

A Review Study on Evaluation of Secondary School Students' Educational and Psychological Issues

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ABSTRACT

Students' overall academic and personal growth is greatly affected by their educational and psychological health. Secondary school students often face various challenges that influence their social adjustment, emotional stability, and learning outcomes. The main aim of this review study is to evaluate the primary psychological and educational issues faced by secondary school pupils. The study seeks to analyse existing research, literature, and reports related to students' academic struggles, behavioural issues, mental stress, and the socioeconomic factors shaping their educational experiences. The review considers factors such as peer pressure, family background, teacher-student relationships, academic stress, lack of suitable learning tools, and the impact of socioeconomic circumstances on students' psychological well-being. It also highlights common psychological problems among secondary school students, including anxiety, low self-esteem, lack of motivation, and emotional instability. Special emphasis is given to how these issues are worsened by institutional and environmental factors within schools.

The review's conclusions show that psychological and educational issues are strongly connected and significantly affect pupils' academic achievement and overall development. To address these issues, the study emphasises the importance of supporting teaching strategies, improving educational infrastructure, and providing effective guidance and counselling services. It also suggests that educators, parents, and policymakers must collaborate to create a safe and supportive learning environment for students. Overall, this review enhances understanding of the psychological and educational challenges faced by secondary school pupils and offers guidance for developing strategies to improve students' academic success and well-being.

Keywords: *Educators, Adolescent, Emotion, Psychological, Achievement.*

INTRODUCTION

Education plays a crucial role in shaping the intellectual, emotional, and social development of students. During the secondary school stage, adolescents experience significant physical, cognitive, and psychological changes that often influence their academic performance and overall well-being. In many cases, students at this stage face a range of educational and psychological problems such as academic stress, lack of motivation, anxiety, peer pressure, and difficulties in adjusting to school environments. These challenges may negatively affect their learning outcomes and personal development if not properly addressed.

In the context secondary school students encounter various socio-economic and educational constraints that may contribute to these problems. The district includes both urban and rural areas, where disparities in educational facilities, family background, and access to psychological support services can influence students' academic experiences. Factors such as examination pressure, limited guidance and counselling facilities, parental expectations, and changing social environments often intensify educational and psychological difficulties among adolescents.

A review study on the evaluation of educational and psychological problems among secondary school students therefore important to understand the nature and extent of these challenges. By examining previous research, reports, and academic literature, the study seeks to identify common patterns of academic difficulties, emotional stress, behavioral issues, and their underlying causes. Such an analysis can provide valuable insights for educators, policymakers, and parents to develop effective strategies for improving students' learning environments and mental well-being.

Understanding these issues is essential for creating a supportive educational system that promotes both academic success and psychological health among adolescents. The findings of this review are expected to contribute to better educational planning, counseling services, and policy interventions aimed at enhancing the overall development of secondary school students in the district.

REVIEW OF LITERATURE

Balamurugan G, Sevak S, Gurung K, Vijayarani M. (2024). A person's mental health is most affected by their upbringing during the formative years of childhood and adolescence. The purpose of this research is to assess the prevalence of mental health problems among Indian school-aged children and teenagers. Using PubMed, Scopus, the Cochrane Library, and Eric, we systematically searched for articles published in 2013–2023. In the end, thirty-one research with a total of thirty-thousand male participants were included in the quantitative analysis. The average age of the kids and teens was 14.58 years old, and there was a standard deviation of 1.35. Research on this group has revealed a wide variety of mental health issues, with reported frequencies and severity ranging widely. Among the mental health issues that were found to be prevalent, the most common one was depression. Following closely behind were social, behavioral, and emotional disorders, anxiety, psychological distress, internet addiction, stress, social phobia, aggression, and sexual and emotional abuse. In order to reduce stigma, improve overall well-being within the cultural and educational context of India, and personalize interventions to address the specific requirements of the diverse student population, the study concluded that research on school mental health in India is needed.

Abera, Alemwork, et al. (2023) stated that high school adolescents frequently experience depression, anxiety, and stress (DAS), which can negatively affect their academic performance and long-term well-being. These problems are made worse by pandemics, such as the coronavirus disease 2019 (COVID-19). While psychological issues are researched in wealthy nations, emerging nations like Ethiopia tend to ignore them. Thus, the purpose of this study was to evaluate the incidence of psychological issues and related variables among high school students in Sawla town, Gofa zone, southern Ethiopia, during the COVID-19 pandemic. Stress, anxiety, and depression were all common among the local high school pupils. DAS is more likely in people who live in rural areas, have lower levels of education, are less knowledgeable of COVID-19, and use poor COVID-19 preventative techniques. Therefore, psychological counselling services provided in schools are essential, especially in times of epidemic.

