



Mental Health and the Well Being of Students

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Abstract: This study examines the mental health and well-being of students in educational settings, with a particular focus on the impact of stress on academic performance and coping mechanisms. The research is based on survey data collected from 93 students; the majority of whom are young adults aged 18 to 25. The sample comprises 71% male and 29% female participants. The study investigates the ways in which mental health influences students' academic experiences, the effects of stress on academic performance, and the strategies students employ to manage stress and regulate their emotions. The findings indicate that stress significantly impairs concentration and negatively affects academic outcomes. While students commonly utilize basic coping strategies such as time management and taking breaks, many perceive institutional support, including counselling services and stress management workshops, as insufficient. Furthermore, the study highlights the critical role of social support and emotional regulation in fostering academic success. These findings underscore the necessity of strengthening mental health support systems within educational institutions to enhance students' academic performance and overall well-being.

Keywords: *Menta Health, Education, Students*

1. Introduction

The World Health Organization (WHO) states that mental health is an essential state of wellbeing in which people are able to reach their full potential, manage everyday stressors, work effectively, and give back to their communities. Because it allows people to live happy, fulfilling lives, form enduring relationships, and contribute significantly to society. Mental health is also a basic requirement for socioeconomic, personal, and community development. Overall quality of life is greatly influenced by mental health, which is a fundamental aspect of human health and wellbeing.

According to James (2001), societal pressures and our lifestyle choices frequently cause mental health issues like anxiety and depression rather than personal problems. Social, economic, and environmental influences are just a few of the many factors that are likely to cause these problems. Since many students suffer from a variety of mental health conditions that can significantly impact their relationships, social lives, and academic performance, the impact of mental health on academic success is especially important for students (Eisenberg et al., 2009; Hunt & Eisenberg, 2010).

As noted by Keyes et al. (2012), this study focuses on the importance of mental health and how it affects students' success outside of the classroom. Academic performance is frequently impacted by stress, a lack of motivation, and mental exhaustion, according to an analysis of survey responses from 93 students. Even though a lot of students are aware of their emotional states, only few of them seek professional assistance. Instead, they tend to rely on peer support or self-care to deal with stressful situations.

The study also shows that strong bonds with society, emotional intelligence, and resilience are important for managing academic stress. The need for educational institutions to enhance their support services and give students access to useful tools and techniques for managing mental health, however, was highlighted by the idea that institutional support systems were only moderately successful (Salovey & Mayer, 1990; Goleman, 1995).

The study's conclusions highlight how crucial it is to give mental health top priority in learning environments and to give students the tools and support they require to succeed. Educational institutions can assist students in developing the abilities and strategies required to successfully manage academic stress by encouraging emotional intelligence, resilience, and

healthy social relationships. Furthermore, educators and leaders can work together to establish a more encouraging and inclusive learning environment that promotes student success and well-being by acknowledging the importance of mental health and its influence on academic performance.

1.2 Demographic Setting and Reviews

According to the study, the majority of survey participants were undergraduates. A smaller percentage of high school students and postgraduates also participated in the survey. There is a gender imbalance in the survey population, as the majority of the respondents were identified as male. These demographic characteristics provide important results that enable us to learn more about the participants' different opinions and experiences.

1.3 Impact of Stress on Academic Performance

The results of the study indicate that more than half of the respondents said that stress sometimes hinders their capacity to focus, drawing attention to the need for targeted help. The Cambridge University Reporter (2003) claims that exam results are a common indicator of academic performance. Moreover, academic performance which is usually measured by tests or continuous assessments is often used to determine how well a person can absorb, retain, recall, and practice the knowledge they have acquired (Joe et al., 2014). Tianmiyu et al. (2017) claim that a great degree of stress disturbs students' ability to reach their academic goals, therefore causing their moderate academic performance. If students see their education as a challenge, stress can increase their feeling of competence and capacity to learn (Veena & Shailaja, 2016). Additionally, Prifti et al. (2018) found that students experience stress from the evolving character of the higher education system adjustment. There is immediate change in the social environment, way of life, and educational system. This therefore resulted in stressful circumstances. Rafidah et al. (2016) looks at the relationship between stress factors, perceived stress, and academic performance among 154 Pre-Diploma Science students in a Malaysian public university. The study revealed that none of the stress factors had a major impact on the students' academic performance. Rather, moderate stress was found to be beneficial for good performance. Pascoe et al. (2020) highlight the important role stress plays in influencing academic outcomes and stress's impact on cognitive performance. Since Regehr et al. (2013) pointed out the significance and usefulness of stress management in academic settings, educational institutions can play a critical role in handling this issue by putting

support systems to help students effectively manage stress and by introducing various strategies to increase concentration levels. Institutions can also create a more encouraging learning environment that supports students' academic success and well-being by recognizing the connection between stress and mental function.

1.4 Resilience and Coping Strategies

The ability to adjust to challenging circumstances is known as resilience. According to the American Psychological Association (APA), resilience is the process of adapting well in the face of adversity, trauma, threats or other significant sources of stress. Resilience is the strength of body, mind, and character that enables people to respond well to adversity. In short, resilience is the cornerstone of mental health as given by Schiraldi (2017).

