EFFECTS OF MENTAL HEALTH ISSUES ON SCHOLASTIC ACCOMPLISHMENTS OF ADOLESCENTS

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ABSTRACT: *In today's world, young scholars are confronting numerous emotional and mental well-being issues which are influencing their scholastic accomplishment. So in the light of the fact we examined depression, stress and anxiety among students and how these issues are much linked with their scholastic accomplishment and the study concentrated on knowing the difference between gender and mental health issues prevailing among students. DASS was used to measure depression, anxiety and stress among students and a self-developed Academic Performance Scale were used to measure adolescents' scholastic accomplishments. Moreover, the sample of the study was randomly selected from 10 schools situated in city Rawalpindi, which was comprised of 200 (100 males and 100 females) students enrolled in the 9th class. Pearson Correlation and t-test were used to analyze the data in order to test the hypothesis. Results exposed negative effects of stress and depression on adolescents' scholastic accomplishment whereas the positive relationship between anxiety and scholastic accomplishment. Furthermore, findings indicated significant difference among gender, for instance, as compared to male students, females experience a high level of depression, anxiety and stress. The results of the study would have practical implications for schools administration to help adolescents to deal with their mental health issues by conducting workshops, seminar and by providing counseling services.*

Keywords: Depression, Anxiety, Accomplishment, Gender, Counseling.

1. INTRODUCTION

Adolescence is the period of transition. Most of the mental health-related problems identified in adulthood. Most of the mental health problem start increasing by the age during adolescence. While at the age of 24 this number increased to three fourths [1]. In developing countries, the prevalence of mental disorders ranges between 12% and 29% among adolescents attending primary health-care facilities [2]. Several studies show that depression, stress and anxiety rate increase during the adolescent period. For example, the Institute for Health Metrics and Evaluation, (2013) indicated the growing rate of individual disorder such as depression, stress, and anxiety during adolescence, in its studies [3].

Among emotional problems, depression is one of them, while hopelessness and helplessness are its causes. Among college youth, it is the most prevalent form of mental disorder and affects students' ability to perform daily tasks. According to the National Institute of Mental Health National Institute [4] during college life, most of the students encounter the first symptoms of depression. Depression affects students' mood and academic performance. It also lasts for a long time and interferes with their day-to-day activities.

Learning needs maintaining a high degree of concentration of attention, which is significant to the students. The age of industrialization and competition affect both youth and old people equally. Psychosomatic problems such as depression, anxiety, frustration, aggression arise from these difficulties and have direct effects on student's academic performance. According to Brackney and Karabenick [5], a high level of distress make students less able to meet academic demands. Evidence has suggested that students are vulnerable to mental health problems that can affect their academic success [6].

Academic achievement is considered the index of a child's future in this world. Scholarly accomplishment has been standout amongst the most important objectives of the educational process. It is a key through which youths find out about their hidden talents, capacities, and abilities which are a critical part of developing career aspirations [7]. Crow and Crow [8] defined the academic achievement as the extent, to which, a learner is benefiting in different learning areas from instructions. Attaining knowledge and skill developing is the main process of academic achievement.

The most common psychological problems in adolescence which affect their academic performance and achievement are depression, anxiety, and stress. Students who suffer from the symptoms of depression, it can affect their academic performance [9]. McCarthy *et al.,* [10] explained that a depressed mood is the main leading cause of suicide among adolescents. Adolescents suffering from Depression feel loneliness, low mood but can continue their daily routine work but in severe cases of depression they often show symptoms of self-esteem, hopelessness, suicidal ideation and hopelessness [11]

Moreover, individual ability to perform daily life activities also influenced by depression. Evidence suggests that in many societies those students generated increase public concern who are more vulnerable to depression [12]. Reduction in academic performance, in learning opportunities, a decrease in their ability to perform well are the result of depression. Moreover, students' future careers are badly influenced by depression

Students with the depression experience high rate of psychological morbidity all over the world [13]. According to the data provided by Edwards and Holden [14], anxiety and depression were ranked first and third among students who were seeking counseling services. Depression negatively affects a student's scholastic accomplishments [15]. Students' performance is affected by Depression as depressed students always experience mood swings or low mood and spend less time on homework [16].

Anxiety, psychological or physiological state, characterized by physical, emotional, cognitive, and behavioral components, creates the feeling of fear, uneasiness, and worry. It can be a trait (stable characteristic/trait of a person) anxiety or state (temporary condition of a person) anxiety. While another form of anxiety is academic anxiety which is caused by the impending danger from the academic institution environment including teachers and certain kind of subjects like English and Mathematics [17]. Studies exposed that students who have a high level of anxiety might show low academic performance [18]. High level of anxiety decreases the working memory, reasoning in students and increases distraction [19].

Anything which is a threat to our well-being is stress. Some stress is good for us because without stress life could be very boring and pointless. When there is a burden on the person exceed from its limit stress arises. Stress can affect academic performance, students' capability to involve in activities and give rise to different destructive behavior [20]. When students face stress, it can affect their family life and academic life as well [21]. Moreover, among college students, Dusselier *et al.,* [22] found a strong relationship between stressful life events and decreased academic performance. On the other hand, some Studies have demonstrated that stress and student poor performance are positively related [23]. As we all know that school and college life is often stressful and frustrating for students. While the competition, peer relations, career choices and other aspects of school/college life leads to stress. Similarly, when the stress increases, it affects the mental, emotional and physical health of students. High level of stress can diminish students' sense of worth and have a negative impact on their academics [24].

