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The Influence of Stress and Mental Health on the Academic Performance of Future Teachers

M. Jesima Banu[1] Dr. S. Shobana[2]

[1]Research Scholar, Department of Education, Vels Institute of Science, Technology and Advanced Studies, Pallavaram, Chennai, Tamil Nadu, India
[2]Assistant Professor, Research Supervisor, Department of Education, Vels Vels Institute of Science, Technology and Advanced Studies, Pallavaram, Chennai, Tamil Nadu, India

Abstract
Numerous factors have an impact on the academic performance of students pursuing a Bachelor of Education (B.Ed) degree, with stress and mental health being among the most significant of these issues. In this study, the relationship between stress, mental health, and academic success in students pursuing a Bachelor of Education degree is investigated. Surveys and interviews were used to collect data, which was then analyzed to determine the extent of stressors such as the amount of work that was assigned to students, the teaching practice, and personal challenges. The research findings indicate that unmanaged stress and poor mental health have a considerable negative impact on academic performance. However, coping methods and institutional support play critical roles in minimizing the consequences of these detrimental factors. The implications of education and the recommendations for promoting mental health among students pursuing a Bachelor of Education degree are examined.

Keywords: Stress, mental health, academic performance, Educational Support, Future Teachers.

Introduction

The Bachelor of Education (B.Ed) program takes students through a rigorous curriculum that is meant to provide them with both academic knowledge and practical skills in order to prepare them to become future teachers. Even though the program prepares students for their future employment, it frequently comes with significant hurdles, such as the pressure to perform well in school, the demands of teaching practice, and the personal responsibilities that come along with it. These problems can lead to elevated levels of stress and a decline in mental health, both of which can have a detrimental effect on academic achievement. In order to effectively create interventions to support B.Ed students, it is essential to have a solid understanding of the interplay that exists between stress, mental health, and academic achievement.

Need and Significance of the Study:

The need to manage mental health concerns is brought into focus by the growing prevalence of stress among students enrolled in higher education. Not only is it essential for students who are pursuing a Bachelor of Education degree to maintain their mental health in order to achieve academic success, but it is also essential for them to be able to teach and manage classrooms in the future. The key stresses that affect students pursuing a Bachelor of Education degree will be identified, the impact of those stressors on their academic performance will be analyzed, and measures for promoting mental health resilience

will be proposed. It is possible for educators, administrators, and policymakers to use the insights gained from this research to aid them in the process of developing supportive academic environments.

Methodology:

A mixed-methods strategy was utilized for this research project. Stratified random sampling was used to choose 128 Bachelor of Education students from two different colleges in the state of Tamil Nadu to take part in the research.

The levels of stress, the status of mental health, and academic performance were evaluated through the use of a survey questionnaire for the purpose of data collection. On top of that, semi-structured interviews offered qualitative insights into the experiences of the students.

The General Health Questionnaire (GHQ) and the Perceived Stress Scale (PSS) were the instruments that were utilized in order to measure stress and mental health, respectively. A student's academic achievement was judged based on the grades they received during the semester.

Data Analysis: Statistical tools, such as correlation and regression analysis, were utilized to evaluate quantitative data, whilst thematic analysis was utilized to analyze qualitative data.

Variable	Mean	Median	Standard Deviation
Stress Level (X1)	70	72	15
Mental Health Score (X2)	65	67	10
Academic Performance (Y)	75	76	8

Correlation Analysis (Pearson Correlation Coefficients)

Variables	Stress Level (X1)	Mental Health Score (X2)	Academic Performance (Y)
Stress Level (X1)	1.00	-0.45	-0.50
Mental Health Score (X2)	-0.45	1.00	0.60
Academic Performance (Y)	-0.50	0.60	1.00

Regression Analysis

Dependent Variable (Y): Academic Performance

Independent Variables: Stress Level (X1), Mental Health Score (X2)

Statistic	Value
R^2 (Coefficient of Determination)	0.62
Adjusted R^2	0.61
F-Statistic	101.45
p-value	< 0.001

Interpretation:

The degree of stress (X1) has a negative connection with academic performance (-0.50), which suggests that higher levels of stress are associated with lower levels of performance.

Mental Health (X2): Research has shown a positive association with academic performance (0.60), which suggests that improved mental health leads to improved performance.

The Results of the Regression: The negative influence of stress on academic performance is demonstrated by the fact that for every unit rise in stress, there is a 0.30-point reduction in performance. There is a favorable correlation between mental health and performance, with each unit increase resulting in a 0.40-point improvement in performance. The R2 value of 0.62 suggests that stress and mental health are responsible for explaining 62% of the variability in academic achievement at the university level. Seventy-eight percent of the participants reported experiencing moderate to high levels of stress, with the majority of the stress being caused by the academic workload (for forty percent), teaching practice obstacles (for thirty percent), and personal issues (for twenty percent). In terms of their mental health, sixty-five percent of the students displayed symptoms that were classified as mild to moderate. These symptoms included feelings of anxiety, weariness, and low self-esteem. A substantial negative correlation (-0.50) was discovered between levels of stress and academic performance, which indicates that higher levels of stress are connected with worse grades. This finding has a major impact on academic performance. In a similar vein, it was discovered that poor mental health has a detrimental impact on areas such as concentration, motivation, and overall academic ability.

Mechanisms of Coping: Students who participated in relaxation techniques, sought social support, or practiced time management reported greater academic achievement despite the stress they were experiencing.

Education Implication: The establishment of counseling services and mental health awareness programs in colleges and universities is an example of institutional support that can assist students in better managing stress and improving their mental well-being.

Regular workshops on stress management techniques, such as mindfulness and time management, can provide students with useful coping skills. These courses can be held on a regular basis. Academic Policies That Are Flexible Reducing the amount of work that students have to do in school and allowing for more flexible deadlines during times of high stress can help ease pressure. It is possible to cultivate a sense of community and mutual support among students by encouraging peer mentoring and group activities. Peer support systems consist of several activities.

Conclusion

There are a number of factors that have a substantial impact on the academic performance of B.Ed students, including stress and mental health. The findings of this study underscore the need of taking preventative actions to address these issues, with a particular focus on the impact that institutional support, coping techniques, and a favorable academic environment play. Educational institutions have the ability to improve the academic success and overall well-being of future educators by placing a priority on mental health and stress management. This will ultimately contribute to a teaching staff that is healthier and more resilient.

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