

CHAPTER 12

IMPACT OF MENTAL HEALTH TOWARDS STUDY HABIT ON ACADEMIC ACHIEVEMENTS OF SECONDARY SCHOOL STUDENTS

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Abstract

Education is vital for an individual and society as a whole and the secondary school phase is critical for the development of the primary and secondary students. It is during this time that pupils acquire the knowledge and skill sets that form the foundation of their professional futures as well as their character development. In India however secondary school faces a multitude of challenges that depend on their educational experience. The challenges are the products of conflicting social and cultural expectations combined with the objective of becoming a high achievement for many people the ability to achieve this goal is made even more difficult because of mental health challenges which are often hidden and ignored. The stress anxiety and depression that have reached an alarming proportion among the adolescents and often become achievements' drainers because of the lack of attention willingness to put in the effort and the ability to meet the increasing attainment that come with achievement. The pressure that these students experience is often a result of the rigid educational system accompanied with the expectations and responsibilities associated with being a female as was described in detail of the immediate context. Fear of expectations particularly during exams coupled with the fear of failure, anxiety and not achieving disorganization and overload controllable mental processes means that panic is the controlling factor. Even though depression might go unnoticed it takes away a student's motivation mental strength and ability to focus. At the same time the ability to develop proper study skills becomes a major and perhaps compensating factor influencing academic achievements. The mental health and academic habits are intertwined and mutually reinforcing: Mental health problems like stress and anxiety undermine concentration and executive functioning making the formation of a disciplined studying habit difficult. On the other hand, poor study behaviors can increase psychological distress thus developing a vicious cycle that hinders academic achievement and general well-being. The mental health and the development of healthy study habits both at the same time also additional complexities are added by the cultural and social context. Not only these mental processes play a role in the preliminary encoding of new information, but also its retention and the subsequent transfer of the same data in the context of instruction. The current research also aims at defining and outlining practical solutions in learning institutions policymakers and community leaders to promote a setting that promotes teenage mental health.

Key Words: *Mental Health, Study Habit, Academic Achievements, Students.*

Introduction

Mental Health may be most accurately thought of as a dynamic and self-organizing system of internal balance that allows the learner to effectively mobilize his emotional and cognitive resources interactive relationships with others to negotiate the daily demands of school existence and to actively participate in the learning process. This more general definition is more comprehensive than the traditional definition that defines the mental health by the lack of psychological disorder and includes adaptive strengths including resilience of emotional self-control empathic sensitivity intrinsic drive and meta-cognition. In the educational psychology mental health is perceived as conditional support base of educational success since it has a directly contingent impact on fundamental and cognitive functions such as sustained attention working memory and the executive functions that regulate planning inhibition and cognitive flexibility. The students who have good mental health tend to be more resistant to the stressors of school life develop positive relationships with their peers and teachers develop realistic career goals and can continue working towards achieving them. Mental illnesses in turn may impair mental concentration and boost absenteeism trigger disruptive behaviors in the classroom depend on either as an anxiety syndrome of depressive manifestations of post-traumatic reactions or neurodevelopment syndromes. The consequences turn out not only reduction of academic achievement but also deterioration of the sense of belonging and social belonging to the rest of the educational community. Based on these educational psychologists propose the early diagnosis and proactive management of such disorders which is why mental health services should become an inseparable part of the organizational and pedagogical system of a school. The value of school based mental health initiatives encompassing individual and group counseling targeted behavioral strategies and curricula in emotional literacy in meeting students' heterogeneous and psychological needs. Recent studies underscore the efficacy of expansive integrated models that interweave school climate enhancement of policy reform teacher disposition and peer-support networks to construct proactive psychosocial settings of emotional well-being and academic achievement mutually reinforce one another. Moreover, mental health literacy should become a core strand in the formal curriculum. Such program entails professional development that equips educators to identify preliminary manifestations of emotional or behavioral disturbance and to exercise prompt empathetic and appropriately tiered the aim is to cultivate the climate in which mental health discourse is de stigmatized and treated as normative. Institutions that embrace this systemic model have consistently documented and elevated academic participation diminished disciplinary

