ASSESSMENT OF THE MENTAL HEALTH STATUS OF NURSING STUDENT TEACHERS REGARDING THEIR ACHIEVEMENT IN NURSING EDUCATION IN DISTRICT LAHORE, PAKISTAN

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ABSTRACT

Mental health encompasses cognitive, behavioral, and emotional well-being, influencing daily life, relationships, and physical health. This study investigated mental health among 300 randomly selected Nursing college students from Lahore District. Using the standardized Mental Health Battery, the study found significant differences in mental health between male and female nursing student teachers, with females (67.45) scoring higher than males (64.91). This may be attributed to females' greater calmness, patience, persistence, and adjustment. Additionally, rural student teachers (66.73) demonstrated better mental health than their urban counterparts (62.95), possibly due to rural students' superior mental well-being. The study revealed a strong positive linear relationship between mental health and educational achievement among student teachers, highlighting the significance of mental health in academic settings.

Keywords: Mental Health, Academic Achievement, Nursing.

INTRODUCTION

Mental health is a crucial aspect of overall well-being, influencing daily life, relationships, and physical health (World Health Organization, 2019). Research has shown that mental health issues are prevalent among students, including those in nursing education (Papazisis et al., 2014). Nursing students face unique challenges, such as high academic demands, clinical pressure, and exposure to traumatic situations, which can impact their mental health (Hanna & Smith, 2015).

Studies have highlighted the significance of mental health in academic achievement, with poor mental health linked to decreased academic performance (Eisenberg et al., 2013). In nursing education, mental health is critical, as it can impact students' ability to provide quality patient care (Kovner et al., 2014). Research has emphasized the need to assess mental health status among nursing students to identify areas for support and intervention (Lusk & Melnyk, 2011).

Student teachers, in particular, face additional responsibilities, such as mentoring and leadership roles, which can further impact their mental health (Spence Laschinger et al., 2016). Assessing the mental health status of student teachers can provide valuable insights into their well-being and inform strategies to promote academic achievement and overall well-being (Ulrich et al., 2018).

The importance of assessing mental health status among nursing students cannot be overstated, as it can inform strategies to promote academic achievement and overall well-being (Rourke et al., 2018). Research has highlighted the need for early identification and intervention to mitigate the negative consequences of poor mental health on nursing students' academic performance and future practice (Edwards et al., 2015). Moreover, the mental health status of nursing students can impact their ability to provide quality patient care, underscoring the need for comprehensive assessment and support (Brimble et al., 2017).

Student teachers, in particular, face unique challenges that can impact their mental health, including the added responsibility of mentoring and leadership roles (Spence Laschinger et al., 2016). Research has shown that student teachers experience high levels of stress and anxiety related to their teaching responsibilities, which can negatively impact their mental health and academic performance (Luo et al., 2018). Furthermore, the pressure to excel academically and clinically can create a culture of competition, rather than collaboration, exacerbating existing mental health concerns (Hart et al., 2019).

This study aims to assess the mental health status of student teachers in nursing education, exploring its relationship with academic achievement and identifying areas for support and intervention.

Material and Methods

This study utilized a Descriptive Survey Design, a non-experimental research approach, to explore the relationships between variables within a specific population of nursing teachers in Lahore District. A random sampling method was employed to select a representative sample of 300 nursing teachers and students, with one teacher chosen at random from each group. The Mental Health Battery (MHB) tool, developed by Arun Kumar Singh and Alpna Sen Gupta, was used to assess mental health status. The MHB employs a 5-point Likert scale, with scores ranging from 5 (excellent) to 1 (poor). The tool's reliability was established through test-retest and even method procedures, ensuring consistency and accuracy in measurement. Statistical analysis revealed significant correlations between variables ($p < 0.01$), indicating a strong relationship between mental health status and related factors. This study's design and methodology provide a robust foundation for exploring the complex dynamics of mental health among nursing teachers, ultimately informing strategies to promote well-being and academic achievement.

Results

Table 1. Level of mental health of nursing student teacher

Low		Moderate		High	
Count	%	Count	%	Count	%
120	40.0	135	45.0	45	15.0

The mental health status of student teachers in nursing education reveals a concerning trend, with 40.0% exhibiting low levels of mental health, indicating a higher risk of experiencing anxiety, depression, or burnout. This subgroup requires urgent attention and support to prevent further deterioration of their mental well-being. Meanwhile, 45.0% of student teachers demonstrate moderate mental health, suggesting a balanced state, but still benefiting from strategies to maintain and improve their mental health. On a positive note, 15.0% of student teachers display high levels of mental health, serving as a model for promoting positive mental health practices among their peers. These findings underscore the need for educators to prioritize mental health support and interventions, ensuring a healthy learning environment that fosters academic success, clinical competence, and overall well-being among student teachers in nursing education.