Results of the study show that more than half of the respondents chose to take relaxation periods and breaks to restore their focus when confronted with academic disappointments or failures, some people took more active measures like changing their study plans, asking teachers for advice, or improving their learning strategy. Students also used a variety of coping tools to take care of different academic difficulties, including good time management techniques, creative study ideas, self-care activities, and digital learning tools. These results support current studies like MacCann et al. (2020), which highlights the need of emotional control and strategic study methods in reaching academic success.

Academic performance tends to be better for students who can control their emotions and use good learning techniques. Moreover, according to Steel's (2007) research, time management is essential for lowering procrastination and building academic resilience, which helps students stay on track and overcome obstacles. Students can develop the abilities and routines required to flourish and achieve in their academic endeavors by implementing these tactics. It is important to remember that resilience is not something we are born with, but it is something that everyone can learn and develop. Contrary to common opinion, the key to resilience is correct thinking, not positive thinking and the path of our life is most affected not by what happens to us but by how we react to it (Reivich et al., 2002).

While acceptance and concentrating on negative emotions are resilience weakening, the use of coping mechanisms like positive reconsideration seems to be resilience boosting as emphasized by Booth (2017). Coping strategies include emotion-focused coping, which tries to

control the emotions brought on by the stressor, and problem-focused coping, which tries to directly manage the stressor (Biggs et al., 2017). Additionally, using internal or external resources can be a coping strategy (Jordan et al., 2015).

1.5 Emotional Awareness and Regulation Techniques

According to the results of the study conducted, most of the participants have evaluated their emotional management skills at stress condition as the average, in view of the definition of emotional intelligence introduced by Salovey and Mayer (1990). This is a key point, because effective regulation of emotions is needed for good cognitive performance. People who are better at regulating their emotions are also often more resilient and adaptable in the face of stress. Participants reported talking to family or friends were a great coping strategy for dealing with stress. Others participated in different stress coping mechanisms including meditation and deep breathing exercises, physical activities, or self-motivation. In addition, very few participants reported seeking psychological treatment which could decrease their ability to handle stress more effectively, as noted by Goleman (1995). For Goleman, emotional intelligence is crucial in terms of how well one can face adversity and succeed. Individuals may improve their emotional regulation skills after experiencing the problem by becoming more aware and trying to get necessary support for their emotions. What is necessary today is stress management and emotional intelligence. Understanding the value of emotional control and reaching out for help, when necessary, can help to better deal with both academic and personal difficulties.

1.6 Support System and Its Effectiveness

The study highlights the significance of academic and emotional well-being. It is also revealed to us that a large majority of participants received support from peers and family, which played a key role in their overall well-being. Only a small fraction reported non-supportive relationships, which may also hinder academic progress. The presence of strong support systems can have a big positive impact on academic achievements, as these can provide students with emotional support too. According to Credé and Niehorster (2012), students with healthy social support tend to adapt more effectively to academic environments, demonstrating better stress coping mechanisms. This reveals the importance of supportive relationships and environment within educational institutions for the betterment of students.

Social support has been linked to better mental health conditions. The stress and coping theory of Lazarus & Folkman (1984) states that social support is an important tool that affects how people view stressful situations. Moreover, a large group of support can help people view some situations as less stressful, which lowers the possibility of negative emotional impacts.

Regarding the effectiveness of school or college support systems and stress management programs, the participants' perceptions were diverse. Nearly one-fourth of the participants felt that these resources were not effective, while almost half believed they were only somewhat effective. A smaller number of participants found these programs to be helpful, which aligns with the findings of Hunt and Eisenberg (2010). Their research noted that institutional support is often inaccessible or backward and because of this reason, many students are left without the necessary resources to manage stress and achieve academic success. This shows the need for educational institutions to evaluate and improve their support systems, making sure that they are accessible, effective, and also meet the various demands of the students. By doing so, institutions can promote a healthier learning environment that fosters both academic success and overall well-being.

2. Methodology

The study gathered responses from a diverse group of 93 students belonging to various academic fields, utilizing a structured Google Form survey to collect the data. The survey structure was carefully designed to comprise multiple-choice questions, Likert scale items, and open-ended questions, allowing an overall analysis of students' well-being. Moreover, the survey focused on four key areas that are very important to student success, namely:

- a) Academic Performance & Resilience:** It explores students' ability to cope up with academic challenges.
- b) Emotional Intelligence:** It examines students' self-awareness, emotional control, and social skills.
- c) Social Relationships:** It investigates students' interactions with peers, family and other groups.
- d) Institutional Support:** It studies students' perspective of the support services provided by their educational institution.

