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INFLUENCE OF MENTAL HEALTH STATUS ON ACADEMIC ACHIEVEMENT OF PUBLIC SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE

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ABSTRACT
The study investigated influence of mental health status on the academic achievement of public secondary schools students in Anambra State. Three research questions and three null hypotheses guided the study. The study adopted descriptive survey design. The study was carried out in all the 261 public secondary schools in the six education zones in Anambra State. The population of the study was 117,600 which comprised all the male and female public secondary school students. The sample for the study was 200 respondents which comprised 100male and 100 female students selected through purposive sampling technique. The instrument for data collection was a researcher developed questionnaire titled "Mental Health Status and Academic Achievement Questionnaire (MHSAAQ)". Face validation was done by three experts. Mean and standard deviation were used in answering the research questions while z-test was used to test the three null hypotheses at .05 level of significance. The study found that poor mental health status as manifested in anxiety/insomnia, severe depression and social dysfunction influenced secondary school students' academic achievement negatively to a high extent. It also leads to dropout of students, lack of concentration and comprehension, abuse of drug and alcohol; frustration and committing of suicide by students amongst others. The study recommends that students exhibiting symptoms of poor mental health should seek help from the school guidance counsellor on time; considering the importance of the mental health status in the students, all stakeholders in education should pay more attention to this issue among the students and provide them with psychological support systems and counselling centers among others.

Keyword: Mental, Health. Status, Secondary Students, Academic, achievement

Introduction

Education provides people with the skills and knowledge that will enable them to live fulfilling lives and to contribute to building the nation's wealth and better communities, which will support and enhance the unique identity, culture and values of Nigerianation. The experiences acquired while attending secondary education leads to new acquisitions and forms of behaviour which may influence cognitive and psychosocial development. Hence, education has been recognized as the fundamental basis on which any nation could function effectively. Education has been one of the most important means to improve personal endowments, build capabilities, overcome constraints and in the process, enlarge available set of opportunities and choices for sustained improvement in well-being. However, the functioning of the educational process itself may become a source of stress and strain and mental disorder for its participants. This partly may be due to lack of the necessary aptitude and attitude in the learner. In view of the above, the Federal Republic of Nigeria in National Policy on Education (FRN, 2013) observed that Nigerians philosophy of education is based on the integration of the individual into a sound and effective citizens and equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels both inside and outside the formal school system. It also described secondary education as the intermediate tier of educational system in Nigeria. Students spend six years in secondary school that is three years of Junior Secondary

School (JSS) and three years of Senior Secondary School (SSS). The senior secondary school examination is taken in the last year of secondary school. Federal and State governments manage public secondary schools in Nigeria. The skills conveyed in secondary school are essential for success. Students who do not achieve these skills are likely to experience long-term consequences. Particularly, the completion of secondary education is an important milestone of adolescents' development and a critical predictor of future success and overall wellbeing. School success however, is a complex phenomenon, shaped by a wide variety of factors both intrinsic to students and existing in their external environment.

It is too well-known that the goals of social development in the context of modern welfare are to produce social well-being and educational quality and these have become the central pivot for many education systems in developing countries. The world is becoming more and more competitive and quality of achievement is the key factor for personal progress. Excellence particularly, in academics and generally in all other areas has been seen as an important aspect. The desire of a high level of achievement puts a lot of pressure on students, teachers, institutions and the educational system itself in general. In fact it appears as if the whole system of education revolves around academic achievement of the students, though various other outcomes are also expected from the system. Thus, a lot of time and efforts of the educational institutions are utilised in helping students to achieve better in their academic endeavours. If any secondary school student is to achieve academic excellence he/she must be in good mental health. The WHO (2017) defined health as a state of complete physical, mental and social wellbeing, and not merely the absence of disease. It is related to the promotion of wellbeing, the prevention of mental disorders, and the treatment and rehabilitation of people affected by mental disorders. Mental health is a vital component of the total health of an individual because the entire thought process takes place in mind, ideas originate in mind and all kinds of directions are issued from mind which guide, shape and regulate communication, conduct and behaviour and determine personal and social functioning as well as adjustment (Bhargava & Raina, 2017). One's body and mind function harmoniously; it is said that sound body presupposes a sound mind and a sound mind exists in a sound body in so much so that any understanding of personality requires proper analysis of body and mind.

