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Original Research Article

An Exploratory Study on Student Mental Health and Well-being at Higher Education Institute in Telangana District-India

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Abstract

Mental health issues among college students are a growing concern, with estimates of prevalence varying widely depending on the population studied and the criteria used to define mental health issues. In this study, we aimed to explore the relationship between mental health, academic performance, and self-social mental health recovery among college students. A cross-sectional survey was conducted among college students, and data were collected on mental health, academic performance, and self-social mental health recovery. Descriptive statistics, correlation analysis, multiple regression analysis, and ANOVA were used to analyse the data. The results showed that college students reported above-average levels of mental health and academic performance, with prevalence and severity of mental health issues and factors contributing to poor mental health also rated high. The study found a significant positive relationship between factors contributing to poor mental health and self-social mental health recovery, as well as between mental health and academic performance and self-social mental health recovery. However, no significant relationship was found between prevalence and severity of mental health issues and self-social mental health recovery. The findings suggest that addressing factors contributing to poor mental health and promoting mental health and academic performance may be key in improving self-social mental health recovery among college students. Future research is needed to explore these relationships further and to identify effective strategies for promoting mental health and well-being among college students.

Keywords: Mental health, academic performance, self-social mental health recovery, college students, prevalence, severity.

INTRODUCTION

Mental health issues are becoming increasingly prevalent among college students, affecting their academic performance and overall well-being. According to a recent survey conducted by the World Health Organization (WHO), one in four people worldwide experience mental health issues at some point in their lives. Among college students, the prevalence of mental health problems is even higher, with estimates ranging from 15% to 50% depending on the population studied and the criteria used to define mental health issues.

In Telangana, a state in southern India, mental health issues among college students have become a growing concern. According to a survey conducted by the Telangana State Mental Health Authority, more than 30% of college students in the state experience moderate to severe mental health issues, such as anxiety, depression, and stress. Despite this alarming statistic, there is a lack of research on the specific factors contributing to poor mental health among college students in Telangana.

To address this gap in the literature, this exploratory study aims to investigate the prevalence and severity of mental health issues among college students in Telangana district. The study will also identify the factors that contribute to poor mental health, such as academic pressure, social isolation, financial stress, and family problems, as well as explore the relationship between mental health and academic performance. Through this study, we hope to gain a better understanding of the mental health challenges facing college students in Telangana and inform the development of effective interventions to support their well-being.

Purpose of the Study

The purpose of this study is to investigate the connections between mental health, academic performance, and self-social mental health recovery in college students. Our aim is to understand how mental well-being and academic success interrelate, and how they contribute to the process of self-social mental health recovery. By conducting a cross- sectional survey and analyzing the collected data using various statistical methods, we sought to explore the prevalence and severity of mental health issues among college students, as well as the factors that contribute to poor mental health. We also aimed to identify the relationships between mental health, academic performance, and self-social mental health recovery. Ultimately, the findings from this study will help inform efforts to address the factors that negatively impact mental health and promote strategies to improve overall well-being and academic outcomes among college students.

Statement of the Problem

The study aimed to investigate the relationship between mental health, academic performance, and self-social mental health recovery in college students. The research sought to address the following problem: What is the nature of the association between mental health, academic performance, and self-social mental health recovery among college students? Additionally, the study aimed to examine the prevalence and severity of mental health issues and factors contributing to poor mental health among college students. By exploring these factors, the researchers aimed to identify potential strategies and interventions that can improve self-social mental health recovery and promote overall well-being in college students.

OBJECTIVES OF THE STUDY

1. To assess the prevalence and severity of mental health issues among college students.
2. To identify the factors that contributes to poor mental health among students, such as academic pressure, social isolation, financial stress, or family problems.
3. To explore the relationship between mental health and academic performance.
4. To analyse the influence of independent variables (PS, FCPMH, MH&AP) on dependent variable (SSMHR)

Scope of the Study

The scope of the study is to investigate student mental health and well-being at a specific higher education institute in Hyderabad, India, and to examine the relationship between mental health and academic performance. The study also aims to identify the prevalence and severity of poor mental health among students, as well as the factors that contribute to it. The survey method was used to collect data from a convenient sample of students in engineering and management departments using a structured questionnaire. The data was analysed using statistical techniques such as correlation and regression analysis. The study's findings can inform academic institutions, policymakers, and mental health professionals in addressing the mental health needs of students and improving their overall well-being.

