

# An Investigation of Academic and Mental Health Issues Faced by Secondary School Students in Alipurduar District

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## ABSTRACT

Adolescents' intellectual and emotional development is greatly influenced by their educational experiences. Many secondary school kids struggle with mental and academic issues that have a negative impact on their health, behaviour, and academic achievement. Problems with mental health and academic performance among Alipurduar District secondary school students are the focus of this research. In order to better understand the elements that impact students' academic progress and mental stability, this study aims to identify the primary educational obstacles and psychological issues that impact secondary school students.

Common academic challenges addressed in the study include exam anxiety, distraction, poor study habits, inadequate study materials, and curriculum comprehension. Simultaneously, it delves into the realm of mental health issues, specifically adolescent stress, anxiety, despair, poor self-esteem, and emotional instability. Considered important contributors to these disorders are a variety of social and environmental factors, including family background, peer influence, school environment, and socio-economic status.

Students' learning outcomes and psychological well-being are significantly affected by the interconnected nature of academic problems and mental health issues, according to the research. Findings emphasise the need for adequate counselling services, supportive teaching methods, and awareness campaigns to help students manage stress and academic pressure. Overall, the study highlights the importance of collaboration among educational authorities, parents, and teachers to create a welcoming classroom environment. Secondary schools in Alipurduar District could do more to support their students' academic and emotional health, enabling them to succeed in school and life.

**Keywords:** Awareness, academic, emotional, psychological, campaigns, collaboration

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## INTRODUCTION

Education is a powerful tool for national development. Its primary role is to facilitate modernization, change, and industrial progress. There has been a positive correlation between education in modern science and technology and increased economic growth. Education can enhance a person's thinking, comprehension, and attitude development abilities. He can now fulfil his civic responsibilities with greater maturity and poise, and manage a variety of situations more easily. No single objective can encompass every aspect of life. Just as a diamond requires specific lighting to reveal its true color, the concept of education remains unclear without it.

To educate a child, one must tap into the child's natural abilities. The ultimate goal of education is personality development in all its aspects—physical, mental, moral, spiritual, artistic, cognitive, emotional, social, and more. According to the Ministry of Education (1966), "the individual is an end in himself--self, and the primary purpose of education is to provide him with the widest opportunity to develop his potentialities to the fullest extent possible."

Regarding education in the twenty-first century, Jacques Delors (1996) noted that "teachers should work in teams, especially in secondary schools, in order to achieve the necessary flexibility in the courses of study offered, thus avoiding many failures, bringing out some of the pupils' natural talents, and providing better academic and career guidance with a view to learning continued throughout life." A spiritualist views education as a means to enlightenment. From a moralist's perspective, schooling is all about shaping one's personality. Education has been defined by philosophers based on their personal philosophies. The term "education" has been defined and interpreted differently due to these divergent viewpoints.

**THE SIGNIFICANCE OF EDUCATION**

Education has been around for as long as people have. Its significance has been acknowledged from the beginning of time and remains unchanged to this very day. Everyone has come to agree that it's a basic need for any civilized being. Philosophers and other prominent thinkers throughout history have lauded it so passionately because of this one and only reason.

An individual's intellect is honed through education. It allows one to think about and communicate the truth as reality, which frees people from the shackles of sin and provides them with wealth—not material possessions but illumination within, power—not material possessions but love. Simply said, it denotes the display of man's total uniqueness.

Education is a social necessity and a fundamental human value. One cannot limit one's conception of a man to his biological makeup alone; knowledge is what truly makes a man. Aiming at an integrated development of the person, education puts the social side of man into foreground, represents man's highest place in society, and promotes learning. Teachers have the difficult task of nurturing their students' potential and maximizing their utilization of available resources. It is the primary responsibility of adults working with children and teenagers to discover methods that can hasten and improve their intellectual, physical, social, emotional, and spiritual growth. The formative years of a person's life—their thoughts, feelings, and actions—are mostly shaped by their instructors, who have a significant impact on laying the groundwork for a successful and fulfilling adult life. While parents do have a significant impact, they often lack the resources that teachers have, including the chance to formally study the behavioural sciences, which could greatly improve the positive impact they can have.