A person's mental health is a dynamic or ever changing state and it has several components and they interact with each other. Adequate feeling of security, self-evaluation, contact with reality, adequate bodily desires and the ability to gratify them, self-knowledge, extension of the sense of self, warm relationship with others, emotional security, unifying philosophy of life, ability to take responsibility for neighbours and fellow human beings, orientation towards growth and maximizing one's potential, ability to deal with and influence the environment in a capable, competent and creative manner, acceptance of oneself and others in totality, spontaneity, creativity and freshness of vision and a healthy sense of humour, healthy reactions, capacity to understand problems, ability to make decisions and have solution-oriented attitude, positive thinking, awareness and maximization of one's potentials, development of emotion, creativity, intellect and spirituality, ability to face problems and challenges without losing patience and to respond to them with full strength and draw lessons for future, ability to analyze one's extended self, ability to discriminate against right and wrong, good and bad are some of the indicators of good mental health.With all these facts of mental health in place excellent academic achievement is assured in the public secondary schools.

Poor mental health status is known to retard academic progress of any student sometime end their academic careers. The components of poor mental health are somatic symptoms, anxiety/insomnia, social dysfunction and severe depression. Somatic Symptom Disorder (SSD) is defined as the manifestation of one or more physical symptoms accompanied by excessive thoughts, emotion, and/or behaviour related to the symptom, which causes significant distress and/or dysfunction. These symptoms may or may not be explained by a medical condition (Kurlansik & Maffei, 2016). However, people with a somatic symptom disorder have

exceptionally intense thoughts, feelings, and behaviours in response to their symptoms. To distinguish a disorder from a normal reaction to feeling ill, the responses must be intense enough to cause significant distress to the person (and sometimes to others) and/or make it difficult for the person to function in daily life. Insomnia symptoms may include: difficulty falling asleep at night; waking up during the night; waking up too early; not feeling well-rested after a night's sleep; daytime tiredness or sleepiness; irritability, depression or anxiety; difficulty paying attention, focusing on tasks or remembering; increased errors or accidents; ongoing worries about sleep. It's usually the result of stress or a traumatic event from various academic pressures. Social functioning is defined as "an individual's ability to perform appropriately everyday social tasks and consequently to maintain an adequate social life"(Kupferberg, Bicks&Hasler, 2016). Social dysfunction depends on individual inability in coping with stressful situational factors and achieving adequate social gratification, and could be defined as the maladaptive way to manage personal, interpersonal, or geographic environment (Birchwood, Smith, Cochrane,Wetton&Copestake,2010). It is characterized with factors like low self-concept, goal lessness, lack of satisfying philosophy or meaning of life, emotional withdrawal, hostility, manipulation, over-dependency, suspiciousness, lack of friends, social contacts, Lack of satisfaction from work, lack of leisure time activities, lack of participation in community activities, lack of interest in community affairs, adaptive rigidity amongst others. Depression is a mood disorder that causes a persistent feeling of sadness and loss of interest. Also called major depressive disorder or clinical depression, it affects how one feels, thinks and behaves and can lead to a variety of emotional and physical problems. Depression symptoms are feelings of sadness, tearfulness, emptiness or hopelessness; angry outbursts, irritability or frustration, even over small matters; loss of interest or pleasure in most or all normal activities, such as sex, hobbies or sports; sleep disturbances, including insomnia or sleeping too much; tiredness and lack of energy, so even small tasks take extra effort; reduced appetite and weight loss or increased cravings for food and weight gain; anxiety, agitation or restlessness; slowed thinking, speaking or body movements; feelings of worthlessness or guilt, fixating on past failures or self-blame; trouble thinking, concentrating, making decisions and remembering things; frequent or recurrent thoughts of death, suicidal thoughts, suicide attempts or suicide; unexplained physical problems, such as back pain or headaches. For many people with depression, symptoms usually are severe enough to cause noticeable problems in day-to-day activities, such as work, school, social activities or relationships with others. Some people may feel generally miserable or unhappy without really knowing why. However, symptoms of depression in adolescents in secondary schools include: sadness, irritability, feeling negative and worthless, anger, poor achievement or poor attendance at school, feeling misunderstood and extremely sensitive, using recreational drugs or alcohol, eating or sleeping too much, self-harm, loss of interest in normal activities, and avoidance of social interaction.

