



Effect of Mental Health on Study Habits, Teaching Attitude and Academic Stress Among Prospective Teachers

KEYWORDS

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ABSTRACT A study was investigated on 600 prospective teachers to find out the effect of mental health on study habits, teaching attitude and academic stress among prospective teachers. Mental Health Status inventory developed by Reddy, Study Habits inventory developed and Teaching Attitude inventory developed by Prabhakar and Scale for Assessing Academic Stress developed by Sinha, Sharma and Mahendra was used to assess the mental health, study habits, teaching attitude and academic stress of the prospective teachers. Results revealed that there is significant impact of mental health on study habits, teaching attitude and academic stress of prospective teachers.

INTRODUCTION

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the socio-cultural life of nation. The whole process of education is shaped by the human personality called the teacher, who plays a pivotal role in any system of education. Education encompasses teaching and learning specific skills and also something less tangible, but more profound: the impact of knowledge, positive judgment and we developed wisdom. Education means to drawn facilitating realization of self-potential and latent talents of individual, it is an application of pedagogy, a body of theoretical and applied research relating to teaching and learning and draws on many disciplines. Through education one may develop the capacity to think rationally and logically and to cope with transitions, stress, traumas and losses that occur in all lives, in ways that allow emotional stability and growth. Through their own observation individuals value themselves, perceive reality as it is, accept its limitations and possibilities, respond to its challenges, carryout their responsibilities, established and maintain close relationships, deal reasonably with others, pursue work that suits their talent and training, a feel, a sense of fulfillment that makes the efforts of daily living worth.

Over the past few decades, clinical psychologists, social workers, medical and health professionals as well as educationalists have started giving proper attention to study the mental health. Mental health connotes those behaviors, perceptions and feelings that determine a persons' overall level of personal effectiveness, success, happiness and excellence of functioning as a person. Mental health depends on the development and retention of goals i.e., neither too high nor too low to permit realistic successful maintenance of belief in ones' self as a worthy and effective human being. Mentally healthy person is firm in his/her intentions and is least disturbed by strains and stresses of day to day life. The declaration of the International Conference on Primary Health Care of Alma Ata, USSR, 1979, defines 'health' as a state of complete physical, mental and social well-being, and 'mental health' as the capacity of an individual to form harmonious adjustment to his social and physical environment. World Health Organization (2004) viewed that mental health is a state of well being in which the individual realizes his or her own abilities and

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. Mental health is a state of complete physical, mental and social well being and not merely the absence of disease or uniformity.

Study habits means the ways of studying, whatever systematic or unsystematic, efficient or otherwise; the habits that an individual might have formed with respect to his learning activities. In the process of learning, habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. The pattern of behavior adopted by students in the pursuit of their studies is considered under the caption of their study habits. Learners learning character is characterized by their study habits. Study habits serve as the vehicle of learning. Generally students take over the study habits from their parents, brothers, sisters and others like friends, neighbors etc., and poor study habits create anxiety and stress in the students. Good study habits make them to give a good performance and promotes sound mind. Classroom teachers should teach students, good study habits and self-management skills together with appropriate self-attribution strategies as their success depends on hard work, proper study habits, utility of the effective time, etc. According to Dictionary of Education (2007), "study habit indicate settled tendency of practice and thought to acquire knowledge and information from the book." Study habit is auto nominally, learned behavior pattern that enable the student to acquire how to study. A good study habit has actually developed a behavior pattern which enables him to sit down and began working on his assignment with a minimum fuss and maximum concentration.

Teacher constitutes the real dynamic force in educational system. The energy and forceful personality of teacher has direct and indirect impact on the coming generations and it is teacher who broadens the outlook of the youth under his charge, thus surpassing the international and geographical barriers. It is said that the progress of the nation and of mankind depends substantially on the teacher in a system of education. The influence of the teachers' attitudes and behavior on the students personality pattern comes from two major sources; the kind of relationship that exists between the teacher and student and the effect of the teacher on the emotional climate of the in-

stitute. The relationship between teacher and student is determined in part by the teachers' attitude towards the student and in part by the students' attitude towards the teacher. These attitudes depend on how the teacher and the student perceive each other. Effective and productive learning on the part of pupils can be achieved only when teachers are endowed with positive attitudes towards their profession. The success of education does not depend on designing aims and objectives, but on the academic and professional preparation of teachers. For the professional preparation of teachers the study of attitudes held by them is very important. How a teacher performs his duty as a professional is depends on his attitudes, values and beliefs. A positive or favorable attitude makes the teachers' work not only easier but also more satisfying and professionally rewarding. A negative or unfavorable attitude makes the teaching task of a teacher difficult, more tedious and unpleasant. Carter (1959) stated that teaching attitude is a readiness to react towards or against some situation, person or a thing in a particular manner e.g. with love or hate; fear or resentment to a particular degree of intensity.