referrals and fortified peer and teacher student bonding. By placing mental health at the fore front of educational policy and practice schools not only enhance each pupil's emotional durability but also nurture sustained academic achievement and enduring personal development. Mental health is thus a factor of academic achievements and psychological balance thus establishes the basis of educational success. In the context of the secondary school perceived pressure to achieve high standards of performance based on parents' teachers and the immediate community is converted into stress. In the case of students this pressure is exacerbated by the fact that they have to endure gendered normative structures that promote focus on the adherence to traditional roles and often under estimate educational and professional goals. The complex interaction between stress anxiety and depression is an urgent issue in the field of higher education. The disturbances do not exist independently but instead they are intertwined in a way that amplifies each other and entrenches what seems like a vicious circle. Constant stress may trigger a process where increased anxiety will ultimately lead to depression. The cycle does not only narrow down the cognitive resources required to conduct academic inquiry but it also echoes in the social world of students their self-view and their future aspirations. The stigma that continues to follow mental health within Indian society only adds to the issue to the act of seeking help is too perceived as a personal failure and students internalize this perception. As a result distress is often hidden as opposed to being dealt with and symptoms are often left to run uncontrolled and risk is set in stone not just with individual development but also with the academic and social institution itself. These problems are normalized as silent burdens and they interfere with the overall academic ecosystem. Students with mental strains would be more inclined to miss lectures fall behind on assignments and drop out of collaborative learning and thus destroying the continuity that cumulative knowledge building relies on. This absenteeism leaves knowledge gaps that further isolate students to the learning community. Poor achievement leads in its turn to a cascade of self-suspicion and negative identity whereby students are set on a circuit of self-reinvention whereby academic reality and self-concept confirm each other as they progressively weaken. In the long run increasing lack of interest in schooling may lead to higher levels of dropouts especially when it comes to students who already face social barriers that prevent their further education. The long-term effects are extreme demanding routes to tertiary education and career advancement schemes and supporting vicious cycles of gender inequalities and economic marginalization of people. Mental health support should be integrated into the system of education to create more supportive and inclusive environment. The key elements are confidential counseling sessions to support mechanisms run by students as well as stress management programs specifically targeting adolescent females. Counseling at school can help students to address emotional challenges develop coping strategies

are adaptive and become more psychologically ones. The peer support networks in its turn establish secure zones of the sharing of experiences and mutual learning which strengthens a sense of value and community. Stress-regulation programs including mindfulness meditation and methods of relaxation provide the working strategies of emotional balance which strengthen the cognitive focus and academic efficiency.

Impact Of Mental Health

Promoting mental health awareness in schools is still an important step to overcome the stigma that stops students to seek help. This awareness can be developed through workshops and seminars and inclusive forums that involve students' parents and educators. Educating parents on the importance of mental well-being will help them to react to academic and emotional stress with empathy instead of miscommunication. At the same time teachers should be trained to recognize the first signs of mental health challenges and provide relevant interventions or referrals. Students' parent's educators and mental health professionals can create a strong bond when they co-operate and enable learners to thrive not only academically but also personally. Governance and the policy design are also essential to these initiatives national and local governments and educational policymakers and need to make mental health a fundamental educational agenda which means specific investments in mental health programming special teacher training and inclusion of mental health issues in the official curricula. Moreover, policy makers need to deal with gender related barriers including early marriage social norms and unequal access to resources that influence the educational path of students thus enabling the creation of a school culture that supports the academic achievement of every student. When dealing with mental health problems in secondary school students a preventative frame work is essential that outweighs a reactive position. The effectiveness of this strategy is that it will identify difficulties earlier and provide interventions in a timely and specific manner which may reduce negative consequences on study performance in the long term. Efficient mental health screening conducted on a regular basis and organized by competent staff can help to identify the students at risk and commence the relevant and evidence-based support before the issues are escalated. To supplement this diagnostic endeavor an autogenic school culture is essential that spreads academic requirements in a prudent way thereby allowing the students to adopt balanced food intake exercise recreation and adequate rest.