**OBJECTIVES OF THE STUDY**

The objectives of the research are:

- To investigate sign and symptoms associated with the educational problems among secondary school students.
- To evaluate common causes and possible remedies associated with the educational problems among secondary school students.

**DATA ANALYSIS AND INTERPRETATION**

The analysis and interpretation of data involve the objective material in the researcher's possession as well as his or her subjective reactions and desires to derive from the data the inherent meanings in their relation to the problem," according to Francis Rummel (1985). Interpreting and extrapolating inferences from the collected data is the process of analysis. To find new information and connections, the gathered data will be divided into smaller pieces and organized in novel ways. With the following goals in mind, every attempt has been made to examine the data from as many perspectives as possible in order to uncover new information. The information was examined objectively. The gathered case studies were analysed and interpreted as follows:

**Objective-1: To investigate sign and symptoms associated with the educational problems among secondary school students.**

An examination of the educational issues that teenage pupils face: Both behavioral and educational issues plagued the sample of students under study. The educational challenges faced by teenagers enrolled in school throughout all district blocks are essentially the same.

**PART 1-ANALYSIS OF EDUCATIONAL PROBLEM**

**A: General Information**

**1. AGE:**

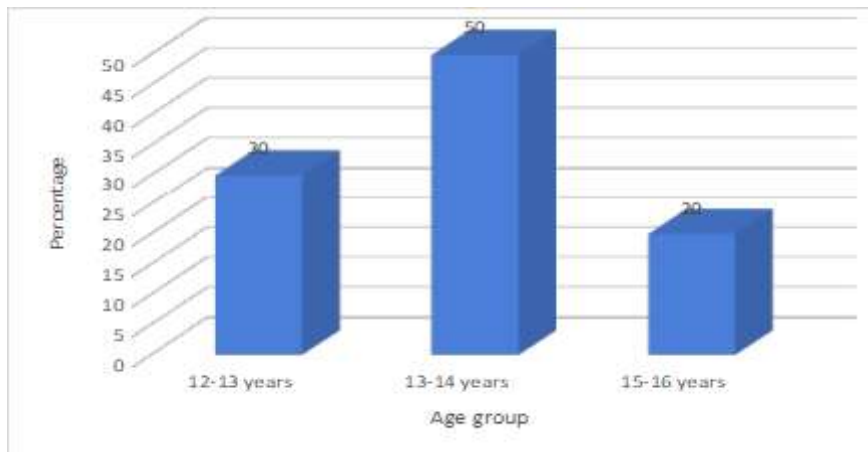
The age of the respondents was collected and percentage analysis was done on the data collected.

**Table 1: Age group of the adolescent respondents**

Age group	No of respondents	Percentage of respondents
12-13 years	180	30
13-14 years	300	50
15-16 years	120	20
<b>Total</b>	<b>600</b>	<b>100</b>

**Source: Primary Data**

The data shows that maximum percentage of respondents among adolescent were between age group 13-14 years.



**Graph 1: Age group of the adolescent respondents**

## 2. GENDER

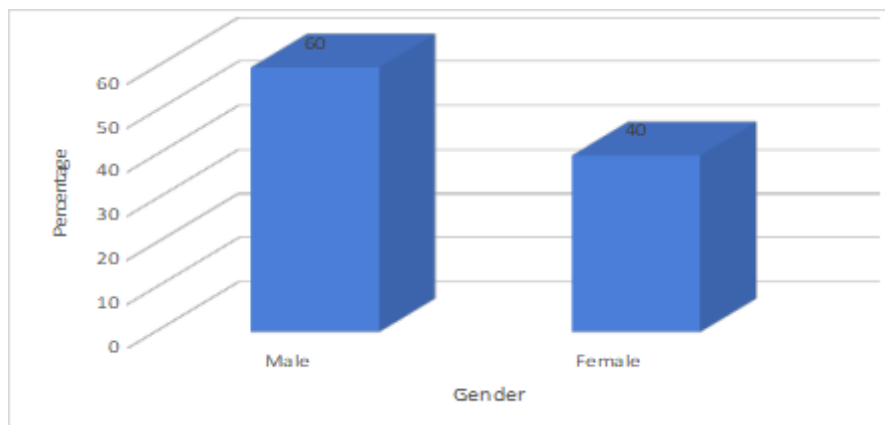
The data was collected and the gender of the respondents was tabulated as below:

**Table 2: Gender of the adolescent respondents**

Gender	No of respondents	Percentage of respondents
Male	360	60
Female	240	40
<b>Total</b>	<b>600</b>	<b>100</b>

Source: Primary Data

The data shows that 60 percentage was male and 40 percentage was female respondents. The male respondents were more than those female respondents.



**Graph 2: Gender of the adolescent respondents**

## 3. CLASS LEVEL

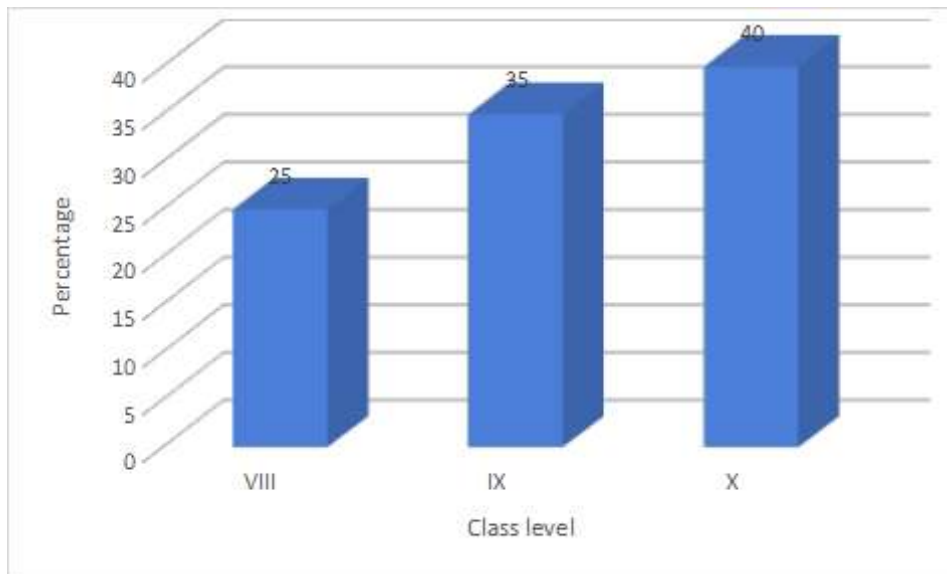
The class in which the respondents was studying was collected and percentage analysis was done on the data collected.

**Table 3: Class level in which the adolescent respondents was studying**

Class level	No of respondents	Percentage of respondents
VIII	150	25
IX	210	35
X	240	40
<b>Total</b>	<b>600</b>	<b>100</b>

Source: Primary Data

The data shows that 40 percent of the respondents belongs to Class X, 35 percent belongs to Class IX and 25 percent belongs to 25 percent.



