



A STUDY ON THE RELATION BETWEEN MENTAL HEALTH AND PRODUCTIVITY OF INDIVIDUALS IN EDUCATION SECTOR

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Abstract:

This study focuses on the relation between the mental health and productivity of individuals in education sector, with the goal of understanding the impact mental health creates on productivity. The research paper examines the effects of mental health on productivity of students and educators to find out probable solution to improve mental health. It suggests an improved mental health condition of students and educators, if educational institutes take initiative such as mental health promotional campaign and sessions on how to improve mental health of students and educators. The methodology involves analytical research to analyze the relation between mental health and productivity of students and educators and the data is collected through google forms in the form of structured questionnaire. Findings indicate that good mental health is linked to increased productivity of students. Educators in good mental health tend to deliver better instruction, fostering a positive and engaging learning experience for students. The paper concludes by acknowledging and addressing the mental health needs of individuals in the education sector, organizations can cultivate a resilient and high-performing educational community.

Keywords: Mental Health, Productivity, Education, Educators, Students.

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Introduction:

Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is crucial to personal, community and socio-economic development.

Mental health is more than the absence of mental disorders. It exists on a complex continuum, which is experienced differently from one person to the next, with varying degrees of difficulty and distress and potentially very different social and clinical outcomes.

People with mental health conditions are more likely to experience lower levels of mental well-being, but this is not always or necessarily the case.

Mental health problems can affect many areas of students' lives, reducing their quality of life, academic achievement, physical health, and satisfaction with the college experience, and negatively impacting relationships with friends and family members. These issues can also have long-term consequences for students, affecting their future employment, earning potential, and overall health.

The gratification from teaching can sometimes come with pressure and performance management that's always looming in a teacher's mind. Planning lessons, grading assignments, and attending meetings can leave

little time for self-care. Neglecting their own mental health can have detrimental effects not only on themselves but also onto their students.

Experts say that stress gets passed on from teachers to their students. Students in classrooms that have teachers experiencing burnout are said to have high levels of cortisol- a kind of stress hormone. High levels of cortisol, the stress hormone, in students can hinder their ability to focus, learn, and engage effectively in the learning process. This, in essence, creates a cycle where stressed teachers contribute to stressed students, resulting in a less conducive learning environment.

Productivity is the amount of work an individual or group accomplishes within a certain amount of time. Greater productivity means you complete more with less time or effort. You can measure accomplishments by the quality of the work, the number of tasks finished or the amount of product created.

For students, productivity refers to their efforts and ability to perform efficiently in their studies. This involves how well they manage their time, their ability to prioritize, and their overall input into achieving academic success. Whether you are a high school student, college, or graduate student, it is essential to look out for ways to be productive in your education by focusing on the things that will help you meet your goals.

The connection between mental health and productivity is undeniable. When employees struggle with mental health challenges, such as stress, anxiety, or burnout, their ability to concentrate, make decisions, and deliver high-quality work suffers. Conversely, promoting good mental health enhances cognitive functioning, creativity, and problem-solving skills. Employees who feel mentally well are more likely to be motivated, engaged, and productive, leading to improved overall performance for the organization.

Factors that can affect mental health negatively to students include but not limited to the following Social

and financial circumstances, biological factors (genetic factor), and lifestyle choices, stress, anxiety (worry of what the future holds), poor sleeping habit, poor diet, emotional problems can all affect our mental health negatively.

Admittedly, Student life can be quite stressful, with consistent pressure from school lectures, parents and society. A poor management of this can cause mental distress. Besides being a major public health challenge, mental distress can influence academic achievement, this can negatively impact their ability to learn and enjoy their time in school, colleges and universities. which can lead to social and behavioural problems as: poor performance, neglected hygiene, poor self-care practices and low self-esteem, lack of engagement in the classroom, poor relationships with peers and lecturers, and disinterest in pursuing passions and planning for the future.

Mental Illness causes social and functional impairment. It is very necessary for mental illness to be treated at the right time and before it gets severe. This is because if treated early mental illness takes much less time to recover.

Research Methodology:

The nature of this research is analytical research. As this research consists of both data collection methods i.e. Primary and secondary sources. Primary data was collected from individuals from education sector residing in Kalyan city of thane district via electronic medium through Google forms in the form of structured questionnaire which is a research instrument for this study. Secondary data was also been used for detailed study. The research approach for this study is survey. The sample size was of (52) responses as the data was collected from the group of people belonging to different education societies in Kalyan city. Simple random sampling method had been used here to collect the data from the sample or group of individuals. For first hypothesis the method of analysis is anova single

factor whereas for second hypothesis it's anova two factor without replication.