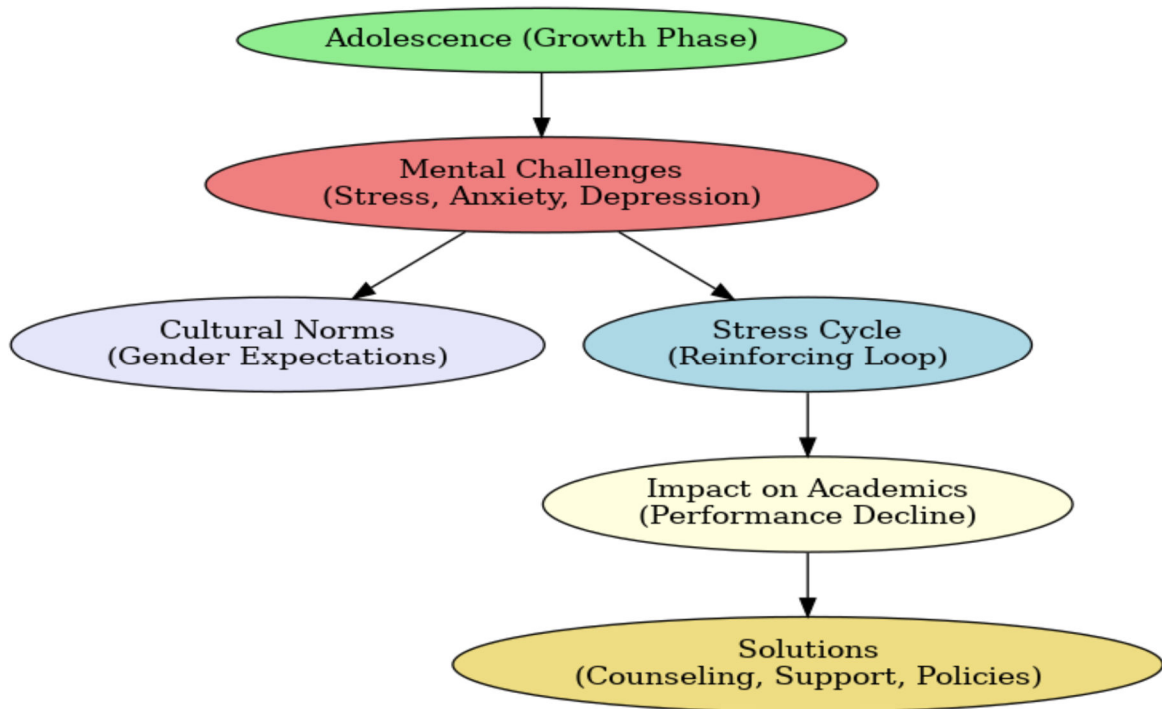


Fig 1: Interplay between mental health and academic performance in students.

Role Of School Environment on Mental Health

It has been observed that in their classrooms and large percentage of the adolescent lives and as a result of the ambient conditions in their school determines to a large degree of their mental and emotional wellness. Every day the school cultures the student daily interactions and the defense mechanisms all combine to provide a frame work to assist in the emotional psychological and social growth of the student. Students tend to be more resilient and have a better mental health status when the routines and structures available from the first moment are welcoming and supportive nature of students.

(i) **Positive School Climate:** A school setting that is positive inclusive and respectful helps students' mental wellbeing. It can promote feelings of belonging emotional safety and strong social relations which in turn serves as positive factors in lowering anxiety depression and stress levels associated with school.

(ii) **Teacher Student Relationships:** When a teacher builds a positive relationship with a student it creates a positive atmosphere that helps the student with their self-confidence and emotional self-control. Students are more likely to seek assistance to help them with their problems when teachers show them a certain level of compassion.

(iii) **Peer Interactions:** A positive school climate that promotes reinforcement alongside mutual respect while adopting a firm position against bullying is also vital for the emotional well-being of the students. As students navigate through positive relationships with their peers for the feeling of being socially isolated and becomes less self-confidence is likely to improve.

(iv) **Mental Health Services in Schools:** It is important to have psychologists and other professionals associated with mental health in schools to make sure that psycho social issues are solved as early as possible. Having such programs is important to help with issues that may result from trauma disruptive behavior or learning disorders that stem from neurological problems.

(v) **Safe Physical Environment:** Keeping a school clean and well-maintained helps to foster a sense of security for its users both students and staff members. Students can feel relaxed knowing there are no physical or overcrowding threats.

