Literature Review Related to Academic Performance among Adolescents

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Abstract

Academic achievement is regarded as a key life accomplishment, shaping prosperity, welfare, and security. Education is pivotal, influencing individual happiness, satisfaction, comfort, and overall well-being. Our study examines the correlation between mental health and academic performance in adolescents aged 17-21 (sample size: 300). Surprisingly, our findings indicate no significant relationship between mental health and academic performance. To enrich our research, we considered three Indian and four international reviews from reputable journals published between 2018-2023, identified through PubMed and Google Scholar, utilizing specific keyword search criteria. This exploration aims to contribute insights into the intricate interplay between mental health and academic success in the adolescent demographic.

Keyword: Academic Performance and Adolescents.

INTRODUCTION

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests. Academic performance

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during adolescence is integral, shaping future opportunities, fostering foundational skills, and impacting long-term career prospects. This period lays the groundwork for educational and career paths, instills discipline and work ethic, and contributes significantly to personal development. Strong academic achievements in adolescence enhance competitiveness, widening the spectrum of choices for higher education and career trajectories, setting the stage for a successful and fulfilling future.

Paul Ratanasiripong et al (2022) conducted a quantitative study with the objective to assess the psychosocial factor that impact the academic performance of nursing students. The research design adopted for the study is cross sectional research design with sample size of 767 nursing college students. The tools used for the study is Counselling centre assessment of psychological symptoms Thai (CCAPS-Thai), Rosenberg

Self- esteem scale (RSES) and self-report overall grade point average (GPA). The study concluded that familial and individual psychological dynamics (selfesteem, emotional negativity and substance abuse) influencing academic performance for nursing students.[1]

Vandana Esht et al. (2023) conducted a study to evaluate the association among sleep quality, mental health, and academic performance among female students of the applied medical sciences college at the Jazan University who are aged 18-25 within the Jazan region of Saudi Arabia. The research design is cross sectional study with sample size of 84 students. The tools used for the study is Pittsburgh Sleep Quality Index (PSQI); Academic performance scale by Carson Birchmeier (APS) and Depression Anxiety Stress Scales-21 (DASS-21). According to the findings of the study, normal sleep quality is connected with lower levels of mental disorders and better academic achievement, whereas poor sleep quality is associated with higher levels of negative mental health and poor academic performance.[2]

Priyanshi Jain (2023) conducted a quantitative study on effects of achievement motivation and academic procrastination and academic performance among the college students. The research design adopted for the study is correlation research design with sample size of 100 students. The tools for the study is Deo –Mohan Achievement Motivation Scale by Pratibha Deo (Pune) and Asha Mohan (Chandigarh); Academic procrastination scale by Dr Savita Gupta; Academic performance scale by Carson Birchmeier, Emily. Grattan, Sarah Hornbacher, Christopher McGregory. The result shows that achievement motivation serves as a predictor for academic performance but academic procrastination does not serve as a predictor factor for academic performance. The correlations result shows that achievement motivation and academic performance are positive correlated, academic procrastination and academic performance are negatively correlated and achievement motivation and academic procrastination are also negatively correlated.[3]

Mesfin Tadese et al. (2022) did a research to identify the determinants of good academic performance among University students in Ethiopia, research deisgn is cross sectional study with sample size of 659 students. The data was collected using a structured, self administered questionnaire and cumulative grade point average (CGPA). A multistage sampling technique was applied to select study participants. Bivariable and multi variable data analysis were computed and a p-value (≤ 0.05) was considered statistically significant. The result shows that (66%)of students had a good academic performance. The study concluded that increased odds of good academic performance were observed among non smokers, adults and medical/health science students, urban residence, government employees' family.[4]

Sandeep Lahiry et al. (2019) conducted a quantitative study with the objective to assess the pattern of social media usage among medical students and analyze self-perceived impact on academic performance and interpersonal relation at a tertiary medical center in Eastern part of India. The research design adopted for this study is cross sectional study with sample size of 650 students. The data was collected by self-prepared questionnaire. The research concluded that social media usage for academic purpose is high among medical and paramedical students. Students perceived social networking impact on academic performance was inconclusive (positive and negative in nearly equal measures, 45% each).[5]

Thenmozhi. P and D. Divya Bharathy (2019) conducted the qualitative research with the aim to relate the assertiveness with academic performance among arts and science collegestudents. The research design used for this study is non experimental descriptive study with sample size of 60 students. Tool used for this study are Assertiveness Scale and Academic Performance Scale. The result shows that (6.7%) where situationaly assertive, (43.5%) where somewhat assertive, (50%) where assertive. In assessing the academic performance, students were (38.3%) had good academic performance, (56.7%) had moderate performance and (5%) had poor performance. The study concluded that the lack of assertiveness among students which directly or indirectly affect their academic performance.[6]

Siti Nurhafizah Mohd Shafie et al. (2022) conducted a qualitative study with the objective to assess the association between lifestyle related behaviour and academic performance among students during the COVID-19 pandemic. The research design used for this study is cross-sectional study. The sample size is 281 students. The tool used for this study is self-prepared questionnaire. The result shows that poor diet, healthy diet and sleep hour statistically significant influence the students academic

performance, meanwhile other variables such as physical activity, screen time and body mass index as no significant impact on their academic performance.[7]

Agus Hariyanto et al. (2023) conducted a qualitative study with the objective to assess the correlation between physical activity and academic performance in University students. The research method used for the study is cross-sectional study with sample size of 377 University students. The tools used for the study are socio demographic variables, International Physical Activity Questionnaire (IPAQ), Grade Point Average (GPA). The results show that most of the students in this study practiced physical activity in moderate level(600-3000mets/min/week) and achieved good academic performance (64.6%). The study concluded that their is positive correlation between physical activity and academic performance among university students .[8]

Nipin Kalal et al. (2023) conducted a qualitative research with the objective to assess the smartphone addiction and its impact on quality of sleep and academic performance among the nursing students. The research design adopted for the study is cross- sectional study with sample size of 160 .The tool used for the study was Smartphone Addiction Scale Short Version (SAS - SV), Pittsburg's Sleep Quality Index Scale (PSQI) and academic performance scale.The result shows that (388.1%) students were having moderate smartphone addiction. The study concluded that high proportion of nursing students have moderate smartphone addiction, this also associated with an increased risk of poorsleep quality and poor academic performance.[9]

Matheus dos Santos Fernandez et al. (2023) conducted a qualitative research with the objective to evaluate the factors associated with poor academic performance among undergraduate dental students, Brazil. The sample size is 244 students. The tools used for this study was semi structured questionnaire (socio-demographic characteristics and Pittsburgh Sleep Quality Index) and Academic performance from institutional records. The result shows that (18.8%) had poor academic performance and also factors associated with poor academic performance was increased age, non-white skin colour, the use medication for anxiety and depression and poor sleep quality.[10]

CONCLUSION

From the above reviews it was concluded that majority of the adolescents exhibited moderate academic performance. Healthy habits such as maintaining regular sleep schedule, limited hours of mobile usage, non- smokers, balanced nutrition, regular physical activity, and effective stress management enhance cognitive function, focus, and overall well-being. Prioritizing these habits fosters an optimal environment for learning, supporting students in achieving their academic potential and maintaining overall health.

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