Significance of the Study

This study holds significant importance for various stakeholders involved in the well-being and education of college students. Firstly, it contributes to the growing body of knowledge on mental health issues among college students, shedding light on the prevalence and severity of these issues. By exploring the factors contributing to poor mental health, the study provides valuable insights for mental health professionals, educators, and policymakers in understanding the challenges faced by students. The outcome of the study can guide the development and implementation of targeted interventions and support services to assist students in their mental health journey. Overall, the study's results have practical implications for promoting mental health and well-being among college students. By identifying effective strategies, interventions, and support systems, the study aims to contribute to creating a positive and conducive environment for students' mental health recovery and academic achievements.

REVIEW OF LITERATURE

Ghaderi, Kumar, and Kumar (2009) aimed to investigate the prevalence of depression, anxiety, and stress among Indian and Iranian postgraduate students. The objective of the study was to compare the levels of depression, anxiety, and stress among Indian and Iranian postgraduate students and to examine the factors associated with the higher prevalence of these psychological disorders. The study was conducted using a cross-sectional design, and the data was collected from 150 postgraduate students from India and Iran. The participants were selected using a convenience sampling method. The data collected was analysed using t-tests, chi-square tests, and multiple regression analysis. The dependent variables in the study were depression, anxiety, and stress levels among the postgraduate students. The independent variables in the study were the nationality of the students, their age, gender, marital status, and educational level. The study found that Indian postgraduate students had higher levels of anxiety, depression, and stress as compared to Iranian postgraduate students. The study also found that age, gender, marital status, and educational level were significant predictors of depression, anxiety, and stress levels among the postgraduate students. The study concluded that the higher prevalence of anxiety, depression, and stress among Indian postgraduate

students could be attributed to the socio-cultural and educational factors prevalent in India.

Raakhee and Aparna (2011) aimed to determine the prevalence of anxiety disorders among higher secondary students. The objective of the study was to identify the prevalence of different types of anxiety disorders among higher secondary students. The study was conducted using a cross-sectional design, and the data was collected from 250 higher secondary students in India. The participants were selected using a random sampling method. The study used a structured questionnaire based on the DSM-IV criteria to identify the presence of anxiety disorders. The data collected was analysed using descriptive statistics. The dependent variable in the study was the prevalence of anxiety disorders among higher secondary students. The independent variable in the study was not clearly defined. The study found that 56.8% of higher secondary students experienced one or the other type of anxiety disorder. The most prevalent type of anxiety disorder was panic disorder (15%), followed by generalized anxiety disorder (13%), social anxiety disorder (15.6%), school avoidance anxiety (9.2%), and separation anxiety disorder (4%). The study concluded that anxiety disorders are prevalent among higher secondary students in India, and there is a need for intervention programs to address this issue.

Owens *et al.,* (2012) aimed to investigate the complex problems faced by college students in today's society. The objective of the study was to identify and examine the various stressors and factors contributing to high mental morbidity among college students. The study was conducted using a cross-sectional design, and the data was collected from 1,408 college students from a university in the United States. The participants were selected using a random sampling method. The study used a self-report questionnaire, namely the Counseling Center Assessment of Psychological Symptoms-62 (CCAPS-62), to assess mental morbidity among the college students. The questionnaire also included questions related to common stressors faced by college students. The data collected was analysed using descriptive statistics, t-tests, and regression analysis. The dependent variable in the study was the level of mental morbidity among college students. The independent variables in the study were the various stressors and factors contributing to mental morbidity, including academic demands, social relationships, changes in family relations, changes in social life, exposure to new people and ideas, living arrangements, participation in extracurricular activities, and staff-contact. The study found that college students today face more complex problems than they did over a decade ago. The common stressors faced by college students included greater academic demands, being on your own in a new environment, changes in family relations, changes in social life, exposure to new people and ideas. The study also found that factors such as poor living arrangements, poor participation in extracurricular activities, poor social relationships, and poor staff-contact were significantly related to high mental morbidity among college students. The study concluded that addressing these stressors and factors can help prevent and reduce mental health problems among college students.

