

**MENTAL HEALTH AND ACADEMIC ACHIEVEMENT AMONG M.Ed.
STUDENTS IN KERALA**

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Abstract

The present research endeavor was aimed to assess relationship between Mental Health and Academic Achievement among M.Ed. students in Kerala. The sample of the study consisted of 314 M.Ed. students in Kerala. The method used for the present study was survey method. Mental Health Status Scale (M.H.S. Scale) was used and the study used the total score of B.Ed. course to assess the academic achievement of the sample selected. Pearson product-moment coefficient of correlation was used for the analysis of data. The statistical results of the study indicated that, there was significant relationship between Mental Health and Academic Achievement among M.Ed. students in Kerala. Similarly, there was no significant difference in Mental Health Status with respect to Gender among the students in Kerala. The present study provides guidelines for families, student teachers, teacher educators, educational researchers, administrators and curriculum makers to looking into the possible way for correlating mental health and academic achievement among the M.Ed. students for better educational outcomes as well as for further researches in the research area based on the findings obtained.

Keywords: Mental Health, Academic Achievement, M.Ed. Students

INTRODUCTION

It is too well-known that the goal of social development in the context of modern welfare is to produce social well-being and educational quality has become the central pivot for many education systems in developing countries. The world is becoming more and more competitive and quality of performance 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.

Mental health is described by WHO (2005), as: “A state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”.

In this study the various components of mental health, mental health status such as, attitude toward the self, positive attitude toward others, self-actualization, integration, autonomy, perception of reality, environmental mastery, optimism refers to a state of emotional and psychological well-being in which an individual is able to use his or her emotional and cognitive capabilities, function in society and meet the ordinary demands of everyday life are included. Here mental health is broader than lack of mental disorders.

NEED AND SIGNIFICANCE OF THE STUDY

Academic achievement is one of the most important goals of education in this competitive age. It is commonly measured by examinations or continuous assessment and there is no general agreement on how it is best tested or which aspect is most important procedural knowledge such as skills or declarative knowledge such as fact. It is a complex phenomenon as a dependent variable, is not under the influence of one factor. So, it is not determined solely by mental health or any other single variable. Individual differences in academic achievement have linked to different factors.

As the twenty first century approaches, the well-being of student teachers is one of our most important concerns. Most problems of today’s student teachers are not with themselves. The society has far greater responsibility in this regard. Hence the investigator has come up with the idea of undertaking a study in Kerala.

STATEMENT OF THE PROBLEM

The investigator intends to find out: What are the major factors for assessing mental health? How do we identify mental health of individuals? What are the effects of mental health on academic achievement of student teachers? How do we enhance mental health and self-efficacy of student teachers? What is the role academic achievement of student teachers in creation of a healthy society? Is there any relationship between mental health and self-efficacy with academic achievement among student teachers in Kerala? In accordance with the need, as specified before, the present problem would be stated around as a study on ‘Mental Health Status’ and ‘Academic Achievement’ among M.Ed. students to explain the nature and scope of the study to a great extent. Therefore the problem can be stated as **“Mental Health and Academic Achievement among M.Ed. Students in Kerala”**.

OBJECTIVES OF THE STUDY

The major objectives formulated for the investigation were:

1. To find the relationship between Mental Health and Academic Achievement among M.Ed. students in Kerala.
2. To find the relationship between each of the components of Mental Health vis., i) Attitudes toward the self, ii) Positive attitude toward others, iii) Self-actualization, iv) Integration, v) Autonomy, vi) Perception of Reality, vii) Environmental mastery and viii) Optimism factors and Academic Achievement among M.Ed. students in Kerala.

HYPOTHESIS OF THE STUDY

The major hypotheses formulated for the investigation were:

1. There exists significant relationship between Mental Health and criterion variable Academic Achievement among M.Ed. students in Kerala.
2. There exists significant correlation between each of the components of Mental Health vis., i) Attitudes toward the self, ii) Positive attitude toward others, iii) Self-actualization, iv) Integration, v) Autonomy, vi) Perception of Reality, vii) Environmental mastery and viii) Optimism factors and Academic Achievement among M.Ed. students in Kerala.

METHOD ADOPTED FOR THE STUDY

Considering the nature of the problem, data to be used and the objectives selected for the study, the method used for the present study is survey method. The study is descriptive and co-relational in nature.

SAMPLE SELECTED FOR THE STUDY

The sample for the study consisted of 314 students undergoing M.Ed. programme on regular basis in University Departments and affiliated Colleges under the Universities such as Kerala, Mahatma Gandhi, Calicut and Kannur in Kerala in 2016; in such a manner that would be representative of the general population of M.Ed. students in Kerala state.

