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Research Article

An Investigation In To The Correlation Between Learning Difficulties And Mental Health Of B.Ed. College Students

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Abstract

In this study, an attempt has been made to study the correlation between learning difficulties and mental health of B.Ed. college students. The Learning Difficulties Scale (LDS) constructed and validated by the investigator and Mental Health Scale (MHS) developed by Nagasubramani P.C. (2010), were used to collect the data from a sample of 495 B.Ed. college students studying in Puducherry Region, India. The survey method had been followed and purposive sampling technique was used in administration of the research tools. The result of the analysis reveals that the average level of mental health and good mental health of B.Ed. college students, there is significant difference between male, female, undergraduate and post graduate B.Ed. college students with respect to their learning difficulties and mental health, there is significant and negative relationship between learning difficulties and mental health of B.Ed. college students. It is evident that only 15.6% of the total variance in learning difficulties is attributed by the mental health of B.Ed. college students. The remaining percentage of variance 84.4 % is to be accounted by other factors which are not included in this study and there is a significant contribution of mental health on the dependent variable learning difficulties of B.Ed. college students.

Key Words: Learning Difficulties, Mental Health and B.Ed. College Students

1. Introduction

Learning difficulties are significant problems of synthesizing (bringing together information within the brain), organizing (making sense and order of this information) and memorizing (holding on to this information in order to use it at will) (Dorothy Smith, 1996). The unfortunate fact about learning difficulties is that in practice the child with learning difficulties may be a student who does not fit into any category that is represented by various definitions but still has problems to read, speak, write and to solve arithmetic problems.

Jahoda (1958) has said that aspects of attitudes towards self, growth and development, self-actualization, integration of personality and mastery of the environment must be considered in judging whether a person is mentally healthy or not. Alma Ata, USSR (1979) had defined mental health as the capacity of an individual to form harmonious adjustments to his social &

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physical environments. The word 'mental' usually implies something more than the purely cerebral functioning of a person.

It also stands for one's emotional affective states, the relationships one establishes with others & a quiet general quality that might be called equilibrium in one's socio-cultural context.

2. Need and Importance of the Study

Students with learning difficulties must overcome a variety of challenges not faced by their peers without learning difficulties in order to gain entry to and succeed in post secondary education. It is obvious that learning difficulties require early identification and early intervention is possible only when there is early identification. The identification of learning disabilities should start in the classrooms by the teachers. Classroom is a place where one can see a variety of students with different I.Qs. Individuals have different styles of learning. They have their own strengths and weaknesses. These strengths and weaknesses may show up in global areas of learning or in very particular processes. Also, individuals face their own problems in very different ways. Students may gain some skills in some subjects quickly and demonstrate a high level of ability orally, yet, may encounter sustained difficulty in gaining literacy or numeracy skills.

3. Review of Literature

Johan Korhonen (2016) investigated the interplay between learning difficulties in mathematics and reading, academic well-being and educational pathways. These findings emphasize the importance to identify individual differences not only in students' academic achievement, but also concerning their well-being, and support both areas in school.

Asha Yadav and Chandni (2017) investigated the impact of mental health on emotional intelligence of B.Ed. students. No significant difference was found between science and non-science students of B.Ed. with regard to their mental health and emotional intelligence. Significant difference was found in impact of mental health on emotional intelligence among science and non-science students of B.Ed.

Sindhuja and Vanitha (2019) conducted a study on the mental health and self confidence of B.Ed. students in Coimbatore district. Findings revealed that there is no significant difference in the mental health of B.Ed. students in respect of their gender, type of college, type of family, medium of instruction, parents' educational qualification and annual income.

4. Operational Definitions of the Study

Learning Difficulties

'Learning difficulties' is to describe student 'who have disorders in their development of language, speech, reading and associated communication skills needed for social interaction'.

Mental Health

Mental health refers to a condition and a level of social functioning which is socially and personally satisfying in all aspects of life.

B.Ed. Students

It refers to secondary level teacher preparation programme conducted under various universities approved by National Council of teacher Education, India.

5. Objectives of the Study

1. To study the level of learning difficulties of B.Ed. college students.

2. To study the level of mental health of B.Ed. college students.
3. To study the significant difference, if any in the learning difficulties of B.Ed. college students with regard to gender.
4. To study the significant difference, if any in the learning difficulties of B.Ed. college students with regard to educational qualification.
5. To study the significant difference, if any in the mental health of B.Ed. college students with regard to gender.
6. To study the significant difference, if any in the mental health of B.Ed. college students with regard to educational qualification.
7. To study the relationship between learning difficulties and mental health of B.Ed. college students.
8. To study the any contribution of the mental health on the dependent variable learning difficulties of B.Ed. college students.