Reddy *et al.,* (2018) aimed to identify and examine the sources of academic stress among university students, and the remedies to deal with it. The objective of the study was to investigate the sources of academic stress among university students and to identify effective remedies to deal with it. The study was conducted using a cross-sectional design, and the data was collected from 300 university students from different streams in India. The participants were selected using a random sampling method. The study used a self-report questionnaire to assess academic stress and its sources among university students. The data collected was analyzed using descriptive statistics, t-tests, and ANOVA. The dependent variable in the study was the level of academic stress among university students. The independent variables in the study were the sources of academic stress, including personal, social, and institutional factors, as well as the remedies to deal with stress, including feedback, yoga, life skills training, mindfulness, meditation, and psychotherapy. The study found that there was a stream-wise difference in the level of academic stress among university students. The study also identified personal, social, and institutional factors as the sources of academic stress. The study recommended that the key to dealing with stress is to identify its main reason and develop tailor-made strategies to address it. The study suggested that feedback, yoga, life skills training, mindfulness, meditation, and psychotherapy are effective remedies to deal with academic stress among university students. The study concluded that the integrated well-being of the students is important not only for the individual but for the institute as well.

Dimitrov (2017) aimed to investigate the impact of academic stress among college students in India and to explore the ways to address it. The objective of the study was to identify the factors contributing to academic stress among college students in India and to propose ways to address it. The study was conducted using a qualitative research design, and the data was collected from 50 college students in India using in-depth interviews. The participants were selected using a purposive sampling method. The study used content analysis to analyze the data collected. The study was conducted in India. The dependent variable in the study was the level of academic stress among college students in India. The independent variables in the study were the factors contributing to academic stress, including the education system, fear of upcoming

challenges, limited choices for the medium of education, and lack of employment-centric courses. The study used content analysis to analyze the data collected. The study found that academic stress among college students in India can be addressed by ensuring that students give utmost importance to their welfare, including food, exercise, work, and recreation. The study also concluded that the education system in India needs to focus more on the holistic development of students rather than just academic qualifications. The study recommended that fresh graduates need more communication skills development for better placements.

Subramani and Kadhiravan (2017) investigated the link between academic stress and mental health among high school students in India. The objective of the study was to determine the correlation between academic stress and mental health and to identify the factors contributing to academic stress. The study was conducted among students from government and private schools using a questionnaire survey. The dependent variable was mental health, and the independent variable was academic stress. Statistical analysis was conducted using the chi-square test. The findings revealed a significant correlation between academic stress and mental health, and students from private schools were found to be more pressurized and have poorer mental health compared to government school students. The study concluded that academic stress is a significant problem that affects the mental health of high school students and recommended that parents and schools provide guidance and support to alleviate the stress.

Sharma *et al.,* (2016) conducted a systematic review on academic stress, anxiety, remedial measures adopted, and their satisfaction among medical students. The study suggested that physical exercise, time management, leisure activities, conducive college ambiance, change in the teaching style, and mentorship programs can be effective measures to alleviate academic stress. The review also pointed out the need for further research in the area of stress management among medical students. The study did not specify any country or involve any dependent or independent variables or statistical tools.

Prabu's (2015) study aimed to investigate the level of academic stress among higher secondary students in India and its variation based on gender, locality, school type, and stream. The study used a quantitative research design and collected data from 400 students using a standardized academic stress scale. The study found that male students reported higher levels of academic stress than female students. Additionally, urban students reported greater academic stress than rural students. Private school students reported higher academic stress than government school students. Finally, science stream students reported higher academic stress than arts stream students. The study used descriptive statistics and ANOVA to analyse the data.

Deb *et al.,* (2014) focused on academic-related stress among 400 male students in grades 10 and 12 from five private secondary schools in Kolkata, India. The objective was to explore the prevalence of academic stress and anxiety and their association with academic performance and extracurricular activities. The study used a cross-sectional survey design, and data were collected using standardized instruments. The dependent variables were academic stress and anxiety levels, while the independent variables were academic performance and participation in extracurricular activities. The statistical tool used was descriptive statistics and bivariate analysis. The findings indicated that 35% of students had high academic stress, and 37% had high anxiety levels. Students with marginal grades had higher stress levels than those with better grades. Moreover, students involved in extracurricular activities were found to be more stressed compared to those who were not involved.

Kaur (2014) examined the impact of academic stress on the mental health of school-going adolescents. The study revealed that girls with academic stress had poorer mental health than boys. The study found that parents sometimes put pressure on students, leading to a deterioration in their mental health. The study did not mention a specific country or methodology, dependent and independent variables, statistical tool used, or specific findings beyond the gender differences in mental health impact.