**Graph 3: Class level in which the adolescent respondents was studying**

#### 4. TYPE OF SCHOOL

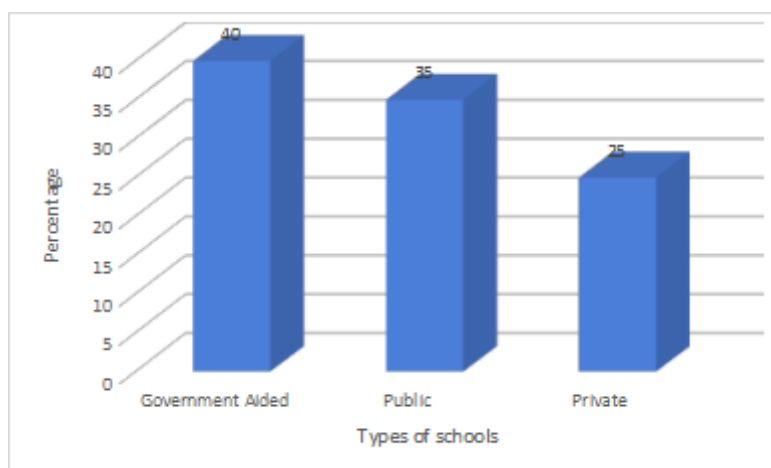
The data was collected from various types of school. The school may be Government aided, public and private schools. The respondents was collected from these three types of schools.

**Table 4: Type of school in which the adolescent respondents was studying**

Class level	No of respondents	Percentage of respondents
Government Aided	240	40
Public	210	35
Private	150	25
<b>Total</b>	<b>600</b>	<b>100</b>

Source: Primary Data

The data shows that 40 percent of the respondents was taken from Government aided school, 35 percent of the respondents was from public schools and 25 percent was taken from private school. The majority of the respondents was taken from Government aided school.



**Graph 4: Type of school in which the adolescent respondents was studying**

**B: Academic Problems**

**Objective 2: To evaluate common causes and possible remedies associated with the educational problems among secondary school students.**

**1. DIFFICULTY WITH LENGHTY SYLLABUS**

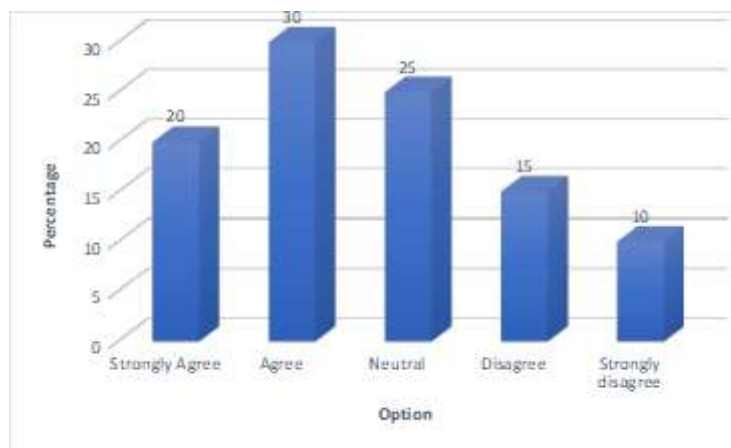
The data was collected for opinion regarding syllabus of education in secondary school. The data was tabulated regarding their opinion with the syllabus.

**Table 5: Difficulty with lengthy syllabus among adolescent respondents was tabulated**

Options	No of Respondents	%
Strongly Agree	120	20
Agree	180	30
Neutral	150	25
Disagree	90	15
Strongly disagree	60	10
<b>Total</b>	<b>600</b>	<b>100</b>

Source: Primary Data

The data shows that 20 percent of the respondents of the secondary level said that they strongly agree that the syllabus was too lengthy and difficult to complete on time, 30 percent agreed to the statement, 25 percent of the respondents remain neutral, 15 percent said they disagree with the statement and 10 percent said that they strongly disagree with the statement.



**Graph 5: Difficulty with lengthy syllabus among adolescent respondents**

**2. DIFFICULTY WITH UNDERSTANDING WITH SUBJECTS**

The data was collected regarding the opinion that they face difficulty understanding with subjects like Maths, Science and English.

