

MENTAL HEALTH AND WELL BEING OF B.Ed STUDENTS

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Abstract: The present study was conducted to find out the mental health and well being of B.Ed students. The tools used for the study were mental health inventory and well being scale. 162 B.Ed students were included in the present study. The present study found that there exists significant and positive relationship between mental health and wellbeing of B.Ed students. The positive correlation indicates that if proper mental health is developed, it helps to improve the well being of B.Ed students. There exists a significant difference between men and women B.Ed students with regard to their mental health. Women B.Ed students possess high mental health. Men and women B.Ed student do not differ significantly with regard to their wellbeing.

There exists a significant difference between graduate and post graduate B.Ed students with regard to their mental health. Post Graduate B.Ed students possess high mental health. Graduate and Post Graduate B.Ed students do not differ significantly with regard to their wellbeing. There exists a significant difference between day scholar and hosteller B.Ed students with regard to their mental health and well being. Day scholar B.Ed students possess high mental health and high wellbeing. There is no significant difference between arts and science B.Ed students with regard to their mental health. Arts B.Ed students possess high wellbeing. The present study also recommend that science B.Ed students should be given the works and practical in a judicious manner, so that they can complete the work without feeling stressed. Good mental health and wellbeing are significantly related. Hence, it is very essential to have good mental health, without which one cannot attain proper well being.

Keywords: Mental health, Wellbeing, B.Ed students.

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I. INTRODUCTION

All Education is one of the best ways to enhance social mobility. Teacher occupies a central position in the educational system. Education is a lifelong process and it nurture individual for a productive, cultured and civilized life. Teachers modify the behaviour of students and create a well-balanced personality. In modern era the main aim of education is to develop a harmonious development of students through cognitive, affective and psychomotor domains. B.Ed. students are the teachers of tomorrow and they have a huge responsibility to do for the society. A good society is shaped by good Teachers. The aim of Government is to provide quality education to all students without any discrimination. To impart quality education to children, teachers should have good Mental Health and Wellbeing. Emotional imbalance of teachers affects the Wellbeing of students also. Creative and fruitful teachers must have good Mental Health. Mental Health is related with well being of the individual as such a teacher with proper Mental Health also will have a good Well being.

Mental health is very important for any individual to live in the society in a harmonious way. Teacher is not an exception for this and are dealing with a group of students, they are the part of a big society; should have proper mental health. B.Ed students are the future teachers, it is very essential that they should have good mental health. The World Health Organization (WHO) conceptualizes mental health 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”. Genetic and environmental factors affect the mental health of an individual. An individual with good mental health help him maintain a good well being.

Wellbeing is not just the absence of disease or illness. It's a complex combination of a person's physical, mental, emotional and social health factors. Wellbeing is strongly linked to happiness and life satisfaction. In short, wellbeing could be described as how you feel about yourself and your life. Since the two variables, mental health and well being are essential for a teacher to perform his/her duties in a better manner, B.Ed students being the future teachers of the society, it is very crucial to understand the mental health and well being of B.Ed students. Hence, the investigator decided to conduct a study on Mental health and wellbeing of B.Ed students.

II. LITERATURE REVIEW

For any study to be worthwhile the research worker needs an adequate acquaintance with the literature in the field of research. Hence an attempt has been made here to study the literature related to the topic under investigation. Some of the reviews the investigator has gone through are presented here. Jogeswara Rao and Viswanantha Reddy (2016) studied the effects of school environment, home environment, and Mental Health. The result revealed that there was significant impact of the three variables on achievement motivation of the students. Simon, Keller (2019) has

argued strongly for keeping Mental health and wellbeing separate although he does ‘think they have some connection’. First Keller (2019) notes that when “wellbeing and positive health are construed as the same thing, it is more likely that any form of unhappiness, or anything that sets back the quality of a person’s life, will be viewed as a mental issue”. Canguilhem (1991,2012) thinks of health as flexibility, in the sense that a healthy organism can tolerate environmental impacts, adapts to new situations and possesses a store of energy and audacity. Wright & Burton (2008) identified underserved youth are at risk for numerous threats to their physical and psychological well-being. To navigate the challenges they face, they need a variety of positive life skills. This study systematically explored the implementation and short-term outcomes of a responsibility-based physical activity program that was integrated into an intact high school physical education class. Rivas-Drake, D. et.al (2008) suggests that ethnic discrimination may have negative consequences for psychological well-being among youth of Chinese descent. Ismail T (2013) studied well being and found that Human Right Awareness and legal literacy have influence on Social Well Being of Individuals. The investigator found that there is a significant need to conduct a study of this kind to understand the mental health and wellbeing of B.Ed students.