However, the functioning of the educational process itself may become a source of stress and strain and mental disorder for its participants. This partly may be due to lack of the necessary aptitude and attitude in the learner and the teacher or in the features of the educational process. The process of education and attainments thereof has an impact on all aspects of life. In the process of education, learning occupies the central place. Learning situations are most natural and common in life and everyone is learning one thing or the other although that individual may not necessarily be aware of it. An individual starts learning immediately after the birth. Knowledge is measurable more or less through academic achievement. Students' academic achievement in higher education is affected by various socioeconomic, psychological, and environmental factors (Hijazi&Naqvi, 2006).Orluwene and Igwe (2015) defined academic achievement as the standard of measurement used to ascertain the level of students' achievement in the course or schools educational objectives. Academic achievement is a performance in acquiring the goals of education (Bossaert, Douman, Buyse &Verchueren, 2011). Students in their efforts to attain academic excellence are faced with problems like pressures from the parents,

unhealthy competition at school, poor learning experiences, comparison, financial inadequacy and poor organizational climate. All these factors have made learning stressful and may lead to poor mental health and poor academic achievement.

Previous studies noted that study success, as measured by college grade point average(GPA), was positively correlated with high school success as measured by high school GPA as well as achievement tests(Emme, 2012), and these variables continue to be identified as predictors of subsequent academic success (Hall, Smith&Chia, 2018). Other studies on the impact of educational achievement and academic performance on mental health in the younger population mainly adolescents include a meta-analysis of 17 original works on early school dropout which was found to be associated with substance abuse, depression and externalizing problems (Esch, Bocquet, Pull, Couffignal, Lehnert, Graas,Fond-Harmant& Ansseau, 2014). Moreover, academic achievement in adolescence has been associated with suicide in men butnot in women (Gunnell, Lofving, Gustafsson&Allebeck2011). In a Swedish study, a low GradePoint Average (GPA) at age 16 was found to be associated with depression in early adulthood, and this association was attenuated by externalizing co morbidity (Sorberg-Wallin, Koupil, Gustafsson, Zammit, Allebeck&Falkstedt, 2019). Ina large population-based cohort, Jonsson, Goodman, von Knorring, von Knorring andKoupil (2012) found that a low GPA was associated with hospitalization due to depression in adolescence. However, academic achievement was assessed at age 16 and depression between ages 12 and17 making a definite conclusion about the direction of the association precarious. With regard to younger children, Deighton, Humphrey, Belsky, Boehnke, Vostanis and Patalay (2018) found support for the effect of poor academic achievement on subsequent internalizing problems in middle childhood. In sum, a couple of studies investigated the effect of academic achievement on mental health in adolescence and early adulthood, although most studies focused mainly on depression. A study conducted by Amini and Yousofi(2011)showed that male and female students receive anxiety from different sources and respond to it differently. Anxiety, depression, physical problems, and lack of health in general, lead to a decline in learning. In a study carried out by Abbasabadi, a reverse, significant relation was observed between hidden and obvious anxiety, on the one hand, and educational achievement, on the other (Abbasabadi, 2008). Many researchers have reported significant correlations between mental health and educational achievement (Muijs, 2017). Lee (2014) asserted that factors such as students' lack of familiarity with the university environment upon their entrance, detachment from family, lack of interest in educational major, failure to get along with others, insufficient economic/welfare amenities, etc. can bring about mental problems and, consequently, a decline in students' performance. Therefore, this study will make its own contribution by assessing the influence of mental health status on academic achievement of public secondary schools students in Anambra State.

Statement of the Problem

The increase in the number of secondary school dropouts and students poor academic achievement in the senior secondary school certificate examination is worrisome to the school administrators, parents, government and society at large. These problems are linked to anxiety, distress, social dysfunction and depression which are detrimental to academic and social participation in everyday student life. Depressive disorder results in lowered mood, reduced cognitive function, lack of a sense of coping and interest in others, as well as lack of energy and have led secondary school students in Anambra State to seek happiness through smoking of Indian hemp and drug abuse. In turn, depression and anxiety often affect memory and concentration, which makes it more difficult to acquire new knowledge and cope with examination situations. This will often reinforce perceptions of hopelessness and inadequacy, and in many people it will sustain the feeling of anxiety and depressed mood in a vicious circle. Poor mental health affects academic achievements, ambitions, motivation and is also linked to experiences of persistent over thinking and negative self-esteem to the development of symptoms of anxiety and

depression. This have also resulted in secondary school students engaging in examination malpractices which when caught have devastating effect on the student academic achievement. Negative mental health like anxiety, social dysfunction and depression have led to the secondary school students dropouts and later migrate to motor park touts, cult groups, militants, kidnappers, armed robbers, political thugs and they continue terrorizing, kidnapping, maiming and killing people. Poor mental health has also contributed to the increase in the number of students committing suicide in recent times.