Eleyza Yatkin et al. (2023) explored that the current study sought to investigate any possible relationship between test anxiety and mental health among high school students getting ready for the university admission exam during the pandemic. In this correlational study, 427 senior high school students from Zonguldak, Turkey's Caycuma district, made up the sample. The Warwick-Edinburgh Mental Well-Being Scale, the Westside Test Anxiety Scale, and a demographic information form were used to gather the data online between April and May 2021. Our research showed that characteristics related to test anxiety included student gender, the education level of the father, the availability of a personal computer and room, and the desire for online learning. In addition, we found that student mental health was positively correlated with parental age, maternal education and work history, the online learning device, the perceived efficacy of distant learning, and the drive for online learning. In summary, a number of variables, such as the student's gender, the father's level of education, the availability of a personal computer and room, and the desire to take online courses, have been linked to test anxiety. The results also revealed some significant variables affecting the mental health of students, including the age of the parents, the level of education and work experience of the mother, the online learning device, the perceived efficacy of distance learning, and the motivation of the student to take online courses. Ultimately, we discovered a strong inverse relationship between exam anxiety and the mental health of the involved students.

Xiu, Xiaolei et al. (2022) noted that while the mental health problems (MHP) of Chinese adolescents have been the subject of numerous studies, there has been little discussion of the relationships between the MHP of Chinese high school students and their personal and family circumstances, parents' educational attainment, physical activity, and school adaptation. The study comprised 9398 students who were selected at random from 30 high schools located in Shandong, China. Surveys using self-reports were employed to gather information. To look into relationships between MHP and related factors, multivariate logistic regression models were employed. Among high school pupils, the positive rate of MHP was 27.0%. There was a significant correlation ($p < 0.05$) between having MHP and female intimate friends of the opposite sex, low social competency, a father's basic school education or less, low family economic status, high antisocial behaviour, and low social competence. The degree of schooling their mother had been adversely correlated with the students' self-reported odds of having depression, interpersonal sensitivity, and obsessive-compulsive disorder. Students who exercised for more than 30 minutes five or six times a week reported having 60% fewer odds of

depression than those who did not exercise. For high school children, particularly those whose parents exhibit high levels of disruptive behaviour, inactivity, and low educational attainment, we advise stepping up prevention, early identification, and treatment of mental health problems.

Bharti Kumari and Parmod Kumar (2022) investigated that secondary school is the most crucial time in a student's life when they deal with issues related to their health, relationships, families, education, and personal lives. At this point, mental health is crucial and plays a big part in how these kinds of issues are handled very successfully. Consequently, the paper takes on importance as a sincere attempt to investigate the problems and obstacles related to secondary school students' mental health. This paper is a review that draws from several research studies that either directly or indirectly address mental health. The study's findings showed that a number of problems, including misunderstandings about mental health, a lack of knowledge and resources, and social, personal, financial, environmental, and technology-related issues, are to blame for India's poor mental health status. Additionally, the lack of treatment-related facilities and resources as well as the treatment gap were discovered. The two most important things for mental health are prevention and treatment. For secondary school kids to handle stressful situations and become well-adjusted members of their families and communities, they need to be properly oriented and aware of mental health difficulties and obstacles. In order to promote the mental health of secondary school kids, the results of this study will be very helpful to educators, parents, guidance counsellors, and administrators in making the necessary arrangements to create a supportive atmosphere at home and at school.

Xiu, X. et al. (2022) noted that while the mental health problems (MHP) of Chinese adolescents have been the subject of numerous studies, there has been little discussion of the relationships between the MHP of Chinese high school students and their personal and family circumstances, parents' educational attainment, physical activity, and school adaptation. Methods: Thirty-nine high schools in Shandong, China, provided 9398 randomly selected students who were the participants. Surveys using self-reports were employed to gather information. To look into relationships between MHP and related factors, multivariate logistic regression models were employed. Among high school pupils, the positive rate of MHP was 27.0%. There was a significant correlation ($p < 0.05$) between having MHP and female intimate friends of the opposite sex, low social competency, a father's basic school education or less, low family economic status, high antisocial behaviour, and low social competence. The degree of schooling their mother had been adversely correlated with the students' self-reported odds of having depression, interpersonal sensitivity, and obsessive-compulsive disorder. Students who exercised for more than 30 minutes five or six times a week reported having 60% fewer odds of depression than those who did not exercise. For high school children, particularly those whose parents exhibit high levels of disruptive behaviour, inactivity, and low educational attainment, we advise stepping up prevention, early identification, and treatment of mental health problems.