III. OBJECTIVES

Objectives of the present study are the following.

1. To study the relationship between mental health and wellbeing of B.Ed students.
2. To study the difference in mental health and wellbeing between men and women B.Ed students, graduate and post graduate B.Ed students, day scholars and hosteller B.Ed students, arts and science B.Ed students.

3.1 Hypotheses of the Study

The following are the hypotheses of the present study.

1. There is no significant relationship between mental health and wellbeing of B.Ed students.
2. There is no significant difference in mental health and wellbeing between men and women B.Ed students, graduate and post graduate B.Ed students, day scholars and hosteller B.Ed students, and arts and science B.Ed students.

IV. METHODOLOGY

Method: The present study was a survey type of study and was conducted on a sample of 162 B.Ed students selected from Four Teacher Education Colleges of Wayanad, District of Kerala.

Variables of the Study: The variables of the present study were mental health and wellbeing. Mental health is the independent variable and well being is the dependent variable.

Tools used for data collection: The data was collected by using two tools, Mental Health Inventory and Well being Scale. Mental Health Inventory was developed by Jadish & Srivastava, A.K (1995) and Well being scale was developed by Ismail T and S Sabu (2013).

Data collection: The investigator personally approached the heads of the institution in getting permission to distribute the mental health inventory and wellbeing scale among the B.Ed students. The need and importance of the study, the objectives of the study etc. were explained to them at first and necessary instructions were given to respond properly without doubt or confusion. Doubts were cleared and technical terms were explained wherever needed. The data collected through the mental health inventory and wellbeing scale were then tabulated and made ready for analysis.

Statistical technique employed: The following statistical techniques were used for the present study. Mean, median, mode, standard deviation, skewness and kurtosis for the whole sample and subsamples, correlation and t-test for testing the hypotheses.

V. ANALYSIS AND INTERPRETATION

Analysis of the scores obtained through the Mental Health Inventory and Wellbeing Scale for B.Ed students is presented in the table given below.

Table 1: Descriptive statistics of Mental Health and Wellbeing

Measure	Value	
	Mental Health	Wellbeing
N	162	162
Minimum	43	45
Maximum	148	178
Mean	109.685	124.265
Standard Error of Mean	2.230	2.184
Median	113.500	132.500
Mode	128.00	140.00
Standard Deviation	28.384	27.810
Skewness	-.0501	-.0336
Kurtosis	-.087	-.0688

The table above indicates that the mean value of Mental health is 162. The minimum score obtained is 43 and the maximum is 148. The maximum obtainable score is 150 and the minimum is 30. The standard error of the mean is 2.23. The mode is 128. The median is 113.5. It indicates that 50% of B.Ed students having 75.67 % of Mental Health .

The Standard Deviation of the score is 28.384. The Skewness is -0.0501. It shows that the distribution of the score is slightly skewed towards the negative side. It means maximum number of individuals have scored above average score. The kurtosis is -0.087, which indicates the platykurtic curve. In other words,

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the distribution is heterogeneous. This also can be observed from the Figure 1 given below.

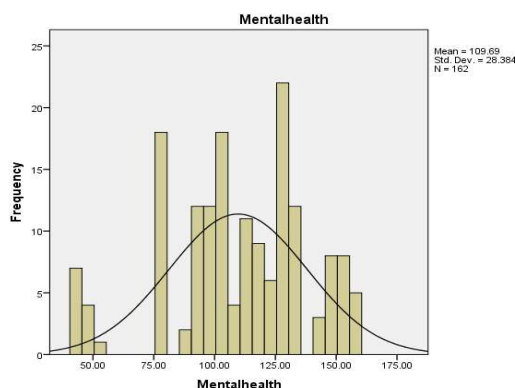


Figure 1: Distribution of scores obtained through Mental Health Inventory.