TOOL USED FOR THE STUDY

Mental Health Status Scale (M.H.S. Scale)-(prepared and standardized by the investigator). The scale comprised of eight components, viz., i) Attitudes toward the self, ii) Positive attitude toward others, iii) Self-actualization, iv) Integration, v) Autonomy, vi) Perception of Reality, vii) Environmental mastery and viii) Optimism factors.

Note: The study used the total score of B.Ed. course to assess the academic achievement of the sample selected.

STATISTICAL TECHNIQUE USED FOR THE STUDY

This study makes use of the Pearson product-moment coefficient of correlation. The product-moment coefficient of correlation between any two variables can be described in a general way as high, marked or substantial and low or negligible (Garrett, 1969).

ANALYSIS AND INTERPRETATION OF DATA

The analysis of the data and results obtained for the present investigation are interpreted and discussed in this chapter under following heads.

Preliminary Analysis of Data on Mental Health and Academic Achievement

The preliminary analysis of data for the Mental Health and Academic Achievement among M.Ed. students in Kerala were collected and analysed. The details are given in table 1.

Table 1

Descriptive Statistics of the Total Sample N=314

Descriptive Statistics	Mean	Std. Deviation	Skewness	Kurtosis
Attitude toward the Self	31.80	5.217	-.601	3.845
Positive Attitude toward Others	35.58	6.303	-.812	2.501
Self-Actualization	33.75	5.962	-1.495	5.743
Integration	36.76	7.162	-.883	1.854
Autonomy	33.16	5.630	-.779	3.705
Perception of Reality	33.76	6.600	-1.687	7.559
Environmental Mastery	35.66	6.115	-.776	3.341

Optimism	34.27	6.352	-.972	4.703
Total Mental Health	274.75	33.528	-.543	2.037
Academic Achievement	732.61	87.021	.281	-.029
N	314			

Pearson's Correlation Coefficient of Mental Health and Academic Achievement for Total Sample

Pearson Product-Moment Coefficient of Correlation 'r' was done between Mental Health and Academic Achievement for total sample (N=314), and the details are given in table 2.

Table 2

Pearson's Coefficient of Correlation 'r' between Mental Health and Academic Achievement among M.Ed. students in Kerala

Component of Mental Health Status		Academic Achievement	
		r	p
1	Attitude toward the Self	0.098	0.084
2	Positive Attitude toward Others	0.036	0.522
3	Self-Actualization	0.045	0.429
4	Integration	0.113*	0.044
5	Autonomy	0.070	0.215
6	Perception of Reality	0.064	0.255
7	Environmental Mastery	0.114*	0.044
8	Optimism	0.126*	0.026
Total Mental Health Status		0.123*	0.029

*Correlation is significant at the 0.05 level (2-tailed)

From table 2, it is found that, the coefficient of correlation 'r' between Attitude toward the Self and Academic Achievement of the M.Ed. students is 0.098, which indicates a low positive correlation between the two variables. The relationship between the two variables is not significant even at 0.05 level of significance since p=0.084. It is seen that, there is no significant relationship between Attitude toward the Self and Academic Achievement among M.Ed. students in Kerala.

The coefficient of correlation 'r' between Positive Attitude toward Others and Academic Achievement of the M.Ed. students is 0.036, which indicates a low positive correlation between the two variables. The relationship between the two variables is not significant even at 0.05 level of significance since $p=0.522$. It is seen that, there is no significant relationship between Positive Attitude toward Others and Academic Achievement among M.Ed. students in Kerala.

The coefficient of correlation 'r' between Self-Actualization and Academic Achievement of the M.Ed. students is 0.045, which indicates a low positive correlation between the two variables. The relationship between the two variables is not significant even at 0.05 level of significance since $p=0.429$. It is seen that, there is no significant relationship between Self-Actualization and Academic Achievement among M.Ed. students in Kerala.

The coefficient of correlation 'r' between Integration and Academic Achievement of the M.Ed. students is 0.113, which indicates a low positive correlation between the two variables. The relationship between the two variables is significant at 0.05 level of significance since $p=0.044$. It is seen that, there is significant relationship between Integration and Academic Achievement among M.Ed. students in Kerala.

The coefficient of correlation 'r' between Autonomy and Academic Achievement of the M.Ed. students is 0.070, which indicates a low positive correlation between the two variables. The relationship between the two variables is not significant even at 0.05 level of significance since $p=0.215$. It is seen that, there is no significant relationship between Autonomy and Academic Achievement among M.Ed. students in Kerala.

The coefficient of correlation 'r' between Perception of Reality and Academic Achievement of the M.Ed. students is 0.064, which indicates a low positive relationship between the two variables. The relationship between the two variables is not significant even at 0.05 level of significance since $p=0.255$. It is seen, that there is no significant relationship between Perception of Reality and Academic Achievement among M.Ed. students in Kerala.