Bataineh (2013) conducted a study to measure academic stress experienced by undergraduate students at King Saud University in Saudi Arabia, with a focus on the Education faculty. The study aimed to identify academic stressors and their impact on students. The research found that students experienced academic overload, insufficient time to study due to the large amount of course content, high family expectations, low motivation levels, and fear of failure, which are contributing factors to their stress. However, no significant difference was found among students from different specializations. The study employed a descriptive survey design and collected data through a questionnaire. The results were analyzed using descriptive statistics.

Khan and Kausar (2013) aimed to investigate the impact of academic stress on the academic performance of university students. The study involved 200 undergraduate students from a Pakistani university. The perceived academic stress was measured using a questionnaire, and the academic performance was assessed through the GPA of the students. The

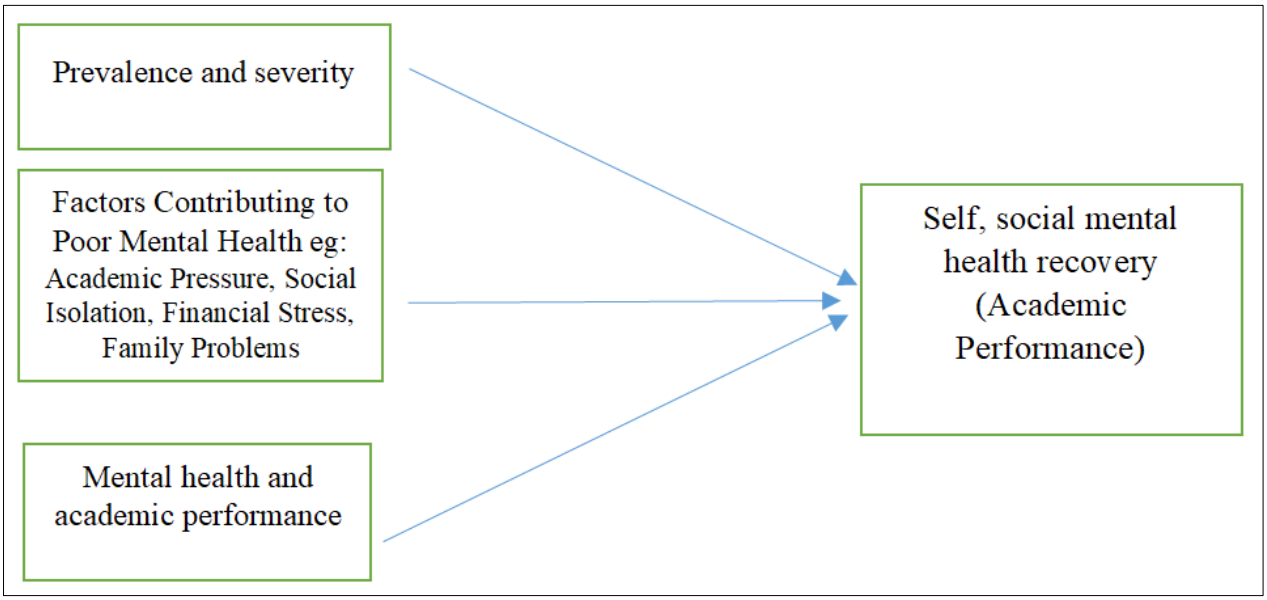
statistical tool used was a t-test. The study found that stress negatively affects the academic performance of the students. The difference in academic performance between junior and senior students was also observed, with senior students being more affected by stress. However, no significant difference was found in academic performance between male and female students. The study emphasizes the importance of regular studying to reduce academic pressure and achieve academic goals.

Busari (2012) studied, the relationship between gender, age, depression, and academic performance among secondary school students was evaluated. The study found that stress was leading to depression among secondary school students and is linked with affecting academic achievement. The study suggested that preventive measures such as teaching life skills and therapeutic techniques should be taken into serious consideration. The study did not mention any specific country or statistical tool used. The dependent variables were depression and academic performance, while the independent variables were gender and age.