Objectives:

- To analyse the relationship between mental health and productivity in education sector.
- To draw parallel link between the mental health of students and the wellbeing of educators.
- To examine the factors affecting mental health and productivity of individuals in the education sector.

Hypotheses:

H0: There is no significant relationship between mental health and productivity among individuals in the education sector.

H1: There is a significant relationship between mental health and productivity among individuals in the education sector.

H0: There is no significant correlation between the characteristics of educators and mental health of students.

H1: There is a significant correlation between the characteristics of educators and mental health of students.

Significance:

The study addresses the extent at which mental health issues can affect students and educators. Good mental health fuels focus, engagement, and memory, paving the way for better academic performance and a richer learning experience. It also shields individuals from the clutches of stress and anxiety, mitigating their detrimental effects on studies. Individuals with good mental health are more likely to contribute meaningfully as well-rounded and productive members of society. Individuals suffering from mental health weighs heavily on societies and economies: which results in rise in economic burden upto 4% of GDP. Therefore, mental health disorders result in large economic costs to those afflicted, their families, and

society as a whole. Good physical and mental health are essential inputs into a productive economy, helping create educated and productive workers. Poor mental health results in unproductivity which affect the educational outcome of the student and educator.

Limitations:

The scope of this research is confined to a small segment of the overall population, and it does not claim to encapsulate the entirety of individuals' ideologies within the city. Specifically, the study is focused on the Kalyan region of Thane District, further narrowing its geographical scope. The research relies on responses gathered from participants, utilizing a limited set of questionnaires. Since the data is sourced from a select group of respondents, the revealed preferences, perspectives, and issues may only represent a subset of the city's population, thereby restricting the breadth of the data collected.

Review of Literature:

Review of literature is very important to give better understanding and insight necessary to develop a broad conceptual framework in which a particular problem can be examined. A literature review can be just a simple summary of the sources.

Review of Literature:

The link between academic success and mental health in Assam's tribal secondary school students, finding a positive correlation. It also highlights significant differences in mental health between genders and urban/rural backgrounds. (Talawar, 2014)

Relationship between students enrolled in an introductory marketing course at a private institution in Bangladesh and their levels of motivation, self-efficacy, and academic achievement. Through the use of self-administered questionnaires, data were gathered. Students with strong motivation and self-efficacy outperformed those with low motivation and self-efficacy, it turns out. (mohammed, 2007)

The mental health of 100 senior secondary school

students from Rohtak, Haryana's government and private schools. According to the findings, there was no discernible difference in the mental health of boys and girls attending private senior secondary schools, but there was a substantial difference in the mental health of both groups attending government senior secondary schools. (sarita, 2015)

The relationship between mental health and academic achievement in senior secondary school students and measured the mental health of students with the help of the Mental Health Scale (MHS) developed by Dr. Talesara and Dr. Bano. The findings of the research reflected that the mental health of students has a significant positive relationship with academic achievement of the students. (Thapliyal, 2022)

The mental health of 580 teenagers from Punjab's Bhatinda District. The results showed that compared to boys, female adolescents had higher mental health. Additionally, there was no discernible association between adolescents' home environments and mental health, and there was a negative correlation between adolescents' emotional development and mental health. (chanchal, 2017)

Mental health and social adjustment of 200 senior secondary students. The results indicated a substantial difference in the mental health of male and female students. Additionally, the study found a strong correlation between teenagers' mental health and social aptitude. (anjali, 2017)

Ensuring satisfaction and productivity has consistently held significance. However, traditional approaches often analyse these aspects separately. This article aims to establish a comprehensive framework, encompassing both internal and external factors, to enhance satisfaction and employee productivity. It incorporates social psychological, physical, and environmental elements, adopting a holistic system's perspective to better understand. (groves D. L.)