Academic stress is a mental distress with respect to some apprehended frustration associated with academic failure, apprehension of such failure or even an awareness of the possibility of such failure. It is the product of a combination of academic related demands that exceed the adaptive resources available to an individual. Stress and tension have become a part and parcel of today's life. The 20th century has been branded as the age of 'stress and anxiety'. Stressful circumstances are encountered everyday and at every stage of human development. Stress is involved in every day's life. Even the primitive people lived with great stress as they had lived with animals in dense forests. Now-a-days advancement in science and technology, these threatening stressful situations might have probably changed now. But even with the present level of progress and advancement, the present day individual is a victim of stress for different reasons. Thus stress cannot be avoided totally in any society. One has to learn to live with it and manage it cope with and if possible to overcome it. Stress influences everyone including children, adolescents, teacher trainees and other professional and non professional students, if even students at one time or the other. It states that academic stress is a mental distress with respect to some apprehended frustration associated with academic failure, apprehension of such failure or even an awareness of the possibility of such failure. It is the product of a combination of academic related demands that exceed the adaptive resources available to an individual.

College life is a test of mental health of a student, undergoing a transition from dependency to independency. An adolescent personality continues to develop during the college years. He/she still have a chance to learn how to love and to be loved, how to tolerate frustration, how to integrate conflicting points of view, how to face reality realistically, without feeling from it to channel hostile impulses into socially approved activities. By helping the individual to acquire knowledge and the tools of learning, the educational institute increases his capacity to make desirable adjustments and to find security and satisfaction. Success of college education depends upon large measures on how each young man or woman feels about his/her college experiences and home experiences. It makes an immense difference whether he/she acquired attitudes and habits favorable to his/her own better intellectual, social and emotional developments as a result of college ex-

perience, or develops anti-social tendencies accompanied by bitterness and frustration. Social and emotional maturity is desirable in the development of intellectual power an end product of formal education. In the field of psychology, education and allied sciences; a number of studies have shown that mental health is not only influenced on social, psychological and academic aspects of pupils and it is influenced on their study habits, teaching attitude and academic stress of the prospective teachers. (Rao, 1965; Verma, 1968; Ahluwalia, 1974; Chaudhari & Jain, 1975; Sameera Sinha, 1976; Gupta, 1977; Dobson, 1979; Bisht, 1980; Ghosh, 1982; Patil, 1984; Rawat and Sreevastava, 1984; Whiteman, 1985; Astilla and Watkins, 1986; Maheswari, 1989; Ray, 1990; Badhri, 1991; Hari Krishan, 1992; Kaur, 1993; Lalitha, 1994; Das, 1995; Uma and Venkatramaiah, 1996; Vasanthi and Anandi, 1997; Singh, 1999; Srivastava, 1999; Thathong, 2002; Bhan, 2003; Devraj, 2003; Anice James and Marice, 2004; Begum and Phukan, 2005; Nyarko Sampson, 2006; Vyas, 2006; Mahapatra, 2007; Syeeda Shanavaz, 2007; Sarsani and Ananthula, 2008; Shannon et al 2008; Sunitha, 2008; Gowdhaman and Bala Murugan, 2009; Surinder Kumar Dhammi, 2009; Joshith and Jaya Prakash, 2010; Ghosh and Bairgya, 2010; Sahaya Mary and Manorama Samuel, 2011; Kulkarni, 2011; Trivedi and Patel, 2011; Fauzia Khurshid, 2012; Islam Abu Sharbain and Kok-Eng Tan, 2012; Aravind Chaudhari, 2013; Nasim and Syed Abdul, 2013; Raja Shekar, 2013 and Moshahid, 2014). The present study is an attempt to find out the impact of study habits, teaching attitude and academic stress on mental health of prospective teachers.

OBJECTIVES:

To find out whether there is any significant impact of study habits on mental health of prospective teachers.

To find out whether there is any significant impact of teaching attitude on mental health of prospective teachers.

To find out whether there is any significant impact of academic stress on mental health of prospective teachers.

HYPOTHESES:

There would be significant impact of study habits on mental health of prospective teachers.

There would be significant impact of teaching attitude on mental health of prospective teachers.

There would be significant impact of academic stress on teaching attitude on mental health of prospective teachers.

There would be significant interaction among study habits, teaching attitude and academic stress on mental health of Prospective Teachers.