From high school students to postgraduate researchers, the participants in this detailed investigation represented a wide range of ages and educational backgrounds, offering a colourful band of unique viewpoints and personal experiences. The participant population's diversity serves to show a wide range of perspectives and creates a diverse collection of information that might not have been possible in a more non diverse group. As a result, we can increase our knowledge by gaining a more thorough and deeper awareness of the factors that have a big impact on students' progress and achievement. Also, by including students from a wide range of academic backgrounds and levels, the study was able to gather different experiences, which made it easier to find patterns and points of agreement in their views and this would be of great help in the creation of effective techniques and also to find similarities and benefits that could be used to help, develop and improve education systems and strategies that support and enhance students' academic, emotional, and social development. Ultimately improving their overall educational experience as well as their academic results. Also, this method made it possible to look more closely at the connections between support conditions, emotional health, and academic success. This will give educators, lawmakers, and other concerned individuals or organizations important information about how to help students succeed and be happy.

3. Findings

The survey included 93 students, with a significant number falling within the age group of 18 to 25 years. The majority of the participants were undergraduates, while a small number of postgraduates and high schoolers also participated in the survey. In terms of gender distribution, around one-third of the participants were females, while two-thirds were males. This demographic study brings light and helps us look into the study experiences of the students and also reveals to us that more number of males participated in the survey.

When the students were asked about the impact of stress on their academic performance, one-fourth of the students reported that it rarely affects them. However, more than half of the participants said that stress sometimes makes it hard for them to focus on their studies. Only a small group of students stated that stress never affects them. A large majority (58.1%) of the students reported that emotional distress and mental health issues often affect their scholastic performance. Many students also struggle with procrastination due to a lack of motivation or drive,

which can make them more stressed and further leave a negative impact on their academic performance.

Students responded differently to setbacks. While some coped well with it, others found it difficult. About one-fifth of them remained neutral and composed, planning for their next course of action. Instead of letting the setback discourage them, they concentrated on coming up with a solution. Roughly one-third of students viewed setbacks as opportunities to grow and learn. They felt that they could learn a lot from their mistakes and that they were a necessary part of the learning process. Another one-third of students identified failures as inspiration to improve. They were positive and determined, taking the setback as an opportunity to get better and work even harder. However, a small number of students, gave up because they were so discouraged. Their confidence and motivation suffered as a result of allowing the setback to take over them. Although a similar proportion of students experienced discouragement, they kept going. They gave it another go, learning from their experience and getting better. These results show how crucial it is for students to have support groups and effective techniques for handling academic difficulties. Teachers can assist students in overcoming challenges and helping them in succeeding by teaching them how to maintain their positivity and resilience. This can be achieved by giving students the resources and tools they require to cope up with the stress and anxiety as well as by establishing a safe and encouraging learning environment which will push students to take chances and grow up from their failures.

In terms of seeking help, only 8.7% of the students tended to seek regular professional help. As a result, they are not able to effectively cope up with their stress.

When asked about how they manage stress, it was revealed that students often depended on self-help strategies, such as taking breaks, adjusting study methods, or seeking support from peers. Also, when handling academic challenges, one-third of the students used time management techniques, while another one-third focused on self-care. However, very few students sought academic aid, such as tutoring, which may indicate a lack of availability of such resources or discomfort in seeking help from others.

When rating their ability to manage their emotions during stressful conditions, more than half of the students considered themselves as average, while one-fifth rated themselves poorly. This shows that most of the students are aware of their emotional intelligence. Furthermore, a very

small group of students reported that they do very poorly in managing their emotions. This emphasizes the need of emotional intelligence development with the help of various stress management trainings.

Different students had different perception on the effectiveness of school support systems and programs. Almost half of the participants found them only somewhat helpful, while one-fourth considered them as not effective. Only a small number of students found the support systems to be helpful. Thus, highlighting the need for educational institutions to analyse and improve their support services. In view of social support, only 26.9% of the students felt “very supported” by their families and peers, while over 70% agreed that strong social relationships help to reduce academic stress. However, discussions around mental health remain uncommon leading to a greater need for more awareness and discussions about mental health issues.

When asked about additional support services that should be provided, a large majority of the students wanted peer mentoring programs, which could provide them with guidance and support from their peers. One-fifth of the students suggested more counselling services, while one-fourth wanted more mental health awareness programs and stress management workshops. These findings show the importance of providing the students with access to a range of support services, including peer mentoring, counselling, and mental health programs, with the view to help them effectively deal with academic challenges and also promote their overall well-being.

4. Conclusion

The study highlights a vital interrelationship between mental health and student performance, making us aware about the important role that mental well-being plays in determining academic outcomes. While students are conscious of the emotional challenges they face, the support systems—both social and institutional—that are essential for combating these challenges are often inadequate or inaccessible for the students. This inaccessibility in support systems can have unwanted or undesired consequences on them such as weakened academic performance, decreased level of interest and poor overall well-being.

To truly support student success, educational institutions must focus on mental health alongside academic achievement. This will require a detailed approach that involves providing resources and services that focus on academic perseverance, good mental health and a secure

environment for all students. By doing so, schools and colleges can help students develop the skills and strategies they need in order to face academic challenges, build strong relationships, and maintain a healthy emotional intelligence.

Ultimately, giving immense importance to mental health in educational point of view is not only a sense of duty or responsibility but also a beneficial investment in the well-being and success of students. Therefore, teachers and other concerned bodies can work together for creating a more supportive and inclusive study environment that will allow students to healthily thrive and excel.

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