The table above indicates that the mean value of Wellbeing is 124.265. The minimum score obtained is 45 and the maximum is 178. The maximum obtainable score is 200 and the minimum is 40. The standard error of the mean is 2.184. The mode is 140. The median is 132.500. It indicates that 50% of B.Ed students having 66.25 % of Wellbeing.

The Standard Deviation of the score is 27.810. The Skewness is -0.0336. It shows that the distribution of the score is slightly skewed towards the negative side. It means maximum number of individuals have scored above average score. The kurtosis is -0.0688, which indicates the platykurtic curve. In other words, the distribution is heterogeneous. This also can be observed from the Figure given below.

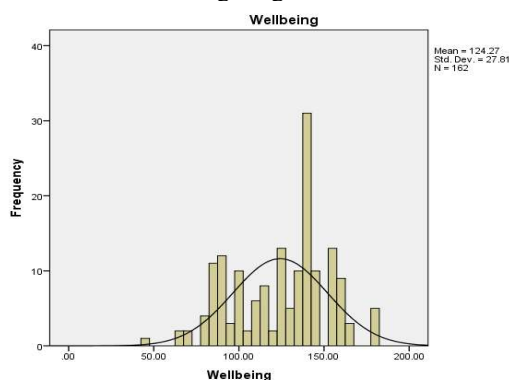


Figure 2: Distribution of scores obtained through Wellbeing Scale.

Relationship between Independent and Dependent Variables

Relation between Mental Health and Wellbeing of B.Ed Students.

Hypothesis 1

There is no significant relationship between Mentalhealth and Well being of B.Ed students.

The above hypothesis is tested by using the correlation. The result of the correlation is presented in the table given below.

Table 2: Showing the correlation between Mental health and well being of B.Ed students.

Correlations		Mental Health	Well being
Mental Health	Pearson Correlation	1.000	0.626
	Sig. (2-tailed)		.000
	N	162	162
Well being	Pearson Correlation	0.626	1.000
	Sig. (2-tailed)	.000	
	N	162	162

** Correlation is significant at the 0.01 level (2-tailed).

Observation of the above table indicates that coefficient of correlation between mental health and wellbeing of B.Ed students is 0.626 and it is statistically significant at 0.01 level of significance. The observation shows that there is significant and positive relationship between mental health and wellbeing of B.Ed students. This can be concluded that mental health and wellbeing of B.Ed students are significantly correlated. Thus it can be inferred that there is significant positive relationship between mental health and wellbeing. This clearly confirms that if the B.Ed students possess high mental health, the well being also will be increased. The positive correlation indicates that if proper mental health is developed, it helps to improve the well being of B.Ed students. Thus the hypothesis formulated for testing, there is no significant relationship between mental health and well being of B.Ed students, is rejected.

Gender Wise Comparison

The sample drawn includes 47 men students and 115 women students from B.Ed Colleges . The gender wise comparison was verified by testing the following hypotheses.

Hypothesis 2

There is no significant difference between men and women B.Ed students with regard to their mental health and wellbeing.

To test the above hypothesis t-test was used. The values of t-tests are mentioned in the table below.

Table 3:Mean, SD and t-value of mental health and wellbeing between men and women B.Ed students.

Variable	Gender	N	Mean	S.D	t-value	Remarks
Mental Health	Men	47	100.106	35.550	2.804	Significant at 0.01 Level
	Women	115	113.600	23.969		
Wellbeing	Men	47	127.127	29.338	0.837	Not significant.
	Women	115	123.095	27.206		

The obtained 't' value of 2.804 for mental health is significant and greater than the table value at 0.01 level of significance. This shows that there is a significant difference in the mean between men and women B.Ed students with regard to their mental health. Therefore the null hypothesis formulated for testing, there is no significant difference between men and women B.Ed students with regard to their mental health is rejected. There exists a significant difference between men and women B.Ed students with regard to their mental health.

Further, when the means were compared it was found that the women B.Ed students scored a high score than that of the men students. This clearly confirms that the women B.Ed students possess a high level of mental health than that of the men students. Women B.Ed students possess high mental health.

