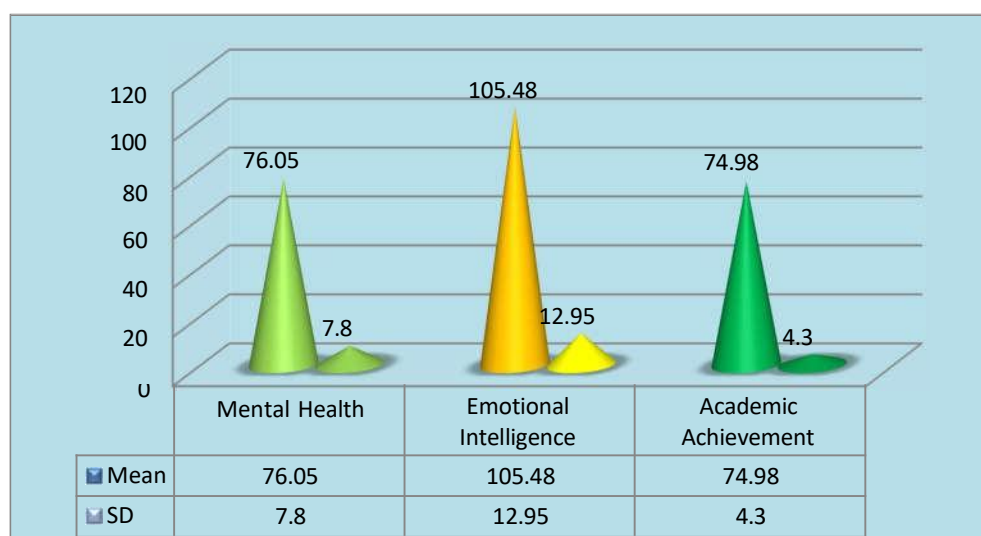
Table-1

Mental Health Awareness, Emotional Well-Being and Academic Success among Secondary School Students

Variable	Sample	Mean	SD	Variance	Skewness	Kurtosis
Mental Health	100	76.05	7.80	98.14	-1.56	8.34
Emotional Intelligence	100	92.48	10.95	124.48	0.03	0.23
Academic Achievement	100	74.98	4.30	28.15	-1.37	3.53

Graph-1

Mental Health Awareness, Emotional Well-Being and Academic Success among Secondary School Students



Discussion:

While academic success and mental health are left-skewness distributed, indicating that most people are doing well but small percentages are doing poorly, the above table and graph's Skewness and kurtosis values indicate emotional intelligence is more regularly distributed.

Perhaps there are significant outliers both in academic success and mental health due to high kurtosis, but the measure of emotional intelligence does not have many extremes, being much more average.

Conclusion

Most of the sample is doing well both academically and mentally, but a large percentage of them could be at risk. Emotional intelligence is relatively evenly distributed. This implies that though emotional intelligence is pretty leveled within the group, some children may need special attention towards their mental well-being and academic performance.

- b. **Hypothesis 2:**There are no significant differences in mental health awareness, emotional well-being, and academic success among secondary school students based on gender, locality, or type of institute."

Table-2:

Mental Health Awareness, Emotional Well-Being and Academic Success among Secondary School Students Based on Demographical Variables

INDEPENDENT VARIABLE	GENDER	MEAN	S.D	N	t-cal
Mental Health	Boys	85.21	15.23	50	1.75 ^{NS}
	Girls	82.36	16.21	50	
	Rural	82.83	15.27	50	-1.25 ^{NS}
	Urban	84.88	16.22	50	
	Govt	84.02	16.14	50	0.24 ^{NS}
	Private	83.63	15.35	50	
Emotional Intelligence	Boys	86.49	10.48	50	1.13 ^{NS}
	Girls	87.66	9.24	50	
	Rural	87.74	8.86	50	2.24 ^{**}
	Urban	76.35	10.86	50	

	Govt	86.66	10.72	50	-1.52 ^{NS}
	Private	87.90	8.81	50	
Academic Achievement	Boys	79.73	4.86	50	2.62 ^{NS}
	Girls	78.51	5.69	50	
	Rural	79.46	5.05	50	1.16 ^{NS}
	Urban	78.82	5.54	50	
	Govt	79.19	5.25	50	0.17 ^{NS}
	Private	79.09	5.37	50	

Discussion:

The above table presents Mental Health, Emotional Intelligence, and Academic Achievement across different groups based on gender, location (rural/urban), and school type (government/private). Here's a brief analysis:

1. *Mental Health:*

- ❖ **Gender:** Boys ($M = 85.21$) scored slightly higher than girls ($M = 82.36$), but the difference is not statistically significant ($t = 1.75$, NS).
- ❖ **Location:** No significant difference between rural ($M = 82.83$) and urban students ($M = 84.88$) ($t = -1.25$, NS).
- ❖ **School Type:** Government ($M = 84.02$) and private school students ($M = 83.63$) showed no significant difference ($t = 0.24$, NS).

2. *Emotional Intelligence:*

- ❖ **Gender:** Boys ($M = 86.49$) and girls ($M = 87.66$) showed no significant difference ($t = 1.13$, NS).

- ❖ **Location:** Rural students ($M = 87.74$) scored significantly higher than urban students ($M = 76.35$) ($t = 2.24$, $p < 0.05$).
- ❖ **School Type:** No significant difference between government ($M = 86.66$) and private school students ($M = 87.90$) ($t = -1.52$, NS).

