



## **Study of Mental Health Affecting Academic Achievement of Teacher Trainees (D. El. Ed. Students)**

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### **Abstract:**

This research paper aims to investigate the relationship between mental well-being of teacher training on their academic performances. Being descriptive in nature, this study followed descriptive and analytical design. A sample 50 students from two D El Ed Colleges in Shirpur Taluka was selected following stratified random sampling. A self-structured questionnaire was the primary source of data covering three phases like demographic information, mental health and academic achievement. Academic achievement was calculated following overall academic performance of first year assessment. Study found significant correlation between mental health and academic achievement as students having mental health score from 80 to 90 had excellent academic achievement. The study concluded with suggestive in paying attention towards mental health following good health practices.

**Key Words:** *Mental health, academic achievement, anxiety, stress, psychological challenges.*

### **Introduction:**

Since few decades understanding the mental health of students has become an important topic in the field of education. Many students today face increasing pressure to perform well academically while also dealing with personal, social, and emotional challenges. Mental health problems such as anxiety, depression, stress, and emotional instability are becoming more common among students at all levels of education. Zang, Peng, and Chen (2024) having reference to World Health Organization (WHO) states that over 4500 million individuals across the world are suffering from mental health and its disorders. This is very reference of their study brings our attention as how this is a universal issue integrated with various issues within it. These issues can affect their ability to focus, attend classes regularly, complete assignments, and perform well in exams. Students may feel overwhelmed, lose motivation, or



even withdraw from their studies altogether. Despite the growing attention to academic success, mental health is often overlooked or not given enough support within schools and colleges. This gap in attention can lead to poor academic performance and, in some cases, dropouts. In many cases, teachers and educational leaders may not fully understand how deeply a student's mental state can impact their academic journey. Understanding this connection is essential for creating effective learning environments and for supporting students not just academically but also emotionally. House and his colleagues (2020) point out that students learning at various levels education are experiencing various levels of stress-related to their academic demands and their institutional demands. Though their study mostly focuses on the difference between low level and high of learning to measure mental health of students, it directs all of us to understand the relevance of academic achievement associated with mental well-being of learners.

Studies and their findings have proven that students with good mental health find success in school. They get engaged, motivated to manage their time and responsibilities effectively. On the other hand, students who struggle with mental health issues may find it difficult to keep up with academic expectations. Their performance may decline not because of a lack of ability, but due to emotional and psychological barriers. In such cases, academic failure can further harm their mental well-being, creating a harmful cycle. Educational institutions play an important role in either breaking or continuing this cycle. It is therefore important for educators, policymakers, and researchers to study how mental health affects academic achievement. (Singh, 2015) A deeper understanding of this relationship can lead to better support systems, improved teaching methods, and policies that promote both mental wellness and academic success. This study attempts to find the connection using a descriptive approach, focusing on real student experiences to describe and understand how mental health influences academic achievement in practical educational settings.

### **Mental Health**

Mental health refers to a person's emotional, psychological, and social well-being. It affects how individuals think, feel, and act, as well as how they handle stress, relate to others, and make choices. Good mental health means being able to cope with the normal stresses of life, work productively, and contribute to the community (World Health Organization, 2022). For students, mental health plays a key role in their daily functioning, including their motivation to learn, their relationships with teachers and peers, and their ability to concentrate and perform in class. Common mental health challenges among students include stress, anxiety, and depression. These conditions can affect sleep, energy levels, decision-making, and overall



well-being. If not addressed, mental health problems can lead to poor academic outcomes and even long-term psychological harm. Therefore, recognizing and supporting students' mental health is essential for their success both inside and outside the classroom.

### **Academic Achievement**

Academic achievement refers to the level of success a student reaches in their educational goals. It is usually measured through grades, test scores, completion of assignments, and overall performance in school or college. High academic achievement is often seen as a sign of learning, progress, and future success. However, many factors can influence a student's academic performance. These include their learning environment, teaching quality, personal motivation, family support, and mental health. According to research, students who have good mental health are more likely to perform better academically because they are able to focus, manage time, and participate actively in learning activities (Eisenberg et al., 2009). In contrast, students facing mental health difficulties may struggle to meet academic demands, even if they have the ability to succeed. This shows that mental health and academic achievement are closely connected, and both need to be supported for students to thrive in education.

### **Significance of the Study:**

This study is important because it focuses on D.Ed. students in Shirpur Taluka of Dhule district, who are training to become future teachers. Even though they are preparing for a profession that supports and guides others, these students themselves may face mental health challenges such as stress, anxiety, or low self-confidence. These issues can affect their own learning and academic performance during the course. If not addressed, mental health problems at this stage may also affect their ability to teach and support schoolchildren in the future. By studying how mental health affects the academic achievement of D.Ed. students, this research can help teacher training colleges, educators, and policymakers understand the support these trainees need. The findings may help in developing better guidance, counseling, and wellness programs in teacher education institutions. This will not only improve the academic success of the teacher trainees but also prepare them to become mentally strong and emotionally aware educators who can build healthier learning environments for their future students.