(vi.) **Inclusive and Equitable Policies:** The policies of promoting inclusion diversity and anti-discrimination policies are crucial for achieving equity in education. The student's wishes to foster an environment in which every student include those identified with disabilities and those from historically marginalized communities is supported and understood.

(vii) **Extra-curricular Engagement:** Performing arts sports and clubs can be a great way to relieve emotions improve self-confidence and relieve stress through creativity and social interactions.

(viii) **Academic Pressure and Support:** Adding personal tutoring timely workshops on effective time management stress workshops and counseling and managing a student's personal and academic life altogether in an effective way can help a student ease their performance anxiety. They show that a positive school climate helps not only with better mental health outcomes but also more positive outcomes regarding identity development and overall resilience among the high school population.

Study Habit of Students

Study habit refers to the persistent techniques and patterned routines that learners develop for acquiring encoding storing and retrieving information during learning. Constructing an efficient performance is time structuring setting focusing attention technique methodical note-taking the spaced repetition and mnemonic aides for all for the purpose of retention and quality of scholarly work. These concepts are not just mechanical and involve higher order cognitive systems that

interact with attention memory and complex task management. Furthermore, study habits highlighted by motivational determinants sense of personal control and self-regulated learning which govern the planning doing and reflective evaluation of academic work. Self-regulation or the deployment of cognitive and affective strategies as well as trait dispositions such as individual differences in thinking cognitive styles and personality traits also influence the direction of these systems. An introvert for example prefers solitary study and is more likely to engage in deep contemplation than an extrovert who enjoys talking about ideas and engaging in peer-assisted activities. Psychologists emphasize the importance of acquiring good study habits. They also note that gaining the ability to control study time greatly helps students to achieve their learning goals. Those who study actively by self-explaining and self-quizzing or teaching tends to do better than their peer's ones who focus primarily on passive strategies in teaching. Effective time management decreases anxiety and increases productivity leading to better outcomes. On the other hand, study habits such as meeting deadlines by constantly doing work being open to distractions and shallow learning approach while setting unrealistic academic goals are known to damage academic achievement. That is connected with low quality output and increased stress as preparation time narrows and the pressure of cramming increases. Learners who rely on 'surface' reading and do not revisit prior material over time will have deficient levels of retention as well as poorer critical thinking when their knowledge is tested in the context of professional examinations. The fact that study skills have a profound effect on academic achievement implies that any intervention should go beyond the behavioral layer. But it requires a model of clinical guidance that cuts across the cognitive emotional and social a model shifting in response to ongoing radar readings by a well-articulated support system. Teachers and educational systems are in a prime position to shape this developmental trajectory for example through teaching evidence-based study skills introducing students to metacognitive monitoring and creating classrooms that value persistence and the ability to set goals. Empirical evidence shows that seminars on the study skills are targeted of tutoring programs and curricular embedding of components of self-regulated learning have resulted in significant improvements in the complexity with which students elaborate their study activities as well as in academic achievement.

Academic Achievement

Education plays a crucial role in individual and societal development and secondary school is a particularly significant stage. In India we face a combination of societal pressures and academic demands which often lead to mental health challenges such as stress anxiety and depression. These mental health issues hinder focus and motivation which in turn affects their academic achievement.

While effective study habits such as time management structured routines and active engagement with learning materials can improve outcomes, they are often difficult to maintain due to domestic responsibilities and limited resources. Additionally cultural expectations such as early marriage and gender roles are exacerbating these challenges. In order to promote better studying habits among secondary school students in interventions need to focus not only on personal habits but also institutional support. They found that discipline in study habits effective time management and a distraction free environment is crucial to high performing candidates. Programs that instructed students in the skills of goal setting self-assessment and active note taking were important for developing more conscious for study habits. A targeted approach should involve continuous academic counseling and the integrated provision of study skills workshops within the curriculum as well as enhancement of motivation by use of a structured mentorship. Moreover, schools must look towards psychometrically proven constructs e.g., metacognitive regulation and behaviorist reinforcement to inculcate internal habits conducive to learning over the course of a school curriculum. Enhancing the study habits of secondary school students necessitates an integrated approach that merges targeted strategies intrinsic motivation and collaborative reinforcement from teachers and guardians.

