

MENTAL HEALTH AND ACADEMIC ACHIEVEMENT AMONG COLLEGE STUDENTS

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ABSTRACT

Mental health occupies a prominent place in the success of human being. The study explored the relationship between mental health and academic achievement among college students. The population of the study is under graduate students of Malappuram District, Kerala. The study conducted on a sample of 108 under graduate students which have been selected from arts and science subjects through a stratified random sampling. The tool used for assessing mental health of prospective teachers is Mental Health Questionnaire for College Students developed by the researcher. The tool is a four point scale having 20 questions from dimensions of Stress, Depression, Anxiety and Worries. Academic achievement of graduate students was assessed by their CGPA score. The statistical techniques used for analysing the data are mean, standard deviation, t-test and correlation. The study showed that there is positive and significant correlation between mental health and academic achievement among college students. It is also found that there is no significant difference in mental health and academic achievement among college students based on the stream of subjects. It is also found that there is significant difference in academic achievement and mental health based on gender.

KEW WORDS: Mental Health, Academic Achievement, Graduate Students.

INTRODUCTION

The all round development of students occupies an unequivocal place in every education system since it is the critical touchstone to evaluate quality of an education system as well. The academic performance of students can substantially define student's future exposure associated with their educational aspirations as it is the mainstay in their life goals through which students understand and attain their abilities, talents, skill and competencies that are germane in developing their career aspiration. The academic achievement of students is not only greatly banks upon the curricular and non-curricular strategies but also many socio-psychological factors are responsible for uplifting the educational development. Mental health is a key drive in the success of and satisfaction of every human since its paucity cause severe mental and physical issues. A healthy person is cannot be termed only by physical health, but being mentally healthy is pivotal as well. The mental health is a critical index of a sound and efficient mind, controlled emotions and balanced personality. The period of university years are exciting and rather challenging years as far as concerned students' identity roles which necessitates them to adapt strategies overcome these challenges by alleviating stress and anxiety factors to enhance their educational achievement.

MENTAL HEALTH

The concept of mental health is generally conceptualized not in a monotonous way but differently based on norms of different communities, cultures and societies. Mental health is generally the capacity of an individual to feel, think, and act comfortably that can boost the ability to enjoy the varied life situations and effectively deal with the issues and challenges of life. Mental health is mainly responsible to judge an individual how well he/she can cope with and maintain the proportion between demands and opportunities. Huber et.al. (2011) defines Mental health as 'the ability to adapt and self-manage'. The World Health Organization (WHO) defines mental health as 'a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community'. The alleviation of mental disorders in an individual simply cannot generally guarantee the mental health and well being of an individual rather it necessitates to adjust with demand and opportunities. The factors influencing the mental health of an individual are autonomy, subjective wellbeing, self-efficacy, independence, self-image, competence, skills, competence etc.

RATIONAL FOR THE STUDY

The perspectives on mental health of students in relation to their academic and non-academic performances are an increasing focus of study in educational discourses especially in the current scenario of higher education (Hughes, Panjwani, Tulcidas & Byrom (2018). The recent researches depict that there has been an increase in the number of students who experience various types of mental health disorders (Neves & Hillman 2017). The severe issues related to mental health disorders among students are the problems of stress, anxiety and depression which may cause to increase in the number of students even for suicidal tendencies. The studies show that the lower level of mental health greatly causes to negative consequences in relation to student academic experience and success. Insufficient mental health is commonly related with lower level of achievement in life which leads to withdrawal tendencies from academic and non-academic arenas due to problems associated with mental health (Lindsey, Fabiano & Stark 2009). The status of mental health of is substantial factor in deciding the development of all facets of human which necessitates the study on mental health of college students in relation to their academic achievement.

REVIEW OF RELATED STUDIES

Manchri, Sanagoo, Jouybari, Sabzi, & Jafari (2016) found that the total mental health has significant relationships with gender and field of education while there is no significant relation of mental health with educational level, locale, and academic interest among medical students. It is also found that the female students have higher level of mental health than their male counterparts and nursing students have higher level of mental health than other college students. Srinivasan & Senkolemari (2016) found that B.Ed students have a favourable and satisfactory mental health. The study found that there is significant difference in mental health based on gender, type of management of college, educational qualification, and qualifications of parents. It is also found that there is no significant difference in mental health based on locality of college, house and parental income. Gilavand & Shooriabi (2016) found that there is significant relationship between the mental health and academic achievement among graduate students. It is also found that there is a significant difference in the mental health of married and single graduate students. The study showed significant difference in mental health among graduate students based on gender.

Singh (2015) found that there is a positive and significant correlation between mental health and academic achievement among college students. It is also found that there is significant

difference in mental health based on the gender as male college students have higher level of mental health than female students. The study also found that there exists significant difference in mental health among college students based on high and low academic achievement. Bostani, Nadri & Nasab (2014) found that general health and the critical components, such as depression and anxiety associate significantly with educational performance of university students. It is also found that there is no significant relation between academic performance and the mental health dimensions such as physical symptoms and social performance disorders. The study found that the higher the mental health among the university students, the better their academic performance. Talawar & Das (2014) found that there is a positive relationship between mental health and academic achievement among secondary school tribal students in Assam. It is also found that there exists a significant difference in the mental health among secondary school tribal students of Assam based on gender and locale as boys have higher level of mental health than girls and urban students have higher level of mental health than tribal students from rural areas.

OBJECTIVES OF THE STUDY

1. To find out the significant difference in mental health among college students from arts and science subjects.
2. To find out the significant difference in mental health among male and female college students.
3. To find out the significant difference in academic achievement among college students from arts and science subjects.
4. To find out the significant difference in academic achievement among male and female college students.
5. To find out the significant relation between mental health and academic achievement among college students.