The obtained 't' value of 0.837 for wellbeing is not significant even at 0.05 level of significance. This shows that there is no significant difference in the mean between men and women B.Ed students with regard to their well being. Therefore the null hypothesis formulated for testing, there is no significant difference between men and women B.Ed students with regard to their wellbeing is accepted. There is no significant difference between men and women B.Ed students with regard to their wellbeing.

Qualification Wise Comparison

The sample drawn includes 86 Graduate students and 76 Post Graduate students from B.Ed Colleges . The qualification wise comparison was verified by testing the following hypotheses.

Hypothesis 3

There is no significant difference between Graduate and Post Graduate B.Ed students with regard to their mental health and wellbeing.

To test the above hypothesis t-test was used. The values of t-tests are mentioned in the table below.

Table 4: Mean, SD and t-value of mental health and wellbeing between Graduate and Post Graduate B.Ed students.

Variable	Qualification	N	Mean	S.D	t-value	Remarks
Mental Health	Graduate	86	102.581	31.457	3.505	Significant at 0.01 Level
	Post Graduate	76	117.723	22.012		
Wellbeing	Graduate	86	125.186	28.703	0.447	Not significant.
	Post Graduate	76	123.223	26.915		

The obtained 't' value of 3.505 for mental health is significant and greater than the table value at 0.01 level of significance. This shows that there is a significant difference in the mean between graduate and post graduate B.Ed students with regard to their mental health. Therefore the null hypothesis formulated for testing, there is no significant difference between graduate and post graduate B.Ed students with regard to their mental health is rejected. There exists a significant difference between graduate and post graduate B.Ed students with regard to their mental health.

Further, when the means were compared it was found that the post graduate B.Ed students scored a high score than that of the graduate students. This clearly confirms that the post graduate B.Ed students possess a high level of mental health than that of the graduate students. Post Graduate B.Ed students possess high mental health.

The obtained 't' value of 0.447 for wellbeing is not significant even at 0.05 level of significance. This shows that there is no significant difference in the mean between graduate and post graduate B.Ed

students with regard to their well being. Therefore the null hypothesis formulated for testing, there is no significant difference between graduate and post graduate B.Ed students with regard to their wellbeing is accepted. There is no significant difference between graduate and post graduate B.Ed students with regard to their wellbeing.

Residential status Wise Comparison

The sample drawn includes 98 day scholar students and 64 hosteller students from B.Ed Colleges. The residential status wise comparison was verified by testing the following hypotheses.

Hypothesis 4

There is no significant difference between day scholar and hosteller B.Ed students with regard to their mental health and wellbeing.

To test the above hypothesis t-test was used. The values of t-tests are mentioned in the table below.

Table 5: Mean, SD and t-value of mental health and wellbeing between day scholar and hosteller B.Ed students.

Variable	Residential status	N	Mean	S.D	t-value	Remarks
Mental Health	Day Scholar	98	113.622	28.603	2.211	Significant at 0.05 Level
	Hosteller	64	103.656	27.168		
Wellbeing	Day Scholar	98	129.346	27.754	2.946	Significant at 0.01 Level
	Hosteller	64	116.484	26.244		

The obtained 't' value of 2.211 for mental health is significant and greater than the table value at 0.05 level of significance. This shows that there is a significant difference in the mean between day scholar and hosteller B.Ed students with regard to their mental health. Therefore the null hypothesis formulated for testing, there is no significant difference between day scholar and hosteller B.Ed students with regard to their mental health is rejected. There exists a significant difference between day scholar and hosteller B.Ed students with regard to their mental health.

Further, when the means were compared it was found that the day scholar B.Ed students scored a high score than that of the hosteller students. This clearly confirms that day scholar B.Ed students possess a high level of mental health than that of the hosteller students. Day scholar B.Ed students possess high mental health.

The obtained 't' value of 2.946 for wellbeing is significant and greater than the table value at 0.01 level of significance. This shows that there is a significant difference in the mean between day scholar and hosteller B.Ed students with regard to their wellbeing. Therefore the null hypothesis formulated for testing, there is no significant difference between day scholar and hosteller B.Ed students with regard to their wellbeing is rejected. There exists a significant difference between day scholar and hosteller B.Ed students with regard to their wellbeing.