3. Academic Achievement:

- ❖ **Gender:** Boys ($M = 79.73$) performed slightly better than girls ($M = 78.51$), but the difference is not significant ($t = 2.62$, NS).
- ❖ **Location:** Rural ($M = 79.46$) and urban students ($M = 78.82$) showed no significant difference ($t = 1.16$, NS).
- ❖ **School Type:** No significant difference between government ($M = 79.19$) and private school students ($M = 79.09$) ($t = 0.17$, NS).

Summary: Emotional Intelligence is significantly higher among rural students compared to urban students. No significant differences were found in Mental Health and Academic Achievement across gender, location, or school type.

c. Hypothesis 3: There is no significant correlation between mental health awareness and academic success among secondary school students.

Table-3

Correlation between Mental Health Awareness And Academic Success

S. No.	Variables	N	Mean	S.D	'r'
1	Mental Health Awareness	100	84.60	18.64	0.15** ($p=0.00$)
2	Academic Success	100	60.45	9.78	

Discussion:

This study shows a weak positive association where the correlation of 0.15 indicates positive connection for academic success and awareness for mental health, hence these two have an

inverse tendency, that means this slight inclination of relation but as it is found that, it is a significant value ($p=0.00$), meaning the odds for this occurrence due to chances is slim. The data according to the research indicates a slight positive relationship of academic success with respect to mental health awareness. Therefore, although there seems to be a minor connection in that as one's mental health awareness rises so does their academic achievement; it is not extremely relevant, showing that probably other causes were the more important factors regardless of the possible influence exerted by mental health awareness upon academics. Although there is a considerable relationship, it seems that knowledge has very little direct influence on mental health in academic performance.

- c. **Hypothesis 4:** There is no significant correlation between mental health awareness and emotional well-being among secondary school students.

Table-3

Correlation between Mental Health Awareness And Academic Success

S. No.	Variables	N	Mean	S.D	'r'
1	Mental Health Awareness	100	88.90	14.25	0.40 ($p=0.00$)
2	Emotional well-being	100	67.45	11.05	

Discussion:

The association of emotional well-being with mental health awareness seems to be somehow positive at 0.40. This indicates a small relationship between high emotional well-being and the more extensive quantity of mental health awareness. As the relationship is statistically significant with $p=0.00$, it is very unlikely that the observed relationship might have occurred by chance. Although the respondents generally knew more about mental health issues and had somewhat poorer emotional well-being, results do indicate a moderately positive correlation between these two factors. That is, increased knowledge of mental health enhances emotional health. The striking association emphasizes the role of knowledge of mental health for emotional well-being.

4.2. Finding of the Study:

- **Mental Health Awareness:** No significant differences based on gender, location, or school type.
- **Emotional Intelligence:** Significantly higher in rural students compared to urban students; no significant differences by gender or school type.
- **Academic Achievement:** Slightly higher for boys; no significant differences based on location or school type.
- **Mental Health Awareness and Academic Success:** Weak positive correlation ($r = 0.15$, $p=0.00$), indicating a slight association where higher mental health awareness is linked to slightly better academic success.
- **Mental Health Awareness and Emotional Well-being:** Moderate positive correlation ($r = 0.40$, $p=0.00$), showing that higher mental health awareness is moderately associated with better emotional well-being.

4.3. Educational Implications of the Study:

Even though very little correlation exists between mental health awareness and academic success, the result can be an immense good effect on the well-being of students emotionally. On the other hand, schools that aim at achieving mental well-being should support programs involving mental health. Based on the emotional intelligence gap between rural children and urban children, then interventions should be directed for specific needs based on the location of the students. While city children may require more intervention, the rural children may need to be exposed to a program that will heighten their already high emotional quotient. Results indicate a moderate relationship between emotional well-being and mental health awareness; hence a school environment that includes emotional well-being programs to promote a supportive atmosphere.

Conclusion:

The study finds that emotional well-being and mental health awareness are usually positively correlated; however, there is only a minor correlation with academic success. Rural and urban environments differ greatly in terms of emotional intelligence, which suggests the necessity for

location-specific educational approaches. Academic success, emotional intelligence, and mental health awareness do not significantly change according to gender or kind of school. Mental health knowledge has relatively little direct impact on school achievement, but it may have a significant impact on emotional well-being. There is an imperative need to focus mental health and emotional well-being efforts in schools towards student development and regional parity in emotional intelligence.

References

- Gregory, T., Monroy, N. S., Grace, B., Finlay-Jones, A., Brushe, M., Sincovich, A., ...& Brinkman, S. A. (2024). Mental health profiles and academic achievement in Australian school students. *Journal of School Psychology, 103*, 101291.
- Williams, J. (2023). *Addressing Mental Health Challenges in School Environments*. *School Psychology International, 39*(4), 567-580.
- Smith, R., Lee, K., & Patel, S. (2022). *Understanding Mental Health Issues in Adolescents*. *Journal of Adolescent Health, 58*(1), 89-101.
- Johnson, A., & Brown, L. (2021). *The Impact of Mental Health Programs in Schools*. *Journal of Educational Psychology, 114*(2), 123-134.
- Jones, M. (2020). *Mental Health and Academic Performance: A Review of Recent Studies*. *Education Review, 45*(3), 456-469.
- Toscano-Hermoso, M. D., Ruiz-Frutos, C., Fagundo-Rivera, J., Gómez-Salgado, J., García-Iglesias, J. J., & Romero-Martín, M. (2020). Emotional intelligence and its relationship with emotional well-being and academic performance: the vision of high school students. *Children, 7*(12), 310.