Stress is the part of human life and can impact their coping strategies according to the demand of their life [25]. Stress is linked with the major life events and different changes in life and increase depression and anxiety among students. It is estimated that around the world, the prevalence of depression, stress, and anxiety ranged from 5 to 70 % among adolescents and young adults [26].

Objectives
1. To identify the effect of depression, stress, and anxiety on the scholastic achievement of adolescents.

Hypotheses
1. There is a negative correlation between depression, anxiety and stress and student academic achievement.
2. Females will score high on depression, anxiety, and stress as compared to males and vice versa.

2. METHODOLOGY
Sample
The sample consisted of adolescence, age range 12-19, enrolled in different schools of city Rawalpindi. The sample comprised of 200 respondents (100 males and 100 females) enrolled in 9th grade. The sample for the present study selected through random sampling technique.
INSTRUMENT
1. DASS
To measure depression, stress and anxiety, DASS (Depression Anxiety and Stress Scale) were used. DASS, by

using multidimensional approaches, assess the aspects of depression, stress, and anxiety [27]. This scale consisted of 21 self-report items. This scale consisted of three categories such as depression, anxiety, and stress, in which each item scored from 0 ("did not apply to me at all") to 3 ("applied to me very much/ most of the time") within the past week.
2. Academic Performance Scale
A self-developed academic performance scale was used to identify the effects of mental health problems on students' academic performance. It consisted of 38 items related to motivation, self-regulation, creativity, positive attitude, communication, learning and Study Skills. Each item scored from 0 to 4 (strongly disagree to strongly agree).
Data Collection
Data were collected by using survey method. Questionnaires were administered personally in an organized way. Random sampling technique was used to select the sample. Students were asked to fill both questionnaires. In order to complete the questionnaire, they were given enough time. Moreover, students debriefed on the nature of the study.
Data Analysis
To measure the relationship between depression, anxiety, stress and students' academic achievements Pearson Correlation Coefficient was applied. Whereas, T-test was used to measure gender differences on DASS score.

3. RESULTS
Table 1: Correlation between Depression, Anxiety, Stress and academic performance of students.

Variables	DASS		
Academic Performance	N	Pearson Correlation	Sig. (2-tailed)
Males/Females	200	-.080	.000

The above table shows depression, anxiety, stress and students' academic achievement (-.080) are negatively correlated. Therefore, the hypothesis that there exists a negative correlation between depression, anxiety, stress, and student academic achievement is accepted.

Table 2: T-Test of the sample on the score of DASS (N=200)

Gender	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Male	100	14.87	4.633	.243	2.10	98	.002
Female	100	17.98	6.803	.680			

Table 2 exposed a significant difference between males and females on having depression, anxiety, and stress. However, the mean score of depression, stress and anxiety are found to be high among female students with 17.98 as compared with male students with 14.87.   The research hypothesis that Females will score high on depression, anxiety, and stress as compared to males was acknowledged.

4. DISCUSSION
With the findings of the study, it is obvious that mental health problems such as depression, stress, and anxiety affect students' scholastic performance. Results of the study

exposed negative correlation between scholastic achievement and mental health problems among students (r= -.080). These findings found to be in line with previous studies. For instance, Al-Qaisy [28] explored that depression is negatively related with academic achievement of students. Moreover, Safree, Yasin & Dzulkifli [29] explored that depression, stress and anxiety is negatively related to students' academic achievement. Ability to manage stress was is very important. Depression and, anxiety is a negative association with academic achievement, whereas stress and academic achievement found to be a significant positive association with each other as found by Sharma and Pandey [30]. This study found differences between gender and mental health problems such as stress, depression and anxiety. Furthermore, findings revealed a high level of depression, anxiety and stress among females as compared to male students. These findings found to be consistent with Sandal et al., [31]. They found the prevalence of mental health problems is high among females. The study of Al-Qaisy, [28] indicated that the females have more anxiety in comparison with the males, while males are more depressed than females. Khan *et al.,* [32] found a non-significant difference between university students on the Perceived Stress Scale. Depression, anxiety and stress have an effect on students' academic performance. Mental health problems become the most prevalent problems in an educational setting. Every second student found to have symptoms of stress, depression and anxiety. With these mental health problems, they found it difficult to concentrate on their studies. There is a need to address mental health problems among students on a vast scale and initiatives must be taken before it turns into a nightmare.

5. CONCLUSION

The study was conducted to investigate the relationship between mental health problems and scholastic accomplishment of adolescents' students. Results showed that mental health problems such as depression, anxiety, stress and academic achievement of students are negatively correlated. Furthermore female score high on depression, anxiety and stress. The findings of the study would be beneficial for students as well as for institutional authority, instructors, career and counseling centers and help them to put all those mechanisms in place which can reduce the impact of stress on students. Moreover, the finding also is helpful for designing programs and strategies for highlighting students' issues and to boost their performance.

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