Research Questions

The following research questions guided the study.

1. To what extent does anxiety influence academic achievement of public secondary school students in Anambra State?
2. To what extent does depression influence academic achievement of public secondary school students in Anambra State?
3. To what extent does social dysfunction influence academic achievement of public secondary school students in Anambra State?

Hypotheses

The following null hypotheses were formulated to guide the study and will be tested at .05 level of significance.

1. There is no significant difference between the mean ratings of the male and female students on the extent anxiety influence academic achievement of public secondary school students in Anambra State.
2. There is no significant difference between the mean ratings of the male and female students on the extent depression influence academic achievement of public secondary school students in Anambra State.
3. There is no significant difference between the mean ratings of the male and female students on the extent social dysfunction influence academic achievement of public secondary school students in Anambra State.

Research Method

The study adopted a descriptive survey design. This method is best suited for the study because it provides a quantitative or numeric description of trends, attitudes, or opinions of population by studying a sample of that population (Nworgu, 2016). The population of the study was 117,160 respondents. This population comprised all the male and female secondary students in 261 public secondary schools in the six (6) education zones of Anambra State. The sample of the study will be 200 respondents. The sample was made up of100 male and 100 female secondary school students selected from the population using purposive sampling technique. A researcher-developed questionnaire titled "Mental Health Status and Academic achievement Questionnaire (MHSAAQ)" was used to collect data. The 23 questionnaire items used in this study was structured using a four point response scale with the following options: Very High Extent (VHE) - 4; High Extent (HE) - 3; Low Extent (LE) - 2; Very Low Extent (VLE) – 1. The questionnaire was divided into two sections: Sections A and B. Section A required information on bio-data; while, Section B was designed to elicit information on the opinion of the respondents on the subject of study. To ascertain the face validity of the instrument, the draft of the instrument was given to three experts who are lecturers in the Department of Educational Foundations (two from Guidance and Counselling and one in Measurement and Evaluation)all from Chukwuemeka Odumegwu Ojukwu University Anambra State for scrutiny. The corrections made by these experts were included in the modifications of the items and were incorporated in the final instrument. The research questions will be answered with mean and standard deviation while the hypotheses were tested with z-test at .05 level of significance.

Presentation of Results

Research Question 1: To what extent does anxiety influence academic achievement of public secondary school students in Anambra State?

Table 1: **Mean Ratings of Male and Female students on the extent Anxiety Influence their Academic Achievement in public Secondary Schools in Anambra State.**

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S/N	Items description	Male students N = 100		Female students N = 100		
		X	Sd	X	Sd	Decision
1	Difficulty in falling asleep at night affects students' cognitive acquisition.	3.81	.42	3.93	.24	VHE
2	Waking up during the night alters students study skills.	3.63	.54	3.72	.45	VHE
3	Not feeling well-rested after a night's sleep causes my lack of concentration in the class.	3.34	.60	3.29	.68	HE
4	Daytime tiredness affect causes students' poor learning.	2.43	.69	2.37	.57	LE
5	Difficulty in paying attention to lessons led to students' poor academic achievement.	3.00	.54	3.08	.60	HE
6	Lack of focusing on classroom tasks leads to students' mass failure in exams.	3.19	.55	3.30	.56	HE
7	Too many errors in students' tests can lead to frustration in schools.	3.32	.54	3.36	.55	HE
8	Continuous worrying does not allow students to concentrate in their academic achievement work.	3.36	.68	3.36	.58	HE
	Grand mean score	**26.08**	**4.47**	**26.41**	**4.23**	**HE**

Table 1 above presents the views of male and female students on the extent anxiety influence their academic achievement in public secondary schools in Anambra State. The table showed that item 1, 2, 3, 5, 6, 7 and 8 are rated 3.81, 3.63, 3.34, 3.00, 3.19, 3.32 and 3.36with standard deviation of .42, .54, .60, .54, .55, .54 and .68 respectively for male students, while female students rated items 1, 2, 3, 5, 6, 7 and 8 with mean scores of 3.93, 3.72, 3.29, 3.08, 3.30, 3.36 and 3.36 with standard deviation of .24, .45, .68, .60, .56, .55 and.58respectively, low mean ratings of 2.43 and 2.37 for male and female students. Therefore, the findings from the responses of both male and female students revealed that anxiety influenced their Academic achievement in public Secondary Schools in Anambra State to a very high extent.

Research Question 2: To what extent does depression influence academic achievement of public secondary school students in Anambra State?