McKean *et al.*, (2000) explored the impact of academic stress on undergraduate students and its relation to their anxiety, time management, and leisure satisfaction. The study aimed to investigate the expected times of higher stress in each semester, as well as to examine the impact of academic engagement, financial pressures, and time management skills on the stress levels of undergraduate students. The research was conducted in the United States and used a quantitative methodology to collect data from 250 undergraduate students. The results showed that undergraduate students experience higher stress at expected times in each semester, and that excessive stress can negatively affect their well-being, emotional attitude, and academic performance. Additionally, the study found that effective time management, anxiety reduction, and satisfaction with leisure activities are important factors in dealing with academic stress.

Nandamuri and Gowthami (2011) conducted a study to investigate the sources of academic stress among management students. The study found that curriculum and instructions parameters were the most responsible for stress, followed by placement-related issues, assessment, and team-work issues. The study further identified twelve sub-issues related to the curriculum and instruction parameter. The objective of the study was to provide an improved vision to academic administrators to initiate efforts to reduce the gravity of academic stress. The study used a survey method to collect data from management students in India, and the statistical tool used was descriptive statistics. The study's finding can be used to develop intervention strategies and counselling services to help students manage academic stress.

Conceptual Framework



METHODS

Research Design and Methodology

The present exploratory study aimed to investigate student mental health and well-being at higher education institute in Hyderabad (Telangana district in India). The study employed a quantitative approach, using a survey method to collect data from a sample of 158 respondents who were students at the higher education institute in Hyderabad, India. A convenient sampling method was used for collecting the data through google forms covering engineering and management departments.

Data Collection Method

Data was collected through a structured undisguised questionnaire that included Likert's five-point scale questions and other relevant questions. The questionnaire was pilot-tested to ensure the reliability and validity of the data collection methods.

Data Analysis

The collected data was analysed using statistical techniques such as correlation and regression analysis to examine the relationship between prevalence, severity, factors that contribute to poor mental health, mental health and academic performance and self, social mental health recovery.

Hypotheses

H1: There is a significant positive relationship between Prevalence, severity and self, social mental health recovery.

H2: There is a significant positive relationship between factors that contribute to poor mental health and self, social mental health recovery.

H3: There is a significant positive relationship between mental health and academic performance and self, social mental health recovery.

Reliability of the Questionnaire

Table 1.1: Reliability statistics

Variables	No of items	Cronbach Alpha
Prevalence and severity	5	.827
Factors that contribute to poor MH	5	.789
Mental health and academic performance	5	.879
Self and social MH recovery	5	.839

Cronbach's Pallant (2001) states Alpha Cronbach's value above 0.6 is considered high reliability and acceptable. Whereas, the value of Alpha Cronbach is less than 0.6 considered low. Alpha Cronbach values in the range of 0.60 - 0.80 are considered moderate, the value of Alpha Cronbach is more than 0.8 considered good. We got above 0.8 for all the constructs (except for factors that contribute to poor MH i.e. .789) in the questionnaire. Hence, it is indicated that our measures had good reliability.

Validity of questionnaire: N= sample size, Degree of freedom = N-2, Sample size is 158 =N, *df* = N-2 = 158-2 = 156, Critical value at 156 *df* in table. 156 *df* (.05) = 0.135**.** Conducted the validity of questionnaire data by checking all the questions one by one, which is > critical value 0.135 and is highly significant. So, all the questions are valid.

ANALYSIS AND DISCUSSIONS

Table 1.2: Demographic Information of the Participants

	Frequency	Percentage
Gender		
Male	91	57.6
Female	67	42.4
Course		
B. tech	114	72.2
MBA	44	27.8
Transportation		
Own Transport	122	72.2
College Transport	36	22.8
Distance from home to college		
Less than 10KMS	47	29.7
10 to 20 KMS	40	25.3
20 to 30 KMS	32	20.3
30 KMS and above	39	24.7
Lunch preference at college		
Canteen food	12	7.6
Homemade food	146	92.4

A total of 158 respondents from an higher education institution in Hyderabad participated in survey. Based on gender, 91 participants were male and 67 were female. In terms of course, 114 respondents pursuing B. Tech and 44 respondents are pursuing MBA. In terms of transportation usage 122 are using their personal transportation and 36 respondents are using college transportation. In terms of distance from home to college 87 respondents are travelling less than 20 KM and 71 respondents travelling 20 KM and

above. As far as lunch is concerned 146 respondents are having homemade food and 12 respondents are using canteen food.