Further, when the means were compared it was found that the day scholar B.Ed students scored a high score than that of the hosteller students. This clearly confirms that day scholar B.Ed students possess a high level of wellbeing than that of the hosteller students. Day scholar B.Ed students possess high wellbeing.

Subject Wise Comparison

The sample drawn includes 92 arts students and 70 science students from B.Ed Colleges. The subject wise comparison was verified by testing the following hypotheses.

Hypothesis 5

There is no significant difference between arts and science B.Ed students with regard to their mental health and wellbeing.

To test the above hypothesis t-test was used. The values of t-tests are mentioned in the table below.

Mean, SD and t-value of mental health and wellbeing between arts and science B.Ed students.

Variable	Subject	N	Mean	S.D	t-value	Remarks
Mental Health	Arts	92	111.736	30.971	1.042	Not Significant.
	Science	70	107.056	24.641		
Wellbeing	Arts	92	130.022	27.874	3.059	Significant at 0.01 Level
	Science	70	116.887	26.106		

The obtained 't' value of 1.042 for mental health is not significant and less than the table value even at 0.05 level of significance. This shows that there is no significant difference in the mean between arts and science B.Ed students with regard to their mental health. Therefore the null hypothesis formulated for testing, there is no significant difference between arts and science B.Ed students with regard to their mental health is accepted. There is no significant difference between arts and science B.Ed students with regard to their mental health.

The obtained 't' value of 3.059 for wellbeing is significant and greater than the table value at 0.01 level of significance. This shows that there is a significant difference in the mean between arts and science B.Ed students with regard to their wellbeing. Therefore the null hypothesis formulated for testing, there is no significant difference between arts and science B.Ed students with regard to their wellbeing is rejected. There is a significant difference between arts and science B.Ed students with regard to their wellbeing.

Further, when the means were compared it was found that the arts B.Ed students scored a high score than that of the science students. This clearly confirms that arts B.Ed students possess a high level of wellbeing than that of the science students. Arts B.Ed students possess high wellbeing.

CONCLUSION

The present study found that there is significant and positive relationship between mental health and wellbeing of B.Ed students. The positive correlation

indicates that if proper mental health is developed, it helps to improve the well being of B.Ed students. Hence, programmes should be conducted to develop proper mental health among B.Ed students, which help them to improve their wellbeing also.

There exists a significant difference between men and women B.Ed students with regard to their mental health. Women B.Ed students possess high mental health. The mental health of men students should be assessed in a periodical manner, necessary support, care and programmes should be arranged to develop proper mental health.

There is no significant difference between men and women B.Ed students with regard to their wellbeing. Men and women B.Ed student do not differ significantly with regard to their wellbeing.

There exists a significant difference between graduate and post graduate B.Ed students with regard to their mental health. Post Graduate B.Ed students possess high mental health. The reason for high mental health among Post Graduate B.Ed students may be due to the exposure, chances and opportunities they got in their higher studies. The study recommends that Graduate B.Ed students should be provided with more opportunities to participate and chances should be provided to actively engage them with scholastic and co-scholastic activities.

There is no significant difference between graduate and post graduate B.Ed students with regard to their wellbeing. Graduate and Post Graduate B.Ed students do not differ significantly with regard to their wellbeing.

There exists a significant difference between day scholar and hosteller B.Ed students with regard to their mental health. Day scholar B.Ed students possess high mental health. There exists a significant difference between day scholar and hosteller B.Ed students with regard to their wellbeing. Day scholar B.Ed students possess high wellbeing. The above findings suggest that hosteller students should be provided with more opportunities like day scholars. So that they can also be helped to develop good mental health and wellbeing.

There is no significant difference between arts and science B.Ed students with regard to their mental health. There is a significant difference between arts and science B.Ed students with regard to their wellbeing. Arts B.Ed students possess high wellbeing. This may be due to the freedom the arts students get contributed to develop better well being. Science students are busy with the laboratory works and practical, at the same time arts students are engaged with assignments and related works, which make them participate as a group or sometimes they are free to choose the area they want to do such works. The present study also recommend that science B.Ed students should be given the works and practical in a judicious manner, so that they can complete the work without feeling stressed.

Good mental health and wellbeing are significantly related. Hence, it is very essential to have good mental health, without which one cannot attain proper well being.

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