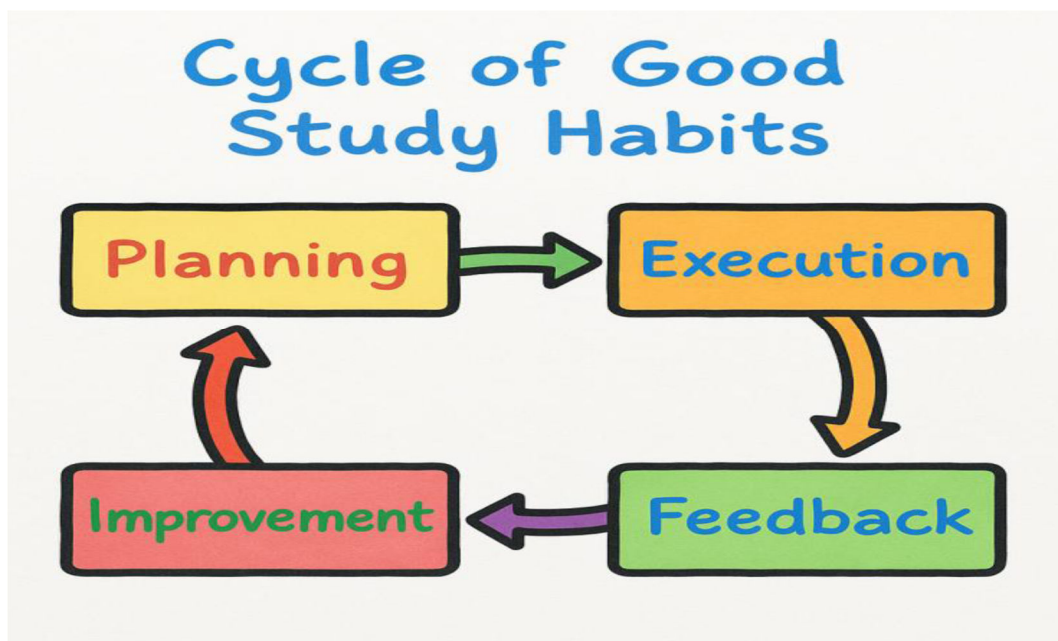


Fig 2: Flow chart showing cycle of good study habits.

Role Of Study Habits in Academic Achievement

Successful study habits are an essential ingredient in academic success as they act as systematic mechanisms that translate educational goals into quantifiable achievements. For one thing there is

the emotional stability that comes with mental health which study habits provide the chain of operation to bridge from potential ability to actual accomplishment. These practices include a variety of interactive elements organization over time re-occurrences in substance explicitness of aims and purposes that cumulatively position the learner into a certain relation to knowledge. However, learning those things do not come easily it has to be taught learned and re-learned on a consistent basis with positive feedback over time. The development and sustenance of positive study habits in the secondary schools is posed with significant challenges that are marked by a complex network of cultural socio-economic pressures. Students work within an environment that often limits access to study materials entails homes requiring additional responsibilities and finds people living together reinforcing the societal expectations of subordinate educational aspirations to familial responsibilities and gender norms of the people. Therefore, the pivotal practice regulation of item is especially uncertain students must find a way to navigate academic requirements among their household duties that leads to fragmented studying moments and inconsistent engagement. This is further complicated by the lack of disciplined time scheduling which eventually results in procrastination last minute revision for the lower academic achievement.

In these surroundings the introduction of active learning strategies rephrasing of content performing formative self-assessments and asking for clarification when facing persisting doubts is that makes all of the difference in educational outcomes. Despite their advantages these positive strategies are vastly underutilized by school mainly due to low quality education provision and the absence of a robust educational system. Something that delimits such as the yogic strategy when it is tried to be implemented as it should be achieved through this methodology and other subjects with the aid of mechanical memorization. In mathematics and science mathematical memorization is afflicting the learner memorizes each point by reciting the definition and then formula. This methodology may assist learners temporarily increase scores on tests and exams. However, such strategies do not cultivate in depth understanding critical thought, and creative problem solving thereby providing young people with the critical skills required for sustained academic and professional progress. In addition, shallow learning assistance from the school is preserved by the evaluation threshold focusing facts and theories not understanding. Such circumstances dramatically reduce the possibilities of pupils developing long lasting helpful study habits. On the other hand, students who are ultimately successful in developing good study habits have demonstrated an astonishing ability to overcome obstructions adapts quickly to change and achieve high academic results. There is already a single activity that uses to classify responsibilities devote particular blocks to learning and review and ensure stability in life with recuperation