6. Hypotheses of the Study

1. The level of learning difficulties of B.Ed. college students is average.
2. The level of mental health of B.Ed. college students is neutral.
3. There is no significant difference in the learning difficulties of B.Ed. college students with regard to gender.
4. There is no significant difference in the learning difficulties of B.Ed. college students with regard to educational qualification.
5. There is no significant difference in the mental health of B.Ed. college students with regard to gender.
6. There is no significant difference in the mental health of B.Ed. college students with regard to educational qualification.
7. There is no significant relationship between learning difficulties and mental health of B.Ed. college students.
8. There is no contribution of the mental health on the dependent variable learning difficulties of B.Ed. college students

7 Method of the Study and Sample Used

The normative survey method was adopted in the present study. In order to collect the required data, Learning Difficulties Scale (LD) constructed and validated by the investigator and Mental Health Scale (MHS) developed by Nagasubramani P.C. (2010). Purposive sampling has been employed to collect the data from 495 B.Ed. college students studying in different colleges of Puducherry Region. The data collected has been subjected to correlation and regression analysis.

8. Analysis of Data and Interpretation

The data collected were descriptively analyzed by employing the following statistical techniques:
1. Descriptive Analyses
    i. Measures of central tendency (Mean)
    ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test)
3. Co-relational Analyses (Karl Pearson Product Moment Correlation) and

4. Regression Analysis

Descriptive Analysis

Result of Hypothesis 1

The level of learning difficulties of B.Ed. college students is average.

Table 1

Mean and Standard Deviation for the Learning Difficulties Scores of B.Ed. College Students

Variable	N	Mean	SD
Learning Difficulties	495	129.48	21.02

From table 1, the calculated mean and standard deviation for learning difficulties scores of the entire sample is found to be 129.48 and 21.02 respectively, which is higher than the percentile 25 and lower than the percentile 75 (123-158). Hence, the framed hypothesis (1) is rejected and it is concluded that the average level of learning difficulties of B.Ed. college students.

Result of Hypothesis 2

The level of mental health of B.Ed. college students is neutral.

Table 2

Mean and Standard Deviation for the Mental Health Scores of B.Ed. College Students

Variable	N	Mean	SD
Mental Health	495	133.03	22.55

From table 4.2, the calculated mean and standard deviation for mental health scores of the entire sample is found to be 133.03 and 22.55 respectively, which is higher than the mid score 108. Hence, the framed hypothesis (2) is rejected and it is concluded that the B.Ed. college students mental health is good.

Differential Analysis

Result of Hypothesis 3

There is no significant difference in the learning difficulties of B.Ed. college students with regard to gender.

Table 3

Comparison of Mean Learning Difficulties Scores of B.Ed. College Students in respect of their Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Learning Difficulties	Male	201	131.88	19.46	2.29	Significant
	Female	294	127.52	22.50		

It is inferred from the above table that the 't' value calculated is 2.29, which is higher than the table value 1.96 at 0.01 level of signifcance. Hence the null hypotheis is rejected and it is concluded that there is significant difference between male and female B.Ed. college students

with respect to their learning difficulties. It is also inferred that male students are having more learning difficulties than the female students.

Result of Hypothesis 4

There is no significant difference in the learning difficulties of B.Ed. college students with regard to educational qualification.

Table 4

Comparison of Mean Learning Difficulties Scores of B.Ed. College Students in respect of their Educational Qualification

Variable	Educational Qualification	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Learning Difficulties	Undergraduate	319	134.89	15.88	4.90	Significant
	Postgraduate	176	126.20	23.37		

It is inferred from the above table that the 't' value calculated is 4.90, which is higher than the table value 1.96 at 0.01 level of signifcance. Hence the null hypotheis is rejected and it is concluded that there is significant difference between undergraduate and postgraduate B.Ed. college students with respect to their learning difficulties. It is also inferred that undergraduate students are having more learning difficulties than the postgraduate students.

Result of Hypothesis 5

There is no significant difference in the mental health of B.Ed. college students with regard to gender.

