



**THE RELATIONSHIP BETWEEN MENTAL HEALTH, EDUCATIONAL SUPPORT  
AND ACADEMIC ACHIEVEMENT AMONG MARRIED WOMEN IN KWARA  
STATE COLLEGES OF EDUCATION  
NORTH CENTRAL, NIGERIA**

**By**

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**Abstract**

*This study examined the relationship between mental health, educational support and academic achievement among married women in Colleges of Education in Kwara State, Nigeria. Three research questions, three null hypotheses were formulated and tested at 0.05 level of significance. Survey Research design was adopted. The population of the study consists of 6 Colleges of Education in Kwara State. A total population of six thousand (6,000) students was used in the study. The sample size of the study was 361 students proportionately selected from all schools. Three instruments were used for this study. The instruments are Mental health inventory (MHI), social support and students' academic achievement result (CGPA). Pearson Product Moment Correlation PPMC(r) was used to test the study hypotheses. The hypotheses were tested at a 0.05 alpha level of significance. SPSS version 25.0 was used for the analysis. The finding of this study revealed that a significant relationship exists between mental health and academic achievement ( $r = 0.641$ ,  $p = 0.001$ ). Finding also revealed that a significant relationship exists between social support and academic achievement ( $r = 0.575$ ,  $p = 0.002$ ). (5) point scale of SA, A, UND DA SDA.*

## Introduction

Mental health is an integral and essential component of the entirety of human health understood as a wholeness of physical, mental, and social well-being, and not merely as the absence of disease or weakness. It enables individuals to realize their potential, productivity, possible contribution to the community they live in and to adequately cope with everyday stressful situations. Various factors affect mental health, and there are periods of life when the risk of mental health issues is increased (Maglica, Ercegovic & Ljubetić, 2021). Mental health is a state of mental well-being that enables people to cope with the stresses of life, realizes their abilities, learn well and work well, and contribute to their community. It refers to an individual emotional, psychological, and social well-being. Mental health affects how an individual thinks, feels, and acts. It also helps to determine how we handle stress, relate to others, and make healthy choices. According to the World Health Organization (WHO, 2014), mental health is “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”. Keyes (2014) identifies three components of mental health: emotional well-being, psychological well-being and social well-being. Emotional well-being includes happiness, interest in life, and satisfaction; psychological well-being includes liking most parts of one's own personality, being good at managing the responsibilities of daily life, having good relationships with others, and being satisfied with one's own life; social well-being refers to positive functioning and involves having something to contribute to society (social contribution), feeling part of a community (social integration), believing that society is becoming a better place for all people (social actualization), and that the way society works makes sense to them (social coherence). Mental health problems can affect a student's energy level, concentration, dependability, mental ability, and optimism, hindering performance.

Mental health is an important component of the total health of person because it is both the cause and effect of other types of health (Singh & Devi, 2018). A mentally healthy person shows a homogenous organization of desirable attitudes, healthy values and righteous self-concept and the scientific perception of the world as a whole. It also presents a humanistic approach towards the understanding and assessment of the self, positive feeling and attitudes towards self and others. Mental health can be best defined as a state of continuous wellbeing, as the union of zest and peace. Mental health thus appears as an attribute of a mature human personality and as a social value to be guarded and maintained through purposeful living. Mental health may be defined as the adjustment of individual to themselves and to the world at large with a maximum of effectiveness, satisfaction, cheerfulness and socially acceptable behavior and the ability of facing and accepting the realities of life.

Educational support could be seen and regarded as positive social support in the life of an individual. Social support is important for maintaining health. Social support system provides us with emotional sustenance, tangible resources and aid for information when we are in need. When people are in social support they feel cared about, valued by others and feel a sense of self belonging to a larger extent. Positive social support helps people adjust better emotionally to stress by leading them to avoid ruminating about the stressful situation. The benefits of social support to psychological well-being are self-evident in everyday experience. Whether from family, friends and neighbors, coworkers, counselors, teachers, coaches, or therapists, people of all ages face life challenges more successfully with the support of others, and this conclusion is confirmed by extensive empirical research (Taylor, 2011). By contrast, social isolation is

associated with poorer psychological functioning. Social support is a kind of help and assistance that one gets from other people when one is there to care for you and that one is a part of the social circle where one lives and grows. The support and assistance can be in many ways like help in emotional way for example nurturance from closed ones, advice in form of the information, support in terms of finance, sense of belongingness and also on top of everything that is a personal support and advice (Kumar, Lal & Bhuchar, 2014).

The term social support can be therefore measured or valued as a source of assistance that is available and when one is helped being the part of the social group. The support that one can get includes the family, friends, neighbours, pets, and organizations, coworkers etc. (Kumar, Lal & Bhuchar, 2014). Social support is a concept that is generally understood by intuitive sense, as the help from other people in a difficult life situation. Cruza-Guet, Spokane, Caskie, Brown, and Szapocznik (2008) found that satisfaction with received social support was associated with lower levels of psychological distress. The amount of social support a person receives was found to be associated with higher levels of psychological distress, signalling that the perceived effects rather than the quantity or quality of social support is more important in deterring psychological distress. Marmot (2002) found that Social support affects health through social gradient, income, social exclusion, education, psychological status and other factors. People with lower lack of social support have lower autonomy to work, corresponding to more pressure and negative emotions. Budd, Buschman and Esch (2016). Social support was also found to affect student adjustment during adolescence. Kim, Sherman, and Taylor (2008) found that social support is one of the most effective methods to help cope with stressful life situations. The positive effect of relationships is derived from the sating of