amusement and calm. This control is particularly useful for alleviating the stress involved with strict academic preparation plans since it aids in avoiding burnout which is too common among adolescents faced with numerous obligations. Creating a daily study habit also instills discipline in students ensuring raw and completion works are minimized providing pupils with a frame work of purpose and control when facing their assignments. Use of active learning approaches also creates knowledge and memory enhancing student confidence and involvement in the material while limiting intellectual anguish. These learning practices are not confined to the vocational school rather they also instill real world action because students have enforceable concrete study plans. The cultivation of student responsibility and trustworthiness is informed by the establishment of one's academic goals and the ability to meet these aspirations. Such a mindset equips residential school students with an experiential advantage allowing access to higher forms of learning or vocational education that would have been severed otherwise. Use of time is also an issue it empowers students to work systematically and in depth for better performance. These useful study methods carry through every facet of one's existence and consequently their development is important for the learners.

Support Of School Students

The schools families and the community together create a learning environment designed to actively engage students in achieving their full potential. One they may embed curricular content that promotes time management active participation and effective study skills that students can use as mediators for success. At the same time teachers can take a mentorship approach and provide personalized advice and encourage students to absorb and implement proven study strategies. Families in turn support this endeavor by openly expressing the importance of education and providing emotional encouragement and practical assistance that allows students to put learning first. At the institutional level the reform of policy makers is critical in breaking down barriers to access to education. The high investment in infrastructure like well-stocked libraries and reliable digital tools is still critical. Promotional programs of the gender equity in education must be considered a priority since public awareness campaigns can equip society to tackle long standing social norms that keep students out of classrooms. By demonstrating those tangible links between the education and families benefits the communities such campaigns can help to build wider social constituency for students.

Relationship Between Mental Health and Study Habits

The relationship between psychological state and student's learning skills is a dynamic and reverse interaction in which the components have central effects on each other. Anxiety depression and chronic stress can greatly compromise student's capacity to implement and maintain the structured study behaviors that are crucial to academic success. A child with anxiety disorder may struggle to focus or concentrate making it more difficult for a child to begin and finish school work. Then attitude more deadlines build up and this disorganized schedule reinforces the fear of failure which in turn increases the dread. Similarly prominent features of depression tiredness and impaired executive functions compromise the drive to start studying and keep to a study schedule. The resulting tactics when added to lacking regularity can produce a ubiquitous feeling of despondency that additionally reduces chances for academic success. Conversely dysfunctional study habits may worsen mental health problems leading to a vicious cycle. Poor time management for example invites the weight of cramming and less than optimal performance into its fold driving anxiety and all sorts of self-doubts. These trends combined suggest that the academic settings need to address the cognitive and affective dimensions simultaneously within the prevention-based model. When students rely on rote memorization instead of active strategies such as self-quizzing and concept mapping, they can experience a series of broken expectations when the next exam grade is no better than the last. These failures reinforce an unproductive self-speech that labels the person impotent to build vicious circle in their declining areas. Mental health have effective learning practices and this in turn exacerbates mental health issues and so downward spiral into being miserable about getting poor academic results along with feeling unhappy with life in general. Breaking this cycle requires a holistic and empathetic approach especially for high school students who face a unique intersection of social and academic pressures. Unyielding gender norms limit the amount and quality of time they let themselves to spend on school work while wide spread stigma about mental health makes them hesitant to communicate their distress or ask for help from school authorities. To destroy these reinforcing barriers school districts and communities need to make the coordinated effort to promote emotional health and studying as mutually constitutive ones. The developmental psychology of education that is gender sensitive provides the safe environment for students to be able to identify the academic and emotional stressors for practice their strategies of emotion regulation and forge the resilient identity.