Table 5

Comparison of Mean Mental Health Scores of B.Ed. College Students in respect of their Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Mental Health	Male	201	128.48	26.70	2.87	Significant
	Female	294	134.58	25.69		

It is inferred from the above table that the 't' value calculated is 2.87, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the null hypothesis is rejected and it is concluded that there is significant difference between the male and female B.Ed. college students in respect of their mental health. It is also inferred that female students are having more mental health than the male students.

Result of Hypothesis 6

There is no significant difference in the mental health of B.Ed. college students with regard to educational qualification.

Table 6

Comparison of Mean Mental Health Scores of B.Ed. College Students in respect of their Educational Qualification

Variable	Educational Qualification	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Mental Health	Undergraduate	319	129.17	26.59	2.49	Significant
	Postgraduate	176	136.24	25.52		

It is seen from the above table that the 't' value calculated is 2.49, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the null hypothesis is rejected and it is concluded that there is significant difference between the undergraduate and post graduate B.Ed. college students in respect of their mental health. It is also inferred that postgraduate students are having more mental health than the undergraduate students.

Correlation Analysis
Result of Hypothesis 7
There is no significant relationship between learning difficulties and mental health of B.Ed. college students.
Table 7
Co-Efficient of Correlation between Learning Difficulties and Mental Health of B.Ed. College Students

Variables	N	'r' Value	Level of Significance
Learning Difficulties and Mental Health	495	-.436**	Significant

**. Correlation at 0.01 level (2-tailed)
*. Correlation at 0.05 level (2-tailed)

Table 7 shows, the co-efficient of correlation between learning difficulties and mental health of B.Ed. college students is found to be N=495, r=-.436 at 0.01 level which indicates that there is a negative correlation between learning difficulties and mental health of B.Ed. college students scores. Therefore the null hypothesis is rejected and it is concluded that there is significant and negative relationship between learning difficulties and mental health of B.Ed. college students.

Regression Analysis

Result for Hypothesis 8
There is no contribution of the mental health on the dependent variable learning difficulties of B.Ed. college students.
Table 8
Contribution of Mental Health on Learning Difficulties of B.Ed. College Students

Model	Unstandardized Coefficients	Standardized Coefficients		$R^2=0.156$ $F=29.132$

	B	Std. Error	Beta	't' value	
Constant	155.198	4.891		31.734	
Mental Health	0.194	0.036	0.236	5.397	

The table 8 shows the R square value, which is found to be 0.156. It is evident that only 15.6% of the total variance in learning difficulties is attributed by the mental health of B.Ed. college students. The remaining percentage of variance 84.4 % (1-R Square) is to be accounted by other factors which are not included in this study.

It is evident from table 8 that the F value is found to be 29.132, which is significant at 0.01 level. It indicates that there is a significant contribution of mental health on the dependent variable learning difficulties of B.Ed. college students. Hence the framed hypothesis is rejected and it is concluded there is a significant contribution of mental health on the dependent variable learning difficulties of B.Ed. college students.

The results of Regression Analysis given in Table 8, shows the influence of the select intervening variable mental health on the learning difficulties of B.Ed. college students. It is found out that value of the independent variable mental health is 5.397 and it is significant. Since the p value is less than 0.01, the null hypothesis is rejected at 0.01 level and therefore the regression line is statistically significant.

9. Findings of the Study
➤ The average level of learning difficulties of B.Ed. college students.
➤ The B.Ed. college students mental health is good.
➤ There is significant difference between male and female B.Ed. college students with respect to their learning difficulties.
➤ There is significant difference between undergraduate and postgraduate B.Ed. college students with respect to their learning difficulties.
➤ There is significant difference between the male and female B.Ed. college students in respect of their mental health.
➤ There is significant difference between the undergraduate and post graduate B.Ed. college students in respect of their mental health.
➤ There is significant and negative relationship between learning difficulties and mental health of B.Ed. college students.
➤ The only 15.6% of the total variance in learning difficulties is attributed by the mental health of B.Ed. college students. The remaining percentage of variance 84.4 % is to be accounted by other factors which are not included in this study.
➤ There is a significant contribution of mental health on the dependent variable learning difficulties of B.Ed. college students.

10. Conclusion
In the present study of the correlation between learning difficulties and mental health of B.Ed. college students, findings revealed that the average level of mental health and good mental health of B.Ed. college students, there is significant difference between male, female, undergraduate and post graduate B.Ed. college students with respect to their learning difficulties and mental health, there is significant and negative relationship between learning difficulties and

mental health of B.Ed. college students and there is a significant contribution of mental health on the dependent variable learning difficulties of B.Ed. college students.

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