Table 1.3: Descriptive statistics

	Minimum	Maximum	Mean	Std. Deviation
Prevalence and severity	1.00	4.80	2.9063	.83359
Factors poor MH	1.00	4.80	2.8468	.80101
MH and Academic performance	1.00	5.00	3.0177	.92064
SSMHR	1.00	5.00	2.8165	.85896
1=Strongly DA-5=Strongly Agree				

The descriptive statistics for the variables involved is given above. Results shows that based on the survey participant's perception, students are witnessing above average level for mental health and academic performance (M=3.01, SD=.92); prevalence and severity (M=2.90, SD=.83); factors contributing for poor mental health (M=2.84, SD=.80); and the self, social mental health recovery is (M=2.81, SD=.85).

Table 1.4: Correlations

		Prevelance and severity	Factors poor MH	MH and Academic performance	SSMHR
Prevalence and severity	Pearson Correlation	1	.779**	.783**	.673**
	Sig. (2-tailed)		.000	.000	.000
	N	158	158	158	158
Factors poor MH	Pearson Correlation	.779**	1	.767**	.756**
	Sig. (2-tailed)	.000		.000	.000
	N	158	158	158	158
MH and Academic performance	Pearson Correlation	.783**	.767**	1	.706**
	Sig. (2-tailed)	.000	.000		.000
	N	158	158	158	158
SSMHR	Pearson Correlation	.673**	.756**	.706**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	158	158	158	158
**. Correlation is significant at the 0.01 level (2-tailed).					

The correlation analysis indicates the relationship between the variables. There is positive and significant correlation between Prevalence, severity and self, social mental health recovery (r=.673, P<.05). There is positive and significant correlation between factors contributing to poor mental health and self, social mental health recovery (r=.756, P<.05). There is positive and significant correlation between mental health and academic performance and self, social mental health recovery (r=.706, P<.05).

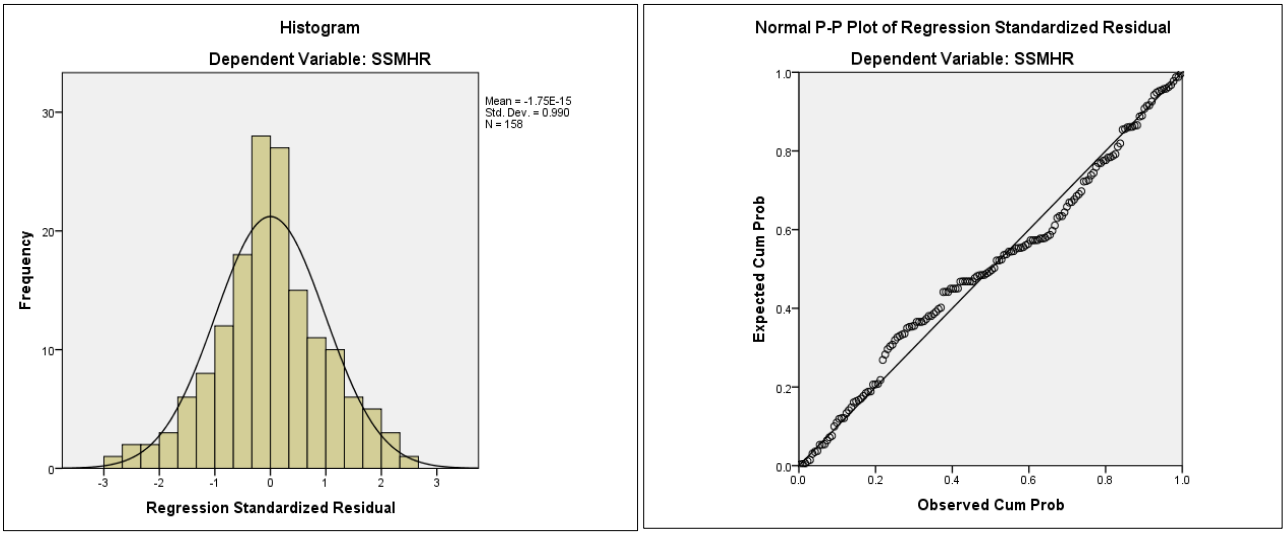


Figure 1.1: Regression

In histogram, the regression standardized residual are following a normal bell curve. Similarly, in NPP plot, the dotted lines are in accordance with the straight diagonal line so it is an indication that their normality of error term assumption is satisfied in our data.