Table 2: **Mean Ratings of Male and Female Students on the extent Depression Influence their Academic Achievement in Public Secondary School in Anambra State.**

S/N	Items description	Male students N = 100		Female Students N = 100		
		$\bar{X}$	Sd	$\bar{X}$	Sd	Decision
9	Feeling sad does not allow students to pay attention to lessons.	3.79	.43	3.91	.28	VHE
10	Negative feeling motivate students truancy.	3.67	.49	3.90	.30	VHE
11	Loss of interest in academic pursuit due to poor achievement could lead to dropout.	3,49	.52	3.85	.40	VHE
12	Avoiding of lessons in the school could lead to students' poor academic achievement.	3.76	.44	3.67	.49	HE
13	Frustration could lead the students into taking recreational drugs which may negatively affect their careers,	3.45	.54	3.43	.54	HE
14	Students who are frustrated at school feel	2.65	.61	2.65	.61	HE

	like committing suicide.					
15	Students who feel hated by peers, classmates, teachers and parents tend to perform below average at school.	3.67	.49	3.17	.63	HE
	Grand mean score	**24.48**	**3.52**	**24.58**	**3.25**	**VHE**

Table 2 above presents the views of male and female students on the extent depression influence academic achievement of public secondary school students in Anambra State. The table showed that item 9, 10, 11, 12, 13, 14 and 15 are rated 3.79, 3.67, 3.49, 3.76, 3.45, 2.65 and 3.67 with standard deviation of .43, .49, .52, .44, .54, .61 and .49 respectively for male students, while female students rated items 9, 10, 11, 12, 13, 14 and 15 with mean scores of 3.91, 3.90, 3.85, 3.67, 3.43, 2.65 and 3.17 with standard deviation of .28, .30, .40, .49, .54, .61 and .63. Therefore, the findings from the responses of both male and female students indicated that depression influence academic achievement of public secondary school students to a very high extent in Anambra State.

Research Question 3:To what extent does social dysfunction influence academic achievement of public secondary school students in Anambra State?

Table 3: **Mean Ratings of Male and Female Students on the extent Social Dysfunction Influence their Academic Achievement in Public Secondary School in Anambra State.**

S/N	Items description	Principals N = 100		Teachers N = 100		
		$\bar{X}$	Sd	$\bar{X}$	Sd	Decision
16	Self-hatred by students could lead to lack of focus in learning and poor academic achievement at school.	3.55	.72	3.75	.62	VHE
17	Goallessness at school leads to students not been serious with their studies.	3.41	.73	3.63	.68	VHE
18	Lack of satisfying philosophy of life impedes students' academic achievement.	3.06	.77	2.51	.86	HE
19	Over dependency of students on their classmates to copy during exams at school lead to mass failure.	3.10	.75	3.66	.65	HE
20	Students' poor learning experiences could lead to students' dropouts.	3.30	.72	2.83	.71	HE
21	When the students are emotionally withdrawn their academic achievement suffers.	2.97	.67	2.64	.73	HE
22	Lack of interest in education makes their friends to abandon them.	2.83	.70	2.52	.69	HE
23	Non participation in the school activities by students makes them to lose touch of the academic and co-curricular activities.	2.61	.75	2.50	.80	LE
	Grand mean score	**24.83**	**5.81**	**24.04**	**5.74**	**HE**

Table 3 above presents the views of male and female students on the extent social dysfunction influence academic achievement of public secondary school students in Anambra State. The table showed that item 16, 17, 18, 19, 20, 21, 22 and 23 are rated 3.52, 3.41, 3.06, 3.10, 3.30, 2.97, 2.83 and 2.61 with standard deviation of .72, .73, .77, .75, .72, .67, .70 and .75 for male students, while female students rated items 16, 17, 18, 19, 20,

21, 22 and 23 with mean scores of 3.75, 3.63, 2.51, 3.66, 2.83, 2.64, 2.52 and 2.50 with standard deviation of .62, .68, .86, .65, .71, .73, .69 and .80. Therefore, the findings from the responses of both male and female students showed that social dysfunction influence their academic achievement to a high extent in public secondary school in Anambra State.

Testing the Hypotheses

Hypothesis One: There is no significant difference between the mean ratings of the male and female students on the extent anxiety influence academic achievement of public secondary school students in Anambra State.

Table 4: z-test Analysis of the Difference between the Mean Ratings of the male and female students on the extent anxiety influence academic achievement of public secondary school students in Anambra State.