SAMPLE:

The sample of the present study comprised 1400 prospective teachers. The colleges were selected randomly in and around Chittoor, Kurnool, Anantapur, Nellore, Guntur, Krishna and West Godavari districts of Andhra Pradesh. Purposive random sample technique was used. Subjects were divided into two groups' i.e., urban and rural areas, government and private colleges including both male and female. Of the 1400 subjects 700 were male and 700 were female. From each category 700 from rural and 700 from urban were taken into consideration. The three psychological tools namely study habits, teaching attitude and academic stress inventories were administered to subjects and finally 600 students were selected (based on the scores

obtained by the subjects, the subjects are divided into high and low groups using mean+1 and mean-1 standard deviation formula) for the investigation with 75 sample in each cell and the particulars of the sample are shown in table I.

Table I: Distribution of the Final Sample of the Investigation.

Study Habits	Academic Stress				Total
	Low		High		
	Teaching Attitude		Teaching Attitude		
	Low	High	Low	High	
Poor	75	75	75	75	300
Good	75	75	75	75	300
Total	150	150	150	150	600

RESULTS AND DISCUSSION:

Table-II: Means and SDs of Mental Health Scores (600).

Academic Stress		Teaching Attitude				
		Poor		Good		
		Study Habits		Study Habits		
		Poor	Good	Poor	Good	
Low	Mean	73.48	83.20	79.41	86.56	
	SD	16.03	18.13	17.98	18.91	
High	Mean	80.41	89.29	82.53	89.45	
	SD	17.95	19.01	17.92	19.08	

Poor Study Habits = 78.95

Poor Teaching Attitude = 81.59

Good Study Habits = 87.12

Good Teaching Attitude = 86.17

Low Academic Stress = 80.66

High Academic Stress = 85.42

Table-II shows that the prospective teachers with good study habits, good teaching attitude and high academic stress have secured the high score {Mean of (87.12+86.17+85.42/3) 86.23} and the prospective teachers with poor study habits, poor teaching attitude and low academic stress have obtained lower score {Mean of (78.95+81.59+80.66/3) 80.40} on mental health.

It would be seen from Table-II that the prospective teachers with good study habits have scored better (M= 87.12) than the prospective teachers with poor study habits (M= 78.95).

Prospective teachers with good teaching attitude have scored better (M= 81.59) than the prospective teachers with poor teaching attitude (M= 81.59).

Prospective teachers with high academic stress (M=85.42) have scored better than the prospective teachers with low academic stress (M= 80.66).

There are differences between the groups with regard

to their mental health. However, in order to test whether there are any significant differences between the groups; the data were further subjected to three way analysis of variance and the results are presented in Table-III.

Table-III: Summary of ANOVA for Mental Health Scores (N=600).

Source of Variance	Sum of Squares	df	Mean Sum of Squares	F
Study Habits (A)	6118.95	1	6118.95	21.26 **
Teaching Attitude (B)	366.53	1	366.53	12.89 **
Academic Stress (C)	412.56	1	412.56	14.51 **
AXB	4631.23	1	4631.23	16.92 **
BXC	4375.02	1	4375.02	53.91 **
AXC	6372.26	1	6372.26	24.17 **
AXBXC	2046.40	1	2046.40	71.91 **
WSS	13417.01	592	28.43	----
Total	42003.49	599	----	----

**** Significant at 0.01 level**

It would be observed from table-III that the obtained 'F' values for study habits, teaching attitude and academic stress of prospective teachers are found to be significant (F= 21.26, 12.89 & 14.51 > at 0.01 level), suggested that there is significant impact of study habits, teaching attitude and academic stress on mental health. Similarly, the same findings are observed in case of interaction among the variables {study habits (A), teaching attitude (B) and academic stress (C)} are found to be significant. The interaction 'F' values for AxB 16.92 > 0.01; BxC 53.91 > 0.01; AxC 24.17 < 0.01 and the interaction between AxBxC 71.91 < 0.01level. Hence the hypothesis stated that there would be significant impact of study habits on mental health of prospective teachers are accepted by the results unwarranted. The finding of the present study corroborated with the earlier findings of Hari Krishan, 1992; Lalitha, 1994; Uma and Venkatramaiah, 1996; Singh, 1999; Thathong, 2002; Anice James and Marice, 2004; Vyas, 2006; Mahapatra, 2007; Sunitha, 2008; Gowdhaman and Bala Murugan, 2009; Joshith and Jaya Prakash, 2010; Kulkarni, 2011; Fauzia Khurshid, 2012; Aravind Chaudhari, 2013; Raja Shekar, 2013; Moshahid, 2014 are supporting the present study.

CONCLUSION:

Study habits, Teaching attitude and Academic stress are significantly related to mental health of prospective teachers. Prospective teachers with good study habits, good teaching attitude and high academic stress are better in their mental health than the prospective teachers with poor study habits, poor teaching attitude and low academic stress. There is significant interaction among the variables - Study habits, Teaching attitude and Academic stress with regard to mental health of prospective teachers.

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