The increasing impact of mental health disorders on global well-being, with mental illness being the leading cause of years lived with disability. Despite the issue, mental health policies and budgets are insufficient to address the problem due to stigma. Social media offer opportunities and challenges for mental health discussions, raising awareness and providing a platform for marginalized individuals, but also potentially contributing to stigmatization. Research aims to analyse mental health discussions on Twitter and cultural power dynamics, using innovative techniques and combining sociological and economic concepts. The study finds that low-cost attention strategies are ineffective, while emotional energy and discursive variety positively engage diverse audiences. Social media mental health discussions are more diverse and relatively stigma-neutral compared to traditional media. (palvova)

The economic burden of mental health issues often results from reduced worker productivity. Our study investigates the connections between mental well-being and two productivity indicators: absenteeism and presenteeism. We consider how job characteristics influence these relationships. Our findings reveal a 5% increase in absence rates among workers with poor mental health. Interestingly, job factors play a more significant role in productivity reduction when employees are in good mental health. Specifically, job complexity and stress impact absenteeism independently of mental health status, while job security and control moderate the effect of mental illness on absence days. (rudd)

Workloads that fail to accommodate legitimate working patterns, which may lead to stress and mental health concerns. Performance management strategies driven by a desire to rank high in league tables and other performance metrics, often setting unattainable targets for staff. The higher education environment has transformed into an "anxiety machine," where

excessive pressure to excel has become normalized. Early career staff in higher education face more insecure positions due to the prevalence of short-term contracts, which can contribute to heightened stress levels and mental health challenges. (MORISH)

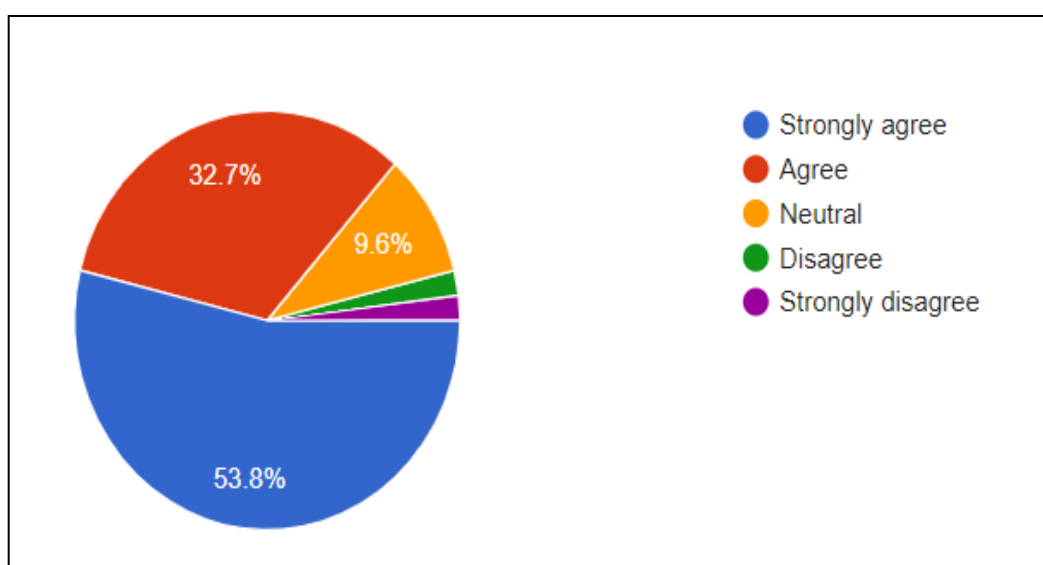
Research Gap:

After reviewing the previous studies, the researchers of the respective study are focused on perception of individuals from education sector.

A researcher in his study on teenagers found that's girls had better mental health than boys and that there was no link between home environment and mental health, but a negative link between emotional development and mental health. Whereas, according to this study the number of boys and girls suffering from mental health issues are almost equivalent.

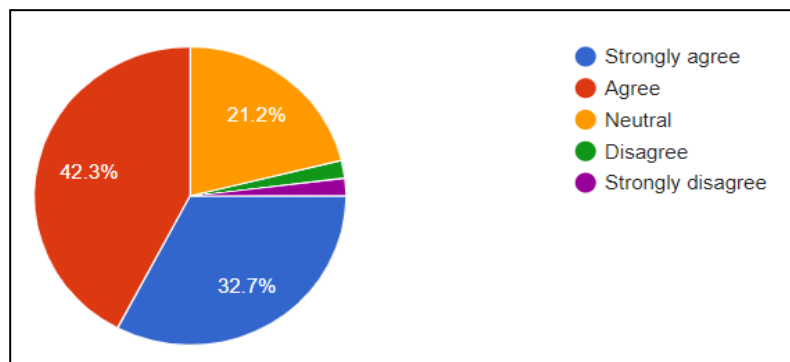
Data Analysis:

1. Mental health has a notable impact on the productivity of individuals in the education sector.



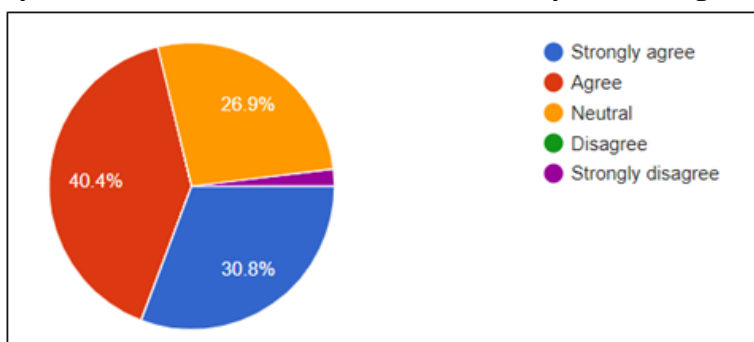
Most of the respondents i.e., 28 (53.8%) strongly agree with the statement that mental health has a notable impact on the productivity of individuals in the education sector. Whereas, the least number of respondents i.e., 1 (1.9%) have disagreed with the above statement.

2. There's a strong link between good mental health and being productive in education, for both students and teachers.



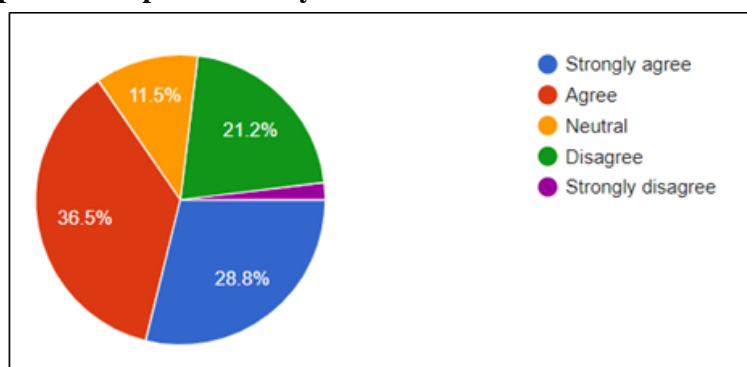
Most of the respondents i.e., 22 (43.3%) have strongly agreed with the statement that there is a strong link between good mental health and being productive for both students and teachers. Whereas, the least number of respondents i.e., 1 (1.9%) have disagreed with the above statement.

3. Enhancing productivity in the education sector can be achieved by addressing mental health concerns.



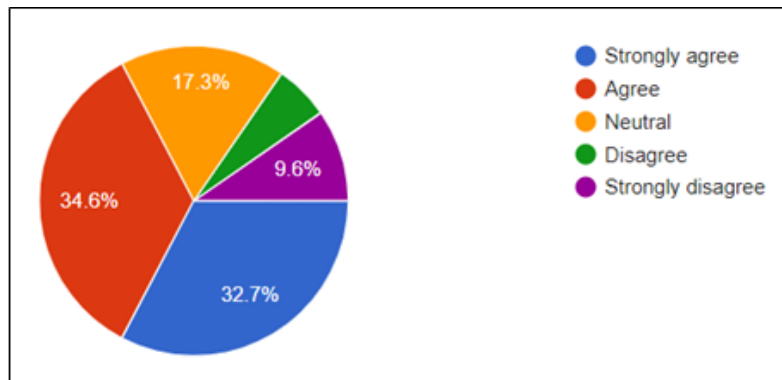
Most of the respondents i.e., 21 (40.4%) have strongly agreed with the statement that productivity in the education sector can be enhanced by addressing mental health concerns. Whereas, the least number of respondents i.e., 1 (1.9%) have disagreed with the above statement.

