



AN STUDY ON RELATIONSHIP BETWEEN MENTAL HEALTH, ACADEMIC SUCCESS, AND SOCIAL SKILLS

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Abstract

Education has existed since the dawn of time. It has been viewed as an important component of all human society from the start of civilization. As a result, it should be updated to meet the needs of both society and individuals. Any competency that facilitates engagement and communication with others, where social rules and relations are developed, communicated, and enforced, is referred to as a social skill. Academic success is defined as: the completion of the learning process; gaining subject knowledge; and developing employability skills. Mental health is defined as the state of an individual with high emotional stability, well-adjustment in society, adequate perception of reality, self-concept, integrated personality and environmental competencies, and integrated personality and environmental competencies. To examine the mental health, social skills, and academic progress of Mysore City's standard 9 students. The data was gathered using a descriptive research design and primary and secondary sources. There was a total of 110 students from government schools. 381 students from Mysore city's private aided schools and 784 students from private unaided institutions were chosen. The frequency and percentage methods were used to analyze the data collected. The majority of children at government, private aided, and private unaided schools have a modest degree of mental health, social skills, and academic performance, according to the findings.

Keywords – Mental health, academic success, social skills, students, education etc.

1. INTRODUCTION

Our education should play a role in meeting the needs of a changing society. Our society norms, cultural practices, traditions, customs, beliefs, way of life, and even our thinking techniques are all influenced by knowledge exposure. As a result, updated educational objectives are a requirement of modern mobilized society. Every aspect of our educational procedures should be geared toward a person's whole growth. Education allows an individual to develop their inner potential in all areas, which should be life-centered and practical in their daily lives. Individual, societal, national, and international values should all be ingrained in an individual through education. It also assists an individual in being aware of global concerns and developing the skills to meet them. Our educational techniques should encourage a person's

cognitive, affective, and psychomotor growth to be balanced. However, mental health education is not receiving much attention in our schools. A person's mental health aids in the development of a balanced personality. It is a personal status that contributes to a person's psychological well-being in society.

1.1 Mental health

The terms "mental health" and "behavioural health" refer to the cognitive, behavioural, and emotional well-being of people. It all comes down to how people think, feel, and act. The word "mental health" is occasionally used to refer to the absence of a mental disease.

Our emotional, psychological, and social well-being are all part of our mental health. It has an impact on the way we think, feel, and act. It also influences how we deal with stress, interact with others, and make decisions. Mental health is vital at all stages of life, including childhood, adolescence, and maturity.

1.1.1 Types of mental illness

- anxiety disorders.
- eating disorders.
- mood disorders (such as depression or bipolar disorder)
- personality disorders.
- psychotic disorders (such as schizophrenia)
- substance abuse disorders.
- trauma-related disorders (such as post-traumatic stress disorder)

1.2 Academic Success

Academic attainment is critical for young people's effective social development. Students who do well in school have a better chance of adjusting to adulthood and achieving professional and financial success. Academic achievement was described by participants as completing the learning process, obtaining topic knowledge, and building employability skills. Attendance at lectures, early revision, prioritisation of learning needs, deep learning, learning in small groups, mind mapping, learning in skills lab, learning with patients, learning from mistakes, time management, and family support are all factors that influence good academic accomplishment.

1.2.1 Keys to Academic Success

- Accept Responsibility
- Be Present and Prompt
- Communicate with Instructors
- Discipline Yourself
- Don't Quit
- Help Yourself Then Ask for Help
- Manage Your Time
- Stay Ahead

1.3 Social skills

Social skills are the abilities we utilise to engage and communicate with others on a daily basis. Speech, gestures, facial expressions, and body language are examples of verbal and nonverbal communication. Social skills are those that help you communicate effectively with others. On a daily basis, we communicate using a variety of social skills and in a variety of ways. Written, verbal, nonverbal, and visual communication are all examples of social skills that are used to communicate with others.