Discussion

Even with these different reported levels of mental health there were no differences found between rural and urban students in terms of their study habit indicating that where students reside may not impact how the studies further. This suggests that urban students might not be better in

terms of study habits as a result of ease of access to facilities and supervised living compared with the rural areas but shows the influence of university environmental factors rather than what is considered above. In the academic achievement urban students and more school in a system are better performers than rural students. It seems that the rural students can have better mental health but urban school environment accounts towards urban students which are privileged because they provide more comfortable and advanced infrastructure with more facilities with possibly intensive academic support for students. Among rural students there was even a negative relationship between better mental health and lower academic achievement which may indicate that improved mental health quite possibly does not lead to academic success in environments with a lack of resources or support. In other contexts, however especially in the urban school system better mental health was related to superior academic outcomes which may mean that teachers in better resources systems are more likely to be concerned with the well-being of their students and this might translate into good achievement in future. In general, the results of the study indicate that mental problems and educational attainment are not always straight forward. Attitudes toward mental health and academic achievement are affected by the educational environment availability of the resources rural-urban difference to socio-cultural circumstances. The research highlights the need to take these factors into account when assessing student well-being and achievement due to the fact that mental health does not always correlate directly with academic results particularly across systems with varying levels of support and infrastructure areas. These results indicate that the academic board type and people in the environment who lived together were important factors influencing student mental health. In concrete terms this means that while rural students have some advantage in mental health urban students of school have better mental health. The research emphasizes the interactive connections between geographical and educational contexts on one side and mental well-being as a process or an aim of learning in every educational setting on the other. This warrants a more sophisticated analysis of the mental health condition of secondary school students not only their geographic origins but also their system of education into consideration. Such results indicate that in each board of education may exert a marked influence on the mental health of students attending junior higher and senior high schools. Rural students attending the school are aided by a more supportive and possibly prospectively less stressful environment which potentially play crucial role depend to a better mental health. In contrast the mental health of urban students is better systems probably due to more resources and support other than education given by the urban schools that might be contributing towards students' health. The results emphasize the complicated relationship between place and mental health outcomes demonstrating how the education system when viewed alongside geography has a strong impact on mental health of

secondary school students. The research highlights that mental health is not only influenced by characteristics of individuals but it is also associated with environmental factors and resources provided in educational systems. Furthermore, the study explored how mental health and study habits interact with academic achievement. It was found that in certain contexts particularly in rural settings better study habits did not always translate into better academic achievement due to limited resources. In contrast urban students in the school system benefited from both strong study habits and a well-resourced academic environment which enabled them to perform better academically despite some mental health challenges. Overall, the findings of this research emphasize the need for a holistic approach when considering the academic success and mental well-being of students. The relationship between mental health study habits and academic achievement is complex and influenced by multiple factors including the educational system socio-cultural context and the available resources. This study advocates for more targeted interventions that address both mental health and academic support particularly in rural areas where the lack of resources may hinder students' academic potential despite their better mental health. Additionally urban schools must ensure that students' mental health is prioritized alongside their academic needs to foster a balanced and successful educational experience.

Conclusion

In conclusion while mental health plays an important role in shaping students' academic journeys it is crucial to recognize that other factors such as access to resources the type of educational system and socio-cultural influences also have a profound impact. This study calls for greater awareness and targeted efforts to provide holistic support to secondary school students in both rural and urban settings to enhance both their mental well-being and academic achievement. By examining the impact of geographical location educational boards and socio-cultural factors it provides critical insights into the complexities of students' academic experiences and mental well-being. One of the key findings of this study is the distinction between rural and urban students' mental health. The rural students particularly those in the school showed better mental health scores compared to their urban areas. This is likely due to the supportive family structures and less stressful environments in rural areas. Urban students on the other hand performed better academically especially those in the school thanks to the better infrastructure resources and academic support available in urban schools. This finding underscores the importance of considering not just mental health but also the quality and availability of resources in educational settings when evaluating students' academic outcomes. The study also highlights that the relationship between mental health and academic achievement is not straight forward. In some

cases, better mental health was linked to lower academic achievement particularly among rural students in the school. This could be attributed to the limited resources and academic support available in rural areas. Conversely in urban schools with more resources mental well-being appeared to positively influence academic achievement especially in the school. This suggests that while mental health plays the role in academic success educational environment and support systems also significantly shape students' ability to excel academically.

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