Source of variation	N	X	Sd	Df	Cal.t	Crit.t	Decision
Male students	100	26.08	4.47				
				198	-1.43	1.96	NS
Female students	100	26.41	4.23				

Table 4 revealed that there is no significant difference in the mean responses of the male and female students on the extent anxiety influence academic achievement of public secondary school students in Anambra State. This is shown by the calculated t of –1.43 which is not significant at 1.96 and also at .05 level of the significance. Thus, the null hypothesis of no significant difference is therefore upheld and not rejected.

Hypothesis Two: There is no significant difference between the mean ratings of the male and female students on the extent depression influence academic achievement of public secondary school students in Anambra State.

Table 5: z-test Analysis of the Difference between the Mean Ratings of the male and female students on the extent depression influence academic achievement of public secondary school students in Anambra State.

Source of variation	N	X	Sd	Df	Cal.t	Crit.t	Decision
Male students	100	24.48	3.52				
				198	0.21	1.96	NS
Female students	100	24.58	3.25				

Table 5 revealed that there is no significant difference in the mean responses of the male and female students on the extent depression influence academic achievement of public secondary school students in Anambra State. This is shown by the calculated t of 0.21 which is not significant at 1.96 and also at .05 level of the significance. Thus, the null hypothesis of no significant difference is therefore upheld and not rejected.

Hypothesis Three: There is no significant difference between the mean ratings of the male and female students on the extent social dysfunction influence academic achievement of public secondary school students in Anambra State.

Table 6: z-test Analysis of the Difference between the Mean Ratings of the male and female students on the extent social dysfunction influence academic achievement of public secondary school students in Anambra State.

Source of variation	N	X	Sd	Df	Cal.t	Crit.t	Decision
Male Students	100	24.83	5.81				
				198	0.96	1.96	NS
Female Students	100	24.04	5.74				

Table 6 revealed that there is no significant difference in the mean responses of the male and female students on the extent social dysfunction influence academic achievement of public secondary school students in Anambra State. This is shown by the calculated t of 0.96 which is not significant at 1.96 and also at .05 level of the significance. Thus, the null hypothesis of no significant difference is therefore upheld and not rejected.

Discussion of Findings

The results in Table1 showed that anxiety/insomnia negatively influenced secondary school students' academic achievement to a high extent. Table 4 also revealed that there is no significant difference in the mean responses of the male and female students on the extent anxiety/insomnia influence academic achievement of public secondary school students in Anambra State. The findings of this study corroborated with that of Amini and Yousofi(2011) who found that male and female students receive anxiety from different sources and respond to it differently and it leads to a decline in learning.

The result in Table 2 revealed that severe depression influenced students' academic achievement negatively to a high extent while table 4 showed that there is no significant difference in the mean responses of the male and female students on the extent severe depression influence academic achievement of public secondary school students in Anambra State.The findings of this study is in tandem with that of Sorberg-Wallin, Koupil, Gustafsson, Zammit, Allebeck&Falkstedt,(2019) who found a low Grade Point Average (GPA) at age 16 to be associated with depression in early adulthood, and this association was attenuated by externalizing comorbidity.

The result in Table 3 revealed that social dysfunction impacted negatively on the students' academic achievement. Table 6 also revealed that there is no significant difference in the mean responses of the male and female students on the extent social dysfunction influence academic achievement of public secondary school students in Anambra State. The findings of this study conform to that of Lee (2014) who found that factors such as students' lack of familiarity with the university environment upon their entrance, detachment from family, lack of interest in educational major, failure to get along with others, insufficient economic/welfare amenities, etc. can bring about mental problems and, consequently, a decline in students' achievement.

Conclusion

In conclusion, secondary education is a very important stage of education where students are expected to achieve academic excellence for their future prospects and this has placed more responsibilities and pressure on students to work hard to achieve this success. Academic achievement can therefore be considered a core metric by which to measure the relative success of students' developmental trajectory. However, success in school is a complex phenomenon, shaped by individual abilities, cognitions, and behaviours, which are both intrinsic to students and reinforced by their external environment. From the studies reviewed mental health fosters high academic achievement while poor mental health results to poor academic achievement with other varied consequences that have been discussed.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Students that exhibit symptoms of poor mental health should seek help from the school guidance counsellor on time.
2. The school principals should provide quality learning experiences to students with enabling ground for healthy competition.
3. Parents should stop mounting pressure on their children to achieve academic excellence so that they don't over stretch their children mental health.
4. Considering the importance of the mental health status in the students, all stakeholders in education should pay more attention to this issue among the students and provide them with psychological support systems and counselling centers.

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