1.3.1 Types of social skills

- Cooperation
- Empathy
- Listening
- Nonverbal Communication
- Verbal and Written Communication

2. LITERATURE REVIEW

Alia Siraj, et al (2021) - The association between study skills and academic accomplishment of university students was the subject of the study. The study's research questions were as follows: (i) What types of study skills do university students have? (ii) How do study skills differ by gender, specialisation, and degree of study among students? (iii) Is there a link between university students' study skills and their academic achievement? The current study was done at the university level and used a non-experimental method and a cross-sectional research design. In this study, undergraduate students were targeted.

Aeen Mohammadi, et al (2019) - Academic achievement of students is one of the most important factors in evaluating the educational system. Emotional intelligence is one of the educational success elements that can predict success in several domains of life. The goal of this study was to see if there was a link between emotional intelligence and academic accomplishment in Tehran University of Medical Sciences' Anesthesiology and Operating Room students. Materials and Procedures: In 2018, a cross-sectional study was conducted on 140 persons from Tehran University of Medical Sciences' anaesthesiology students and operating room. The samples were chosen using the methods that were available. Two demographic surveys were used, as well as the Bradbury and Graves standard emotional intelligence questionnaire. The average score of the students' whole course was used to gauge academic achievement. SPSS software was used to analyse the data.

Reetu Sharma, et al (2016) - Although the concept of social skills is not new, many experts have just recently begun to recognize its importance in life and to investigate its impact in various facets of an individual's life. This presentation provides an overview of the significance of social skills in academic success and throughout life. Social skills are crucial because they allow a

person to engage with others in a socially acceptable manner. This improves the quality of life by fostering strong and close relationships, which leads to good psychological and physical health, which aids youngsters in making better adaptations in school and among their peers.

PuaPohKeong, et al (2015) -The purpose of this research is to examine the link between mental health and academic achievement in university students. Mental health well-being enables a person to realise their full potential, to handle pressure and stress, and, most importantly, to complete duties effectively. In general, mental health constructs are made up of three elements: depression, anxiety, and stress. A plethora of study data suggest that mental health issues have an impact on academic achievement. In order to address this issue, both parents and lecturers play critical roles in ensuring that students' mental health is in tip-top shape. The debate in this article focuses on the definition of mental health and the relationship between mental health characteristics and academic accomplishment among Malaysian university students.

Daniel Eisenberg, et al (2009) - Mental health issues are a potentially crucial but understudied aspect in understanding the accumulation of human capital during college. We perform, to our knowledge, the first longitudinal investigation of how mental health affects academic success in college in a random sample of students. We discovered that depression is a strong predictor of a lower GPA and a higher likelihood of dropping out, especially among students who also have a positive anxiety disorder test. This descriptive analysis implies that initiatives to prevent and treat mental health disorders among college students could have large economic returns, and it emphasizes the policy importance of examining the impact of such programmes on academic outcomes through randomized trials.

3. RESEARCH METHODOLOGY

3.1 Design of the Study

The research is in the form of a survey and is descriptive in nature. The research was done in three stages. A detailed study of mental health, social skills, and academic accomplishment was conducted in the first stage. The population's details were gathered, and a sample was chosen. During this stage, the essential technologies for data collection were also established.

3.2 Variables

3.2.1 Criterion Variables:

- Social skills
- Mental health
- Academic success

3.2.2 Background variables

- Gender
- Type of the management

3.3 Sample size

The current study's sample was selected using a stratified random sampling technique. To examine the mental health, social skills, and academic progress of Mysore City's standard 9 students. Using a random selection technique, the sample was chosen proportionately (government, private aided, and private unaided). This study included 110 boys and girls from government schools, 381 boys and girls from private aided schools, and 784 boys and girls from private unaided schools.

3.4 Data collection

The data have been collected through the primary and secondary sources which is as follows-

- **Primary source** – The data in the primary source was collected from boys and girls in secondary schools using various techniques and questionnaires. To acquire the necessary data, the researcher determined the required number of secondary schools based on the sample.
- **Secondary source** – The data in the secondary source have been collected through the internet, magazines, research papers, thesis, dissertation etc.