4. Mental health is supported and prioritized by educational institution.



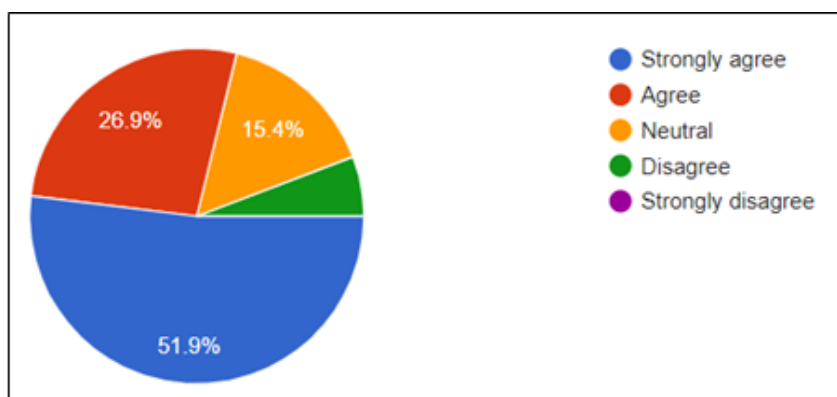
Most of the respondents i.e., 19 (36.5%) have strongly agreed with the statement that their mental health is supported and prioritized by their educational institution. Whereas, the least number of respondents i.e., 1 (1.9%) have disagreed with the above statement.

5. Being a working professional or a student can definitely impact your mental health and stability of mind.



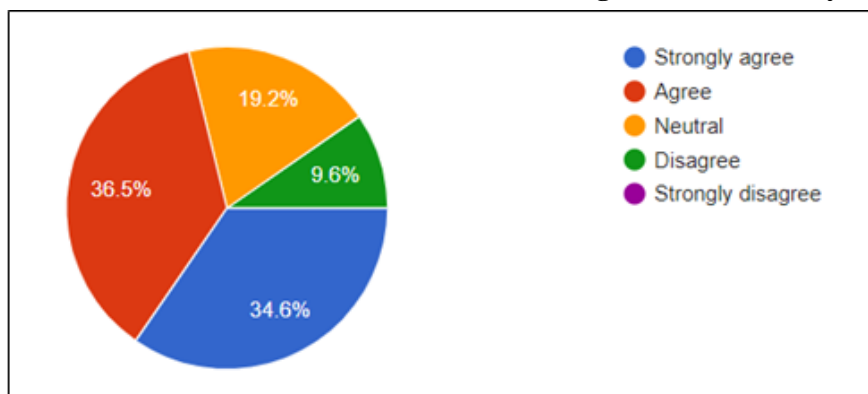
Most of the respondents i.e., 18 (34.6%) have strongly agreed with the statement that mental health and stability of mind is different for both educators and students. Whereas, the least number of respondents i.e., 3 (5.8%) have disagreed with the above statement.

6. The behaviour of educators can influence the mindsets of individuals.



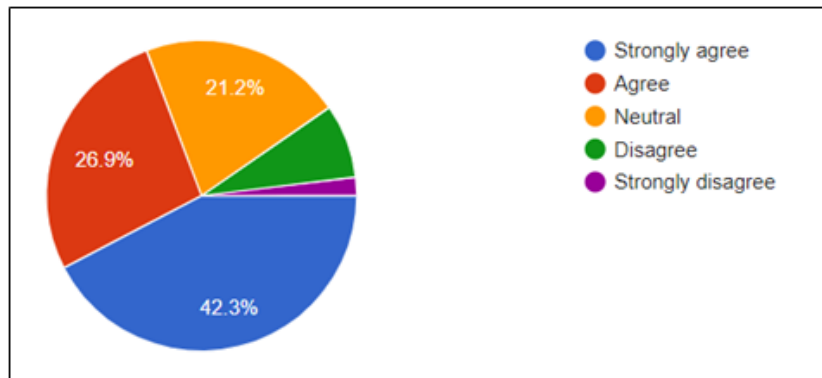
Most of the respondents i.e., 27 (51.9%) have strongly agreed with the statement that behaviour of educators has a big impact on how students think about themselves and their abilities. Whereas, the least number of respondents i.e., 3 (5.8%) have disagreed with the above statement.

7. Socializing in educational institutions can contribute to reducing stress and anxiety in individuals.



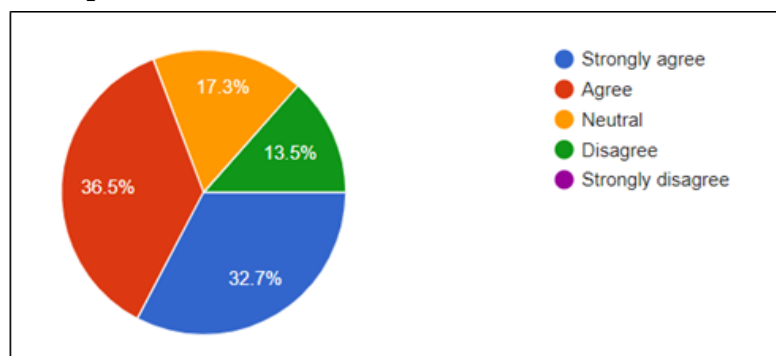
Most of the respondents i.e., 19 (36.5%) have strongly agreed with the statement that socializing in educational institutions can help in reducing stress and anxiety in educators and students. Whereas, the least number of respondents i.e., 5 (9.6%) have disagreed with the above statement.