Kanak Dwivedi and Rashi Srivastava (2021) found that the competitive modern world is a result of the numerous advances in science and technology. This has had a significant impact on the educational system, and growth and expansion are occurring everywhere. The attainment of academic excellence plays a crucial role in determining a student's career goals and helps them

recognised their own abilities and potential. A student's ability to beat the competition and earn a high score determines whether they succeed or fail. The researcher compared different anxiety levels in the current investigation. In an effort to ascertain the relationship between anxiety and academic success, the researcher has tried to identify the various anxiety levels. The researcher has attempted to investigate the differences between genders with regard to academic performance. A random selection of 100 senior secondary school students (50 boys and 50 girls) from two Lucknow city schools made up the sample.

Valeria Cavioni (2020) researched that children and adolescents have been experiencing an increase in mental health issues in the past few decades. Reviews of recent studies on this subject indicate a significant lack of agreement over the definition of school mental health and its constructs, despite the proliferation of papers documenting successful school-based mental health programmes. Our goal in this paper is to close this gap in two ways: first, we provide a critical review of recent studies on the topic of school mental health; and second, we suggest a thorough theoretical framework for academics, professionals, and decision-makers working on mental health promotion and school prevention initiatives. The three primary domains of the suggested framework are as follows: the first two deal with resilience building and social and emotional development, while the third one addresses behavioral issue prevention.

Michaela C. Pascoe (2019) explored that students in secondary and postsecondary education settings have to cope with a variety of ongoing stressors related to their academic responsibilities. Previous research has connected academic stress to lower academic achievement, lower motivation, and a higher likelihood of dropping out of school. The long-term consequences, which include a lower likelihood of long-term employment, cost governments billions of dollars every year. This narrative review includes the most recent research on the consequences of academic stress, information on how it affects students' learning and academic success, and details on how it affects mental health conditions like drug misuse, sleep disorders, and anxiety and depression.

Radhika Kapur (2019) explored that the primary goal of this study is to gain awareness of psychological issues that students face, particularly when pursuing academic goals and learning in the classroom. The main psychological issues that affect students include anxiety, stress, depression, and pressure. The main factors contributing to psychological issues in students include learning disabilities, experiencing setbacks in their academic career, a lack of learning resources, unfavourable home environments, and so on. Students' psychological issues can be resolved. As long as kids are given the opportunity to grow in socialisation and interactive skills both at home and in school. When students encounter these issues, it is crucial that they receive assistance in finding answers to their challenges. It is crucial that they implement the policies and initiatives in an appropriate way after receiving direction. In this research work, the causes of psychological difficulties, coping mechanisms for psychological problems, and recommendations have been the primary considerations.

Anuradha and Champa Pan (2018) investigated the idea that every child has an innate entitlement to an education. To guarantee that no child remains uninformed, the federal government and state governments have developed a number of initiatives. But there are a number of issues with our

educational system. Even though the number of children attending school has significantly increased, they nevertheless confront a variety of challenges. This chapter addresses issues related to education in senior secondary schools. To remove the barriers and find solutions to the issues, we must work consistently and cooperatively. The period of secondary education spans the ages of 15 to 18. The most important years in a student's life are these transitional and adolescent years. During this time, students experience rapid changes in their physical makeup as well as emotional and mood swings of all kinds. Students must now transfer from school to the working world; secondary education must prepare them for this by honing their skills and abilities to ensure a seamless transition. Due to ingrained opinions, societal bias, discrimination, and taboos that are set forth for women in society, girls must face additional challenges during this shift. Periodically, a number of commissions have highlighted the flaws in secondary education. There is a widespread belief that secondary education in India places too much focus on academics and does not fully prepare students for pursuing further education. It also fails to provide students with the skills necessary to effectively manage day-to-day challenges. A large number of students frequently fail the university's exams in the first year of their degree programme. The pupils don't think of themselves as confident and ready to face life with grace. The instruction and training offered there do not adequately prepare the pupils for a good and respected career that would enable them to lead fulfilling lives.