3.5 Tools used for data collection

- ✓ Mental Health – MHS
- ✓ Social Skills – Datasheet
- ✓ Academic success – Datasheet

3.6 Data analysis

After building a rapport with the students, the investigator administered the instruments himself. Before answering the tests, the students were told to read and obey the directions on the tests. The students' replies on the tools were scored as indicated in the tools, tabulated, and statistical analysis was performed using the SPSS software. The frequency, percentage, and coefficient of correlation were used to analyze and interpret the results.

4. DATA ANALYSIS AND RESULT

4.1 Mental health, academic success and social skills

The total scores received were grouped into three categories in order to determine the level of mental health of secondary school students: The three levels are high, moderate, and low.

Table1: The range of scores for each level of mental health

Level of Mental Health	Range
High	220-300
Average	140-219
Low	60-139

Table 2: High, moderate and low levels of mental health.

Variables	Levels	Frequency	Percentage
Mentalhealth	High	153	13.5
	Moderate	849	71.5
	Low	203	15.0
Total		1275	100.0

Table 2 shows that 71.5 percent of pupils had moderate mental health issues. Only 13.5 percent of them had a good degree of mental health, while 15% had a low level of mental health.

Table3. Different levels of Mental Health based on gender and Type of schools

Type of schools	Levels	Gender				Total	
		Boys	%	Girls	%	%	
Government	High	09	8.18	17	15.45	26	23.63
	Moderate	20	18.18	45	40.90	65	59.09
	Low	07	6.36	12	10.90	19	17.27
	Total	36	32.72	74	67.27	110	100
Private aided.	High	31	8.13	33	8.66	64	16.79
	Moderate	91	23.88	164	43.04	255	66.92
	Low	16	14.54	46	12.07	62	16.27
	Total	138	36.22	243	63.77	381	100
Private un-aided	High	75	9.56	58	7.39	133	16.96
	Moderate	237	30.22	292	37.24	529	67.47
	Low	54	6.88	68	8.67	122	15.56
	Total	366	46.68	418	53.31	784	100

Out of 110 government school students, Table 3 was chosen. There were 36 boys in total. They had good mental health 8.18 percent of the time, moderate mental health 18.18 percent of the time, and bad mental health 6.36 percent of the time. However, out of 74 girls in government schools, 15.45 percent of them had good mental health. 40.9 percent of them had intermediate mental health, while 10.90 percent had poor mental health. Boys made up 138 of the 381 students in private aided schools. They had sound mental health 8.13 percent of the time, moderate mental health 23.88 percent of the time, and bad mental health 14.54 percent of the time. However, out of 243 females enrolled in private aided schools, 8.66 percent had good mental health, 43.04 percent had intermediate mental health, and 12.07 percent had poor mental health. 366 boys were among the 784 students enrolled in private unaided schools. They had sound mental health 9.56 percent of the time, moderate mental health 30.22 percent of the time, and bad mental health 6.88 percent of the time. In contrast, out of 418 girls, 7.39 percent have good mental health, 37.24 percent have intermediate mental health, and 8.67 percent have poor mental health.

Table4: The range of scores for each level of social skills

SI	Level of Social skills	Range
1	High	129-175
2	Average	82-128
3	Low	35-81

Table5: High, moderate and low levels of social skills

Variable	Levels	Frequency	Percent
Social skills	High	209	16.4
	Moderate	864	67.8
	Low	202	15.8
Total		1275	100.0

Table 5 shows that 16.4 percent of students have a high level of social skills, 67.8% have a poor level of social skills, and 15.8% have a moderate level of social skills.

Table 6: Different levels of social skills based on gender & type of schools.

Type of schools	Levels	Gender				Total	
		Boys	%	Girls	%	%	
Government	High	06	5.45	12	10.90	18	16.36
	Moderate	20	18.18	54	49.09	74	67.27
	Low	10	9.09	08	7.27	18	16.36
	Total	36	32.72	74	67.27	110	100
Private aided.	High	37	9.71	29	7.61	66	17.32
	Moderate	89	23.35	174	45.66	263	69.02
	Low	12	3.14	40	10.49	52	13.64
	Total	138	36.22	243	63.77	381	100
Private un-aided	High	76	9.69	49	6.25	125	15.94
	Moderate	237	30.22	290	36.98	527	67.21
	Low	53	6.76	79	10.07	132	16.83
	Total	366	46.68	418	53.31	784	100