The coefficient of correlation 'r' between Environmental Mastery and Academic Achievement of the M.Ed. students is 0.114, which indicates a low positive correlation between the two variables. The relationship between the two variables is significant at 0.05 level of significance since $p=0.044$. It is seen that, there is significant relationship between Environmental Mastery and Academic Achievement among M.Ed. students in Kerala.

The coefficient of correlation 'r' between Optimism and Academic Achievement of the M.Ed. students is 0.126, which indicates a low positive correlation between the two variables.

The relationship between the two variables is significant at 0.05 level of significance since $p=0.026$. It is seen, that there is significant relationship between Optimism and Academic Achievement among the M.Ed. students in Kerala.

The results indicated that, the components such as: Attitude toward the Self, Positive Attitude toward Others, Self-Actualization, Autonomy and Perception of Reality of M.Ed. students in Kerala are independent of Academic Achievement. It is found that, the components such as: Integration, Environmental Mastery and Optimism of M.Ed. students in Kerala are dependent to Academic Achievement.

The coefficient of correlation 'r' between Total Mental Health Status and Academic Achievement of the M.Ed. students is 0.123, which indicates a low positive correlation between the two variables. The relationship between the two variables is significant at 0.05 level of significance since $p=0.029$. It is seen that, there is a significant relationship between Mental Health and Academic Achievement among M.Ed. students in Kerala.

Tenability of the Hypotheses

The Hypotheses formulated for this study were tested using statistical analysis and the tenability of the hypotheses is presented below:

Hypothesis 1: There exists significant relationship between Mental Health and Academic Achievement among M.Ed. students in Kerala.

The results indicated that, there is significant relationship between Mental Health and Academic Achievement among M.Ed. students in Kerala. Hence, the hypothesis 1 is accepted.

Hypothesis 2: There exists significant correlation between each of the components of Mental Health vis., i) Attitudes toward the self, ii) Positive attitude toward others, iii) Self-actualization, iv) Integration, v) Autonomy, vi) Perception of Reality, vii) Environmental mastery and viii) Optimism factors and Academic Achievement among M.Ed. students in Kerala.

The results showed that, there is no significant relationship between the components such as: Attitude toward the Self, Positive Attitude toward Others, Self-Actualization, Autonomy and Perception of Reality of M.Ed. students in Kerala with their Academic Achievement. It is also found that, there is significant relationship between the components such as: Integration, Environmental Mastery and Optimism of M.Ed. students in Kerala with their Academic Achievement. Hence the sub hypotheses 2 (i), 2 (ii), 2 (iii), 2 (v) and 2 (vi) are rejected and 2 (iv), 2 (vii) and 2 (viii) are accepted.

DISCUSSION OF THE RESULTS

The present study moves on from the review of literature to examining the relationship between Mental Health and Academic Achievement of M.Ed. students in Kerala.

Many studies have shown that relationship between Mental Health and Academic Achievement. According to relevant literature and studies by (Memichaei, A. & Hetzl, B., 1975; Fuchs, 1982; Brian, 2002; Goldman and Lakdawalla, 2001 or Goldman and Smith, 2002; Tangade et al., 2011; Suldo, Thalji and Ferron, 2011), as well as the current research findings, it is possible to come to the following conclusions. The components of Mental Health such as Integration, Environmental Mastery and Optimism of student teachers in Kerala are dependent to Academic Achievement. The results also revealed that, the Mental Health of M.Ed. students in Kerala. is dependent to Academic Achievement. However, the results of the present study indicated that, the certain components of Mental Health such as Attitude toward the Self, Positive Attitude toward Others, Self-Actualization, Autonomy and Perception of Reality of M.Ed. students in Kerala are independent of Academic Achievement.

CONCLUSION AND RECOMMENDATIONS

The present study provides guidelines for families, student teachers, teacher educators, educational researchers, administrators and curriculum makers to looking into the possible way for correlating mental health and academic achievement among the M.Ed. students for better educational outcomes as well as for further researches in the research area based on the findings obtained, the investigator would like to recommend that:

The role of family does not end once children join to school. A family can preserve this role even when children go to school and University.

Teacher educators should take care of mental health of student teachers for better educational outcomes and providing abundance of experiences and building beliefs in student teachers is essential for the students to develop their mental health.

Student teachers must learn to assume full responsibility for them in almost each dimension of life. The students have to find the way to learn and move through the pain and pick ourselves back up.

It is recommended that special activities and educational programmes such as: personality development programmes, problem solving sessions, orientation programmes and workshops, social excursions, public services, etc., may be organized in the teacher training institutions.

Educational administrators of teachers training institutions are playing an important role in the educational process of student teachers. They need to pay attention that, from where has the present society been born.

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