8. There is a correlation between the mental health of students and their academic achievement.



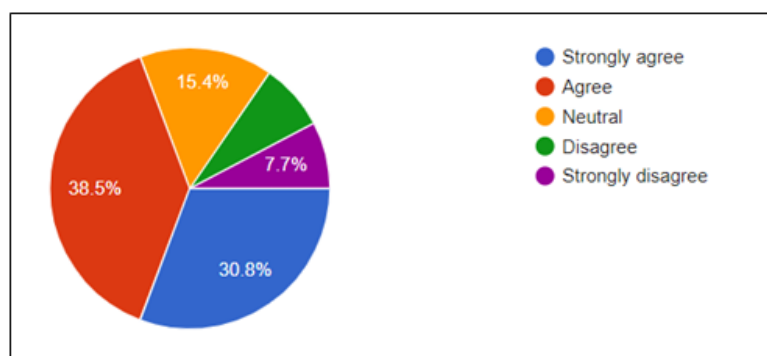
Most of the respondents i.e., 22 (42.3%) have strongly agreed with the statement that mental health of students and their academic achievement is correlated. Whereas, the least number of respondents i.e., 1 (1.9%) have disagreed with the above statement.

9. Mental health awareness campaigns can encourage students facing mental health issues to come forward and discuss their problems.

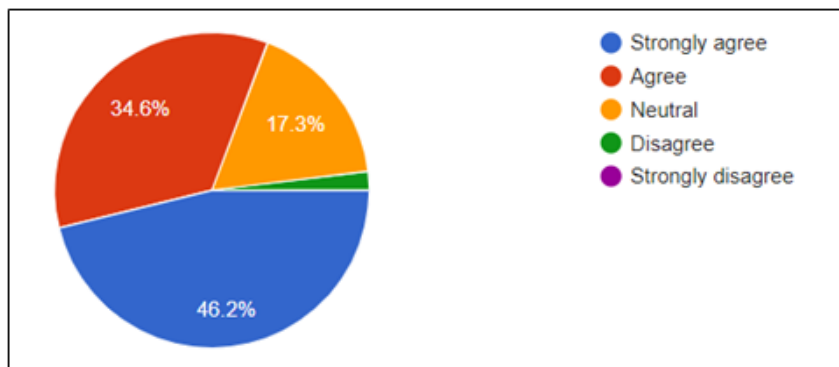


Most of the respondents i.e., 19 (36.5%) have strongly agreed with the statement that mental health awareness campaigns can encourage the students facing to come forward and discuss their issues. Whereas, the least number of respondents i.e., 7 (13.5%) have disagreed with the above statement.

10. Engaging in sessions beyond academic studies with students can contribute to building a positive mindset.



Most of the respondents i.e., 20 (38.5%) have strongly agreed with the statement that sessions beyond academic studies can contribute in building a positive mindset. Whereas, the least number of respondents i.e., 4 (7.7%) have disagreed with the above statement.

11. Cultivating friendly relations between students and educators can be mutually beneficial.


Most of the respondents i.e., 24 (46.2%) have strongly agreed with the statement that maintaining affable relation between students and educators will be beneficial to both. Whereas, the least number of respondents i.e., 1 (1.9%) have disagreed with the above statement.

Hypo testing: (Anova single factor and Anova two-factor without replication)