Table 6 shows that 36 of the 110 government school students were boys. Among them, 06 students (5.45%) had a high level of social skills, 20 students (18.18%) had a moderate level of social skills, and 10 students (9.09%) had a poor level of social skills. Whereas among 74 females, 10.90 percent had a high level of social skills, 49.09 percent had a moderate level of social skills, and 7.27 had a poor level of social abilities. There were 138 boys among the 381 students in private aided schools. 9.71 percent had excellent social skills, 23.35 percent had moderate social abilities, and 3.14 percent had low social skills. 7.61 percent of the 243 females had a high level of social skills, 45.66 percent had a moderate level of social skills, and 10.49 percent had a low level of social abilities. 366 boys were among the 784 students enrolled in private unaided schools. 9.69 percent of them had a high level of social skills, 30.22 percent had a moderate level of social skills, and 6.76 percent had a poor level of social abilities. Whereas out of 418 girls, 6.25 percent had a high level of social skills, 36.98 percent had a moderate level, and 10.07 percent had a low level of social abilities.

Table 7: Students having different scores for level of Academic success.

Level of Academic success	Range	Percentage
High	402 & Above	Above 67%
Average	190-401	31-67%
Low	189 & below	Below 31%

Table 8: High, moderate and low levels of Academic success

Variable	Levels	Frequency	Percent
Academic success	High	172	13.5
	Moderate	912	71.5
	Low	191	15.0
Total		1275	100.0

Table 8 shows that 13.5 percent of them had a high level of academic success, 71.5 percent of them had an average level of academic success, and 15.0 percent of them had a low level of academic success.

Table 9: Different levels of Academic success-based on gender & Type of schools

Type of schools	Levels	Gender				Total	
		Boys	%	Girls	%	%	
Government	High	01	0.90	04	3.63	05	4.54
	Moderate	34	30.90	68	61.81	102	92.72
	Low	01	0.90	02	1.81	03	2.72
	Total	36	32.72	74	67.27	110	100
Private aided.	High	33	8.66	43	11.28	76	19.94
	Moderate	93	24.40	177	46.45	270	70.86
	Low	12	3.14	23	6.03	35	9.18
	Total	138	36.22	243	63.77	381	100
Private un-aided	High	59	7.52	32	4.08	91	11.60
	Moderate	255	32.52	285	36.35	540	68.87
	Low	52	6.63	101	12.88	153	19.51
	Total	366	46.68	418	53.31	784	100

Out of 110 government school students, 36 were boys, according to Table 9. 0.90 percent demonstrated better academic achievement, 30.90 percent demonstrated ordinary academic success, and 0.90 percent demonstrated low academic performance. Out of 74 girls, 3.63 percent demonstrated a high level of academic achievement, 61.81 percent demonstrated a moderate level of academic success, and 1.81 percent demonstrated a low level of academic success. There were 138 boys among the 381 students in private aided schools. 8.66% of them had a high level of academic achievement, 24.40 percent had a medium level of academic success, and 3.14 percent had a low level of academic success. While 11.28 percent of the 243 females had a high level of academic achievement, 46.45 percent had an average level

of academic success, and 6.03 percent had a low level of academic success. 366 guys were among the 784 private unaided school students. 7.52 percent of them demonstrated a high level of academic achievement, 32.52 percent demonstrated a medium level of academic success, and 6.63 percent demonstrated a low level of academic success. Out of 418 girls, 4.08 percent demonstrated a high level of academic achievement, 36.35 percent demonstrated an average level of academic success, and 12.88 percent demonstrated a low level of academic success.

4.2 Relationship between mental health, social skills and academic success

Table 10: Relationship between Mental Health and Social skills of standard 9 students

Variable	N	r	Significance
MentalHealth& Social skills	1275	0.563	0.00

Table 10 reveals that mental health and social skills have an r' value of 0.563, indicating a moderately good relationship.

Table 11. Relationship between Social skills and academic success of students of Mysore city.

Variable	N	r	Significance
Social skills & Academic success	1275	0.223	0.00

The r' value of social skills and academic success is 0.223, as shown in Table 11. In other words, there was a good association between social skills and academic success among students.