Owan Valentine Joseph et al. (2018) explained that this study looked into issues with academic performance and school administration in the Calabar Education Zone of Cross River State's secondary school students. To help with the study, two null hypotheses were developed. An ex-post facto research design was used in the study. Out of the total population of 18,078 pupils, a sample of 3616 students was chosen using the proportionate stratified sampling technique. The researcher-designed instruments, the "Problems of School Management Questionnaire (PSMQ)" and the Senior Secondary Mathematics Achievement Test (SSMAT), were employed to gather data. While the null hypotheses were assessed at the .05 level of significance using the population t-test and, when appropriate, multiple regression analyses, the obtained data were analysed using descriptive statistics. The data analysis was conducted using a spreadsheet programme called Microsoft Excel 2016. The study's conclusions included the following: discipline control, classroom management, teacher motivation, and secondary school students' academic performance are all highly influenced by their teachers, and secondary school students' academic performance is significantly high in the Calabar Education Zone. Recommendations and conclusions were made in light of these findings.

Vincent Busch et al. (2017) stated that school-based interventions that promote health exhibit encouraging benefits in enhancing a range of adolescent health outcomes. Though strengthening these would provide schools with a stronger incentive to invest in health promotion, there are still a lot of unanswered questions regarding the relationships between health behaviours and academic performance. This essay examines the mediating roles played by psychosocial issues and shows the relationships between a number of health-related behaviours and academic achievement. An online survey that was completed in-class by 905 Dutch high school students was used to collect data on health behaviour and sociodemographic. The overall grade average (GA) of the students in the three basic disciplines taught in Dutch high schools—math, English, and Dutch—was compared to these statistics in the student records. Using mixed-effects regression models, the relationships between

healthy behaviours and academic achievement, as well as the possible mediation role of psychosocial disorders, were examined. Reduced physical activity, smoking, being bullied, obsessive and excessive internet use, and being physically inactive were all linked to worse academic scores. In addition, through the mediation of psychological difficulties, being bullied, smoking, and excessive and compulsive internet use were linked to students' grades. This indicates that, as a result of those pupils' psychosocial issues, lower school grades were also linked to such behaviours. This study demonstrated the robust associations between teenage academic success and health-related behaviours. More information on these relationships should be provided to educators and health advocates in schools so that they are aware of the shared desire to increase support for activities that enhance health. Future studies should also look more closely at the role that psychological issues play in the relationships between behaviours and academic performance.

Schulte-Körne, Gerd (2016) found that 10–20% of kids and teenagers experience some kind of mental health issue. Symptoms including poor focus, disorientation, low motivation, and a depressive mood all have a detrimental impact on academic growth. It is frequently unclear what aspects of education have an impact on kids' mental development and what kinds of treatments and preventative measures schools might use. The systematic reviews, meta-analyses, and randomised and non-randomised controlled trials that were found through a focused search in the PubMed, PsycInfo, and Google Scholar databases served as the foundation for this review. Hyperkinetic disorder affects 1–6% of people. Its primary symptoms include impulsive behaviour, motor hyperactivity, and attention deficit disorder. Four to six percent of children suffer from learning impairments like dyslexia and dyscalculia, while four to five percent of children and adolescents experience depression, which affects twice as many females as boys. Mental health issues raise the possibility of truancy, grade repetition, and dropout. Evidence-based school programmes and modifications to the school environment can reduce the likelihood of internalising or externalising mental health problems. In order to facilitate the prompt identification of stress factors at school and the initiation of the required interventions and supports, doctors should work in conjunction with school psychologists, social workers, and school social workers to assist teachers in identifying and addressing mental health issues among the children and adolescents they instruct. Specifically, the risk factor screening conducted at school and the school-entry exam can be beneficial. In addition to implementing evidence-based preventive programmes in schools, another objective should be to improve the school environment.

CONCLUSION

A review of research on the assessment of psychological and educational difficulties among secondary school students found that these kids confront a wide range of difficulties that have a significant impact on their academic performance and development as individuals. According to the literature review, students' educational challenges are generally caused by variables including academic pressure, inadequate educational resources, family background, socio-economic conditions, and a lack of suitable guidance.

The study also found that a lot of teenagers deal with mental health concerns such anxiety, depression, low self-esteem, lack of drive, and emotional instability. Their general school experience, classroom involvement, and academic success are all affected by these issues. Such problems, if not addressed, can have a negative impact on students' academic performance and career opportunities.

Furthermore, the review emphasizes the critical role that educational institutions, parents, and educators have in addressing these issues. Students can experience less psychological stress and achieve better learning outcomes when schools provide competent counselling, employ student-friendly teaching practices, and foster a supportive school climate. Students' emotional and academic needs can be greatly supported by enhancing communication between schools and families.

Finally, the study shows that in order to help secondary school kids with their mental health and academics, a comprehensive strategy is needed. Strategies to improve students' mental health and academic performance require more focus from communities, educators, and lawmakers. Schools can provide a better learning environment for secondary school students by implementing guidance programs and supporting educational methods.

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