HYPOTHESIS OF THE STUDY

1. There will not be significant difference in mental health among college students from arts and science subjects.
2. There will not be significant difference in mental health among male and female college students.
3. There will not be significant difference in academic achievement among college students from arts and science subjects.
4. There will not be significant difference in academic achievement among male and female college students.
5. There will not be significant relation between mental health and academic achievement among college students.

METHODOLOGY

The survey method was used as design of study. The population of the study is under graduate students of Malappuram District. The study conducted on a sample of 108 under graduate students which have been selected from arts and science subjects through a stratified random sampling. The tool used for assessing mental health of prospective teachers is Mental Health Questionnaire for College Students developed by the researcher. The tool is a four point scale having 20 questions from dimensions of Stress, Depression, Anxiety and Worries. Academic achievement of graduate students was assessed by their CGPA score. The statistical techniques used for analysing the data are mean, standard deviation, t-test and correlation.

Table-1
Comparison of Mental Health among arts and science college students

Group	N	Mean	Standard Deviation	T-value	table value	Level of significance
Arts	56	70.61	7.39	0.76	1.96	Not significant
Science	52	69.47	8.13			

Table-1 shows that the mean and standard deviation of mental health among arts and science college students is 70.61, 7.39 and 69.47, 8.13 respectively. The calculated t-value is 0.76 which is lesser than the table value at 0.05 level. There is no significant difference in mental health among arts and science college students. Hence the null hypothesis which stated there is no significant difference in mental health among arts and science college students is accepted.

Table-2
Comparison of Mental Health among male and female college students

Group	N	Mean	Standard Deviation	T-value	table value	Level of significance
Male	47	72.29	8.65	2.19	1.96	Significant at 0.5
Female	61	68.48	9.15			

Table-2 shows that the mean and standard deviation of mental health among male and female college students is 72.29, 8.65 and 68.48, 9.15 respectively. The calculated t-value is 2.19 which is greater than the table value at 0.05 level. There is significant difference in mental health among male and female graduate students as the male graduate students have higher level of mental health than female college students. Hence the null hypothesis which stated there is no significant difference in mental health among male and female college students is rejected.

Table-3
Comparison of academic achievement among arts and science college students

Group	N	Mean	Standard Deviation	T-value	table value	Level of significance
Arts	40	69.05	8.29	1.48	1.96	Significant at 0.05
Science	43	71.75	8.35			

Table-3 shows that the mean and standard deviation of academic achievement among arts and science college students is 69.05, 8.29 and 71.75, 8.35 respectively. The calculated t-value is 1.48 which is lesser than the table value at 0.05 level. There is no significant difference in academic achievement among arts and science college students. Hence the null hypothesis which stated there is no significant difference in academic achievement among arts and science college students is accepted.

Table-4
Comparison of academic achievement among male and female college students

Group	N	Mean	Standard Deviation	T-value	table value	Level of significance
Male	31	68.13	6.28	2.04	1.96	Significant at 0.5
Female	52	71.96	9.26			

Table-4 shows that the mean and standard deviation of academic achievement among male and female college students is 68.13, 6.28 and 71.96, 9.26 respectively. The calculated t-value is 2.04 which is greater than the table value at 0.05 level. There is significant difference in academic achievement among male and female college students as the male college students have higher level of academic achievement than female college students. Hence the null hypothesis which stated there is no significant difference in academic achievement among male and female college students is rejected.

Table-5

Correlation between mental health and academic achievement among college students

Variables	N	r value	level of significance
Mental Health	108	0.57	0.01
Academic Achievement			

Table-5 shows that the correlation between mental health and academic achievement among college students is 0.57. Though the correlation is not so strong it is positive which shows that there exists significant relation between mental health and academic achievement among college students. Hence the null hypothesis which stated that there is no significant relation between mental health and academic achievement among college students is rejected.

DISCUSSION

The study showed that there is positive and significant correlation between mental health and academic achievement among college students. The finding is confirmed by the studies Bostani, Nadri & Nasab (2014) ,Singh (2015), Manchri et. al. (2016), Gilavand & Shooriabi (2016). The study found that there is significant gender difference in mental health among graduate students. It is also found that there is no significant difference in mental health among arts and science graduate students. The study found that there is no significant difference in academic achievement among graduate students based on the stream of subjects. It is also found that there is significant difference in academic achievement based on gender. The finding that that there is significant difference in mental health based on the gender and male students have higher level of mental health than their female counterpart is in line with studies of Talawar & Das (2014), Singh (2015), Gilavand & Shooriabi (2016), Srinivasan, Senkolemari (2016), while the finding is inconsistent with Kumar, Kumar & Kumari, (2013), Sharma (2015), as they found no significant difference in mental health based on gender and stream of subjects while Manchri et. al. (2016) found female students have higher level of mental health than their male counterpart.

CONCLUSION

Academic performance of students is greatly influenced by the mental health as which is basic factor that predominantly determines the success of every human being in relation to all aspects of life. The issues related to mental health of students unequivocally cause many learning problems which may lead to their dismal academic performance since wellbeing is highly pivotal in fulfilling academic and non-academic aims and goals. It is paramount that if there is paucity in mental health of students, it adversely affects their all round development which necessitates to ensure sufficient mental health of students. It is the responsibility of the teachers, administrators, policymakers and heads of other educational bodies to instigate needed measures and policy frame work to enhance the mental health of college students. The mental health of college students can be enhanced by giving needed counselling, workshop and other academic and non-

academic awareness programmes to get rid of anxiety, stress and frustration etc. The educational institutions are mainly responsible to instigate sufficient guidance and counselling services to students to boost the mental health of college students.

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