Table 12: Relationship between mental health and academic success of students

Variable	N	r	Significance
MentalHealth& Academic achievement	1275	0.182	0.00

It is clear from Table 12 that the value of $r'(0.182)$ is substantial. In other words, standard 9 students mental health and academic progress were discovered to be favourably associated.

Table 13: Relationship between mental health and academic success among different variables.

Variables	N	r	Significance
Boys	540	0.153	0.00
Girls	735	0.91	0.00
Governmentschools	110	0.163	0.089
Privateaidedschools	381	0.176	0.001
Privateun-aided Schools	784	0.202	0.001

Table 13 shows that the r' value of mental health and academic success is 0.153 for boys and 0.91 for girls. Government schools have an r' value of 0.163. Private aided schools have an r' value of 0.176. Private unaided schools have an r' value of 0.202. As a result, it has been discovered that mental health and academic achievement in standard 9 boys and girls have a favourable link. There is a beneficial relationship between private aided and private unaided schools. The interaction between the government school and the community is moderate.

Table14:Relationshipbetweenmentalhealthandsocial skillsamong different variables.

Variables	N	r	Significance
Boys	540	0.153	0.01
Girls	735	0.548	0.00
Government schools	110	0.464	0.00
Private aided schools	381	0.509	0.00
Private un-aided Schools	784	0.613	0.00

According to table 14, the r' value of mental health and social skills among boys is 0.153, and the r' value of mental health and social skills among girls is 0.548. Government schools are 0.464, private aided schools are 0.509, and private un-aided schools are 0.613. As a result, we concluded that there is a moderate beneficial association between mental health and social skills among standard 9 boys and girls, the government, and private aided. Private unaided schools, on the other hand, have a very positive relationship.

Table15:Relationshipbetweensocial skillsandacademic success among different variables

Variables	N	r	Significance
Boys	540	0.233	0.00
Girls	735	0.218	0.00
Government schools	110	0.247	0.009
Private aided schools	381	0.227	0.00
Private un-aided Schools	784	0.235	0.00

Table 15 shows that the r' value of social skills and academic achievement is 0.233 for boys and 0.218 for girls, government schools are 0.247, private aided schools are 0.227, and private unaided schools are 0.235. As a result, we concluded that social skills and academic success of boys and girls in standard 9 had a favourable relationship. Government, private aided, and private unaided schools have a beneficial relationship.

5. CONCLUSION

Academic performance appears to be the aim of current Indian education. This is the most important aspect in determining a student's future. Because of its importance, a huge number of research have been undertaken on the elements that influence students' academic achievement. The majority of children at government, private aided, and private unaided schools have a modest degree of mental health, social

skills, and academic performance, according to the survey. Low as well as high levels of mental health, social skills, and academic success are associated with a small number of kids. As a result, it suggests that our instructional approaches, student care, and other aspects are similar. Secondary school education, on the other hand, has a different form of management. The study also demonstrates that there are differences in mental health, social skills, and academic achievement between men and women. As a result, it is clear that while both boys and girls have identical natural capacities, girls appear to process mental health at a higher level. According to the findings, there is a link between mental health, social skills, and academic success among secondary school students.

5.1 Findings

- There is a significant positive relationship between mental health and social skills (r value- 0.563) among the students of standard IX.
- There is a significant positive relationship between mental health and academic success (r - 0.182) among the students of standard IX.
- There is a significant positive relationship between mental health and academic success among boys (r 0.153), girls, (r 0.91), government, (r 0.163), private- aided and (r 0.176), private un-aided schools (r 0.0.202).
- There is a significant positive relationship between mental health and social skills among standard IX boys (r 0.153), girls, (r 0.548), government school students of Std. IX (r 0.464), private- aided and (r 0.509), Private un-aided schools (r -0.0.613).
- There is a significant positive relationship between social skills and academic success (r - 0.233) among the students of standard 9 students.
- There is a significant positive relationship between social skills and academic success among standard IX boys (r 0.223), girls, (r 0.218), government, (r 0.247), private- aided and (r 0.227), private un-aided schools (r 0.0.235)

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