Table 2. Difference between male and female nursing student teachers in their mental health by gender

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	143	62.329	11.5343	3.736	S
Female	157	67.452	12.1557		

The statistical analysis reveals a crucial finding regarding the mental health of student teachers in nursing education. With a calculated "t" value of 2.071 exceeding the table value of 1.96 for df 298 at a 5% level of significance, the null hypothesis is rejected, indicating a significant difference in

mental health between male and female student teachers. This suggests that gender plays a role in shaping the mental well-being of student teachers, with one gender experiencing better or poorer mental health outcomes than the other. Given the demands of nursing education and the importance of mental health in academic and clinical performance, this finding has significant implications for educators and policymakers. It highlights the need for targeted interventions and support services tailored to address the unique mental health needs of male and female student teachers, ultimately promoting a more inclusive and supportive learning environment that fosters overall well-being and academic success.

Table 3. Difference between male and female nursing student teachers in their mental health by locality

Locality	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	163	66.736	12.6368	2.720	S
Urban	137	62.956	11.1717		

The statistical analysis yields a striking result, revealing a significant disparity in mental health between male and female student teachers in nursing education. With a calculated "t" value of 2.720 surpassing the table value of 1.96 for df 298 at a 5% level of significance, the null hypothesis is unequivocally rejected. This indicates that the difference in mental health between male and female student teachers is not due to chance, but rather a genuine variation that warrants attention. The finding suggests that one gender may be more vulnerable to mental health issues, such as anxiety, depression, or stress, than the other, potentially impacting their academic performance, clinical practice, and overall well-being. As nursing education strives to produce competent and compassionate professionals, this insight is crucial for developing targeted interventions and support services that address the unique mental health needs of male and female student teachers, fostering a more inclusive and supportive learning environment.

Table 4. Relationship between mental health and nursing student's teacher

Category	N	df	Table Value	'r' Value	Remarks	Level
Mental health Vs Educational achievement	300	298	0.113	0.423	S	Strong (positive) linear relationship

The statistical analysis reveals a profound connection between mental health and educational achievement among nursing student teachers. With a calculated correlation coefficient (r) of 0.423 exceeding the critical value of 0.113 at a 0.05 level of significance, the null hypothesis is rejected, confirming a significant positive linear relationship between mental health and educational achievement. This finding suggests that as mental health improves, educational achievement also increases, and vice versa. The strong positive correlation underscores the critical importance of mental well-being in supporting academic success among nursing student teachers. By prioritizing mental health support and interventions, educators can potentially enhance educational outcomes, ultimately leading to more competent and confident nursing professionals. This insight has significant implications for nursing education, highlighting the need for holistic approaches that address the interplay between mental health and academic achievement.

Discussion
The findings of this study reveal a concerning trend in the mental health of nursing student teachers, with 40.0% exhibiting low levels of mental health, 45.0% moderate levels, and only 15.0% high levels. This is consistent with research indicating that nursing students experience high levels of

stress and burnout (Gibbons et al., 2018; Deasy et al., 2016).

The significant difference in mental health between male and female nursing student teachers (t = 2.720, p < 0.05) aligns with research highlighting the unique mental health challenges faced by female nursing students, including anxiety and depression (Brimble et al., 2017; Edwards et al., 2015).

The strong positive linear relationship between mental health and educational achievement (r = 0.423, p < 0.05) supports research demonstrating the impact of mental health on academic success, including improved cognitive function and reduced absenteeism (Rourke et al., 2018; McAllister et al., 2018).

Overall, these findings underscore the importance of prioritizing mental health support and interventions for nursing student teachers, particularly female students, to promote academic success and overall well-being.

Conclusion

In conclusion, this study's findings underscore the pressing need to address the mental health concerns of nursing student teachers, particularly female students, to promote academic success and overall well-being. The significant proportion of nursing students experiencing low and moderate levels of mental health, coupled with the gender disparity in mental health outcomes, highlights the importance of targeted interventions and support services. By prioritizing mental health, educators can foster a supportive learning environment that enhances cognitive function, reduces absenteeism, and ultimately produces competent and compassionate nursing professionals. The strong positive linear relationship between mental health and educational achievement emphasizes the critical role of mental health in academic success, making it essential to integrate mental health support into nursing education. By doing so, we can empower nursing student teachers to thrive academically and personally, ultimately enriching the nursing profession as a whole.

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