### **Objectives of the Study:**

1. To identify the status of mental health of D. El. Ed. students of Shirpur Taluka Colleges.
2. To examine the academic achievement of D. El. Ed. students of Shirpur Taluka Colleges.



3. To study the relationship between mental health and academic achievement of D. El Ed. students of Shirpur Taluka Colleges.
4. To identify the major health challenges faced by D.Ed. Ed. college students.

**Methodology:**

The research study followed Descriptive and analytical research design in order identify the relationship between mental health and academic achievement of D. El. Ed. Students learning in Second Year of their course.

**Population and Sampling Method:****Population:**

Since this study took participation second year students of D. Ed. Ed. course, there are total 83 students learning second year 2024-25 academic year. Therefore, the population of this study was 83 students (59 from A college and 24 from B college).

**Sampling:**

This study followed stratified random sampling technique to select perspective sample of 50 students from the population of 83 students learning in D. El. Ed second year course in two colleges of taluka.

Proportion of Allocation:

$$59/83 \times 50 = 35.5 \text{ (36 students)}$$

$$24/83 \times 50 = 14.5 \text{ (14 students)}$$

Total= 50

D El Ed Colleges	Total Students	Sample Size
D El Ed College A	59	36
D El Ed College B	24	14
Total	83	50

**Research Tool:**

Researcher used self-structured questionnaire as primary tool for data collection. The used questionnaire comprised both quantitative and qualitative aspects related to student's mental health and academic achievement. The used questionnaire consisted three parts out of which: the first part was about the Demographic Information for understanding the profile of respondents, the second part was about mental health related to psychological and metal well-being of students. It consist 5-point likert scale ranged from Strongly Agree to Strongly Dis-



agree. The statements used in the scale covered issues like stress, anxiety, concentration, self-confidence, decision making, and emotional stability. The section dealt with Academic Achievement including academic performance, exam scores, internal assessment progress, professional practices etc.

**Table- 1. Data Analysis**

Gender	Total Students	Percentage
Male	18	36%
Female	32	64%
Total	50	100%

In view of data presented in the table one, the respondents consists both male (36%) and female (64%) shows that female respondents from D El Ed colleges are higher compared to male respondents.

**Table-2 Mental Health Score (out of 100)**

Particulars	Value
Total Students	50
Minimum Score	37
Maximum Score	89
Mean	68.3
Median	68
S D	12.4
Mode	72

**Table-3 Distribution of Mental Health Score**

Mental Health Score	Frequency of Students	Percentage	Particulars
80-89	7	14%	Very Good Mental Health
70-79	15	30%	Good Mental Health
60-69	12	24%	Moderate Mental Health
50-59	10	20%	Average M H
Below 50	6	12%	Below Average M H



The mean Mental Health Value of respondents learning in D El Ed second year course is 68.37 indicates a moderate level of mental health of their as it is majority in it. 34% students fall between very good and good mental health scores between 70 and above. 32% students are having mental health between below and average; might left its impact on their academic performance. The wide range of score from 37 to 89 indicates varied mental health conditions of students learning this course and need support to improve.

**Table-4 Academic Achievement and Mental Health**

<b>Mental Health</b>	<b>Students</b>	<b>Excellent Academics</b>	<b>Good Academics</b>	<b>Average Academics</b>	<b>Poor Academic</b>
80-89 (VG)	7	4	3	0	0
70.79 (G)	15	3	10	2	0
60-69 (M)	12	1	6	4	1
50-59 (B A)	10	1	4	4	1
Below 50 (A)	6		2	2	2
<b>Total</b>	<b>50</b>	<b>9</b>	<b>25</b>	<b>12</b>	<b>4</b>

Students with very good mental health (80-89) are having either excellent or good academic achievement (7= 4 and 3). Students with good and moderate mental health from 60 to 79 are having good academic performances, while students with poor mental health conditions have proven low academic performance with 4 out 6 are having below academic performance.

### **Findings:**

On the basis of the above data analysis and interpretation, following are the key findings:

- Among 50 D El Ed second year respondents, 64% are female; indicating higher range of respondents.
- The mental health score of these students ranges from 37 to 89. Mean value 68.37 shows moderate level of mental health of students. About 44% of students possess either very good or good mental health as they secured score above 70 while 32% students have below average mental health.
- Students having mental health ranging from 80 to 89 have excellent academic achievement while those having 60 to 79 (moderate level of mental health) had good academic performance.
- Data shows strong positive relationship between mental health and academic achievement of teacher trainees.

**Conclusion:**

On the basis of findings, it can be concluded that mental health conditions and academic performance are interrelated. Students learning in D El Ed second year course have shown that those have very good and good mental health pursue excellent and good academic achievement, while students having mental health issues have shown poor and average academic performance and face several challenges. This indicates the importance paying attention on mental health of own

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