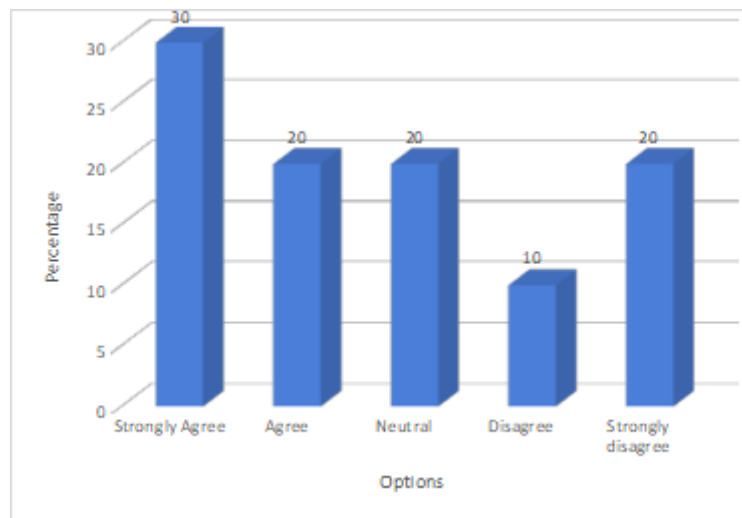
**Table 6: Difficulty with understanding with subjects among adolescent respondents was tabulated**

Options	No of respondents	%
Strongly Agree	180	30
Agree	120	20
Neutral	120	20
Disagree	60	10
Strongly disagree	120	20
<b>Total</b>	<b>600</b>	<b>100</b>

Source: Primary Data

The data shows that 30 percent of the respondents of the secondary level said that they strongly agree that they face difficulty understanding certain subjects like Math, Science, English etc. 20 percent agreed to the statement, 20 percent

of the respondents remain neutral, 10 percent said they disagree with the statement and 20 percent said that they strongly disagree with the statement.



**Graph 6: Difficulty with understanding with subjects among adolescent respondents**

### 3. UNAVAILABILITY OF TEACHERS FOR DOUBT CLEARING

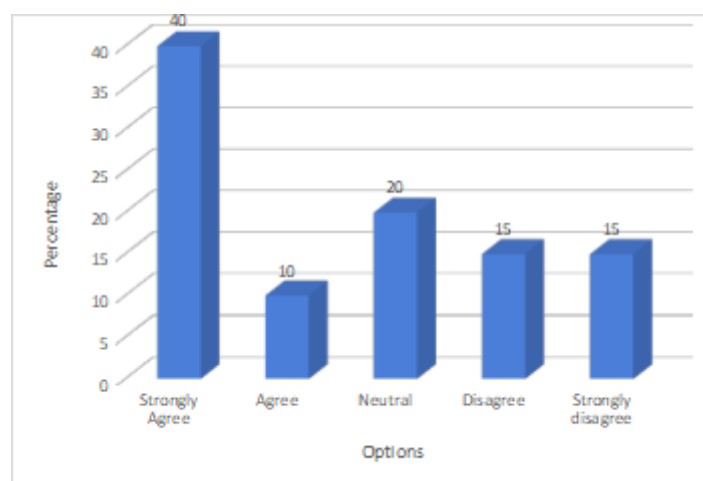
The data was collected regarding doubt clearing approach towards teacher. The data was tabulated with Likert scale opinion. The table below shows the opinion.

**Table 7: Opinion regarding unavailability of teachers for doubt clearing among adolescent respondents was tabulated**

Options	No of respondents	%
Strongly Agree	240	40
Agree	60	10
Neutral	120	20
Disagree	90	15
Strongly disagree	90	15
<b>Total</b>	<b>600</b>	<b>100</b>

Source: Primary Data

The data above shows that 40 percent of the respondents shows that they strongly agree that there are not sufficient teachers to clear their doubts, 10 percent agreed to the statement, 20 percent were neutral regarding this, 15 percent disagreed to the fact and 15 percent strongly disagreed to the statement. The majority strongly agreed that there are not sufficient teachers to clear the doubts they have with different subjects in secondary school level.