| Anova: Single Factor | | | | | | |
|---|--|------------|----------------|-----------------|-----------------|---------------|
| H0: There is no significant relationship between mental health and productivity among individuals in the education sector. | | | | | | |
| H1: There is a significant relationship between mental health and productivity among individuals in the education sector. | | | | | | |
| SUMMARY | | | | | | |
| Groups | Count | Sum | Average | Variance | | |
| Mental Health | 52 | 86 | 1.653846154 | 0.779788839 | | |
| Positive Correlation | 52 | 103 | 1.980769231 | 0.803544495 | | |
| Addressing mental health concerns | 52 | 105 | 2.019230769 | 0.764328808 | | |
| Mental health supported and prioritized | 52 | 120 | 2.307692308 | 1.354449472 | | |
| Stress management methods | 52 | 117 | 2.25 | 1.56372549 | | |
| ANOVA | | | | | | |
| Source of Variation | SS | DF | MS | F | P-value | F crit |
| Between Groups | 13.97692308 | 4 | 3.494230769 | 3.31783029 | 0.011335 | 2.407043 |
| Within Groups | 268.5576923 | 255 | 1.053167421 | | | |
| Total | 282.5346154 | 259 | | | | |
| Source: Primary Data | | | | | | |
| Findings | The p value calculated is less than 0.05, hence reject the null hypothesis. | | | | | |

The highest mean (2.30) was recorded against ‘mental health supported and prioritized’ aspects while the lowest mean (1.65) was recorded in correspondence to ‘mental health’. The calculated F value (3.317) is greater than F critical value (2.407). The P value (0.01) is less than 0.05 (5%) significance level. Hence, the null hypothesis (H₀) is rejected at 5% significance level. Therefore, the alternate hypothesis (H₁) is accepted.

| Anova: Two-Factor Without Replication | | | | | | |
|--|--|-----|-------------|-------------|-------------|-------------|
| H ₀ : There is no significant correlation between the characteristics of educators and mental health of students. | | | | | | |
| H ₂ : There is a significant correlation between the characteristics of educators and mental health of students. | | | | | | |
| ANOVA | | | | | | |
| Source of Variation | SS | df | MS | F | P-value | F crit |
| Rows | 121.8846154 | 51 | 2.389894419 | 3.240286299 | 4.45368E-10 | 1.397515124 |
| Columns | 9.923076923 | 5 | 1.984615385 | 2.690797546 | 0.02168194 | 2.249421977 |
| Error | 188.0769231 | 255 | 0.737556561 | | | |
| Total | 319.8846154 | 311 | | | | |
| Findings | The p value calculated is less than 0.05, hence reject the null hypothesis. | | | | | |

The calculated F value (2.690) is greater than F critical value (2.249). The P value (0.02) is less than 0.05 (5%) significance level. Hence, the null hypothesis (H₀) is rejected at 5% significance level. Therefore, the alternate hypothesis (H₁) is accepted.

Findings:

- Good mental health is linked to increased productivity of students and educators.
- Good mental health is linked to overall job satisfaction among educators.
- Educators in good mental health tend to deliver better instruction, fostering a positive and engaging learning experience for students.
- Proactive interventions are essential to improve the well-being and productivity of students and educators, addressing in mental health concerns.

Suggestions:

- Regular breaks for educators: Educators must be given frequent break between their lectures to get freshen up, so that they can be more productive during their lectures.
- Nurturing skills and wellbeing: Students must be taken to industrial visits on a regular basis and ask them to make a report of their observation. This

activity will help to improve their mental health and will improve their skills as well.

- Cultivating well-being and productivity: There should be regular sessions of yoga and meditation for students as well as for educators, as this will help them to keep their mental health in a good state which will impact their productivity significantly.
- Collaborative Activities for Mental Health Boost: Institutions must conduct regular activity lecture Along with studies so that everyone will be able to communicate with each other which will benefit the mental health of students resulting in better productivity.

Conclusion:

In conclusion, research illuminates the nuanced and interconnected dynamics between mental health and productivity within the education sector, encompassing both students and educators. The findings underscore the profound impact of mental well-being on academic

and professional performance.

For students, positive mental health emerges as a cornerstone for academic success, influencing factors such as focus, engagement, and overall achievement. Conversely, students facing mental health challenges may encounter impediments to their educational journey, emphasizing the imperative of holistic student support systems.

In parallel, study reveals a symbiotic relationship between educators' mental health and professional productivity. Educators experiencing positive mental well-being demonstrate heightened teaching efficacy, creativity, and job satisfaction, contributing to an enriched learning environment. Conversely, the challenges posed by mental health issues among educators may impede their ability to deliver high-quality education.

As we navigate the ever-evolving landscape of education, our findings underscore the necessity of prioritizing mental health initiatives. Implementing comprehensive strategies that address the mental well-being of both students and educators is not only a matter of individual welfare but also a strategic investment in the overall productivity and quality of education. By acknowledging and addressing the mental health needs of those in the education sector, organizations can cultivate a resilient and high-performing educational community.

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