Table 1.5: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.782[a]	.612	.605	.54011	2.126
a. Predictors: (Constant), prevalence and severity, MH and Academic performance, Factors poor MH, b. Dependent Variable: SSMHR					

The R square value indicate that the independent variables including prevalence and severity, MH and academic performance, factors contributing for poor MH, explains 61% explanation in the dependent variable. The Durbin Watson statistics is 2.12 so it is an indication that there is an autocorrelation in our data.

Table 1.6: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	70.913	3	23.638	81.030	.000[b]
	Residual	44.924	154	.292		
	Total	**115.837**	**157**			
a. Dependent Variable: SSMHR						
b. Predictors: (Constant), prevelance and severity, MH and Academic performance, Factors poor MH						

The ANOVA table indicate that the F-value is above the critical value of 4 so it is an indication that model is highly fit and significant (Fstat=81.030, P<.05).

Table 1.7: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.329	.167		1.964	.051		
	Prevalence and severity	.091	.093	.088	.979	.329	.309	3.232
	Factors poor MH	.517	.094	.483	5.519	.000	.329	3.035
	MH and Academic performance	.249	.082	.266	3.020	.003	.324	3.090
a. Dependent Variable: SSMHR								

The coefficient table indicate that two independent variables exert a positive and significant effect on self, social mental health recovery including factors contributing to poor mental health (β=.517); mental health and academic performance (β=.249); and there is positive but insignificant effect of Prevalence and severity (β=.091, P>.05). The VIF values are less than the critical value of 5 so it is an indication that the no multi collinearity assumption is satisfied in our data.

Hypotheses Testing

H. No.	Statement	Remarks
H1	There is a significant positive relationship between Prevalence, severity and self, social mental health recovery.	H1 Not supported
H2	There is a significant positive relationship between factors that contribute to poor mental health and self, social mental health recovery.	H2 Supported
H3	There is a significant positive relationship between mental health and academic performance and self, social mental health recovery.	H3 Supported

RESULTS

The study found a significant positive correlation between factors contributing to poor mental health and self, social mental health recovery, as well as between mental health and academic performance and self, social mental health recovery. However, the study did not find support for the hypothesis that there is a significant positive relationship between prevalence, severity, and self, social mental health recovery. The study also found that the model is highly fit and significant, with two independent variables (factors contributing to poor mental health and mental health and academic performance) exerting a positive and significant effect on self, social mental health recovery.

Overall, the study provides insights into the mental health and well-being of students at a higher education institute in Hyderabad and highlights the importance of addressing factors contributing to poor mental health and promoting mental health and academic performance to support self, social mental health recovery.

DISCUSSION AND RECOMMENDATIONS

Based on the results presented; the findings of the study have important implications for Higher education institutions and policy makers. Since there is a significant relationship between factors contributing to poor mental health and self, social mental health recovery, Higher education institutes should focus on identifying and addressing these factors. This could include providing mental health services, creating a supportive and inclusive environment, and promoting healthy lifestyles. Additionally, HEI's could consider implementing mental health education programs to increase awareness and reduce the stigma associated with mental health issues.

The study also found a significant positive relationship between mental health and academic performance and self, social mental health recovery. This highlights the importance of supporting students' mental health as it can have a positive impact on their academic performance and overall well-being. Universities should prioritize providing accessible and affordable mental health services, promoting stress-reducing activities like yoga, meditation, sports activities and ensuring that students have a supportive environment to thrive in.

CONCLUSION AND SCOPE FOR FUTURE RESEARCH

Based on the findings, it can be concluded that there is a significant positive relationship between factors contributing to poor mental health, mental health and academic performance, and self, social mental health recovery among students. However, contrary to the hypothesis, there is no significant relationship between prevalence, severity, and self, social mental health recovery. The study highlights the importance of addressing factors that contribute to poor mental health among students and the need to improve mental health services and support systems in academic settings. The positive correlation between mental health and academic performance suggests that investing in mental health support can have a positive impact on academic outcomes.

Future research can focus on investigating the effectiveness of different mental health support interventions in academic settings and exploring the impact of socio-cultural factors on mental health and academic performance. Additionally, longitudinal studies can be conducted to assess the long-term effects of mental health support interventions on academic outcomes and the overall well-being of students.

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