**Graph 7: Opinion regarding unavailability of teachers for doubt clearing among adolescent respondents**

#### 4. INSUFFICIENT OF TIME FOR SELF STUDY DUE TO HEAVY HOMEWORK

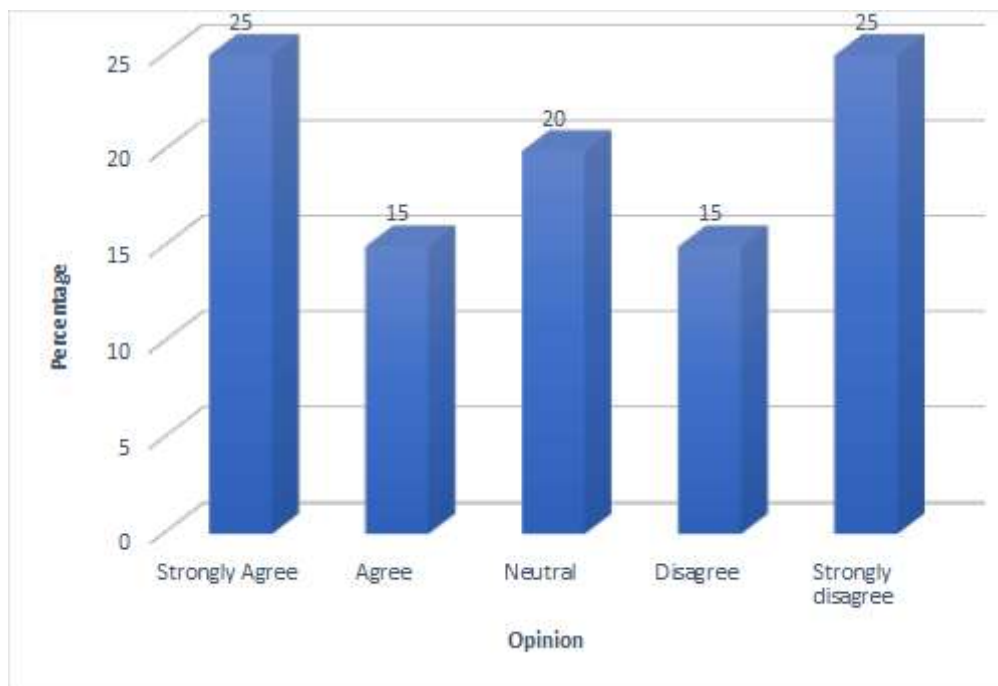
The data was collected regarding insufficient of time regarding self-study due to heavy homework and the respondents' opinion was tabulated as follows.

**Table 8: Insufficient of time among adolescent respondents for self-study due to heavy homework**

Options	No of respondents	%
Strongly Agree	150	25
Agree	90	15
Neutral	120	20
Disagree	90	15
Strongly disagree	150	25
<b>Total</b>	<b>600</b>	<b>100</b>

Source: Primary Data

The data shows that 25 percent strongly agreed with the opinion that due to heavy homework pressure they don't have sufficient self-study time for them, 15 percent agreed regarding the statement, 20 percent remain neutral, 15 percent disagree to the statement and 25 percent strongly disagree to the statement. The majority of them said that they strongly agree and also they strongly disagree too.



**Graph 8: Insufficient of time among adolescent respondents for self-study due to heavy homework**

#### CONCLUSION

Formulating conclusions and generalizations requires as much capacity of reasoning, broad perspective, and careful observation as does the interpretation of results. When publishing results, drawing judgments, and drawing broad implications from data, educational research must proceed with the utmost care and attention.

Anxiety, sadness, tension, troubles paying attention, and changes in behaviour are widespread among secondary school children, and these concerns are often connected to academic pressure, bullying, social media, and bad family conditions. Screenings for mental health issues, education on how to manage one's own mental health for students, parents, and teachers, and the creation of a safe space for students to learn and grow in are all part of an evidence-based strategy to address these problems in the classroom.

From the beginning of puberty until reaching full development, a person is said to be in adolescence, which lasts from 13–19 years. During this time, your body and mind are undergoing tremendous changes, which can make you feel vulnerable, afraid, confused, and frustrated. Adolescent problems are nearly as intense for parents, instructors, and students as they are for pupils. As a result, ensuring the mental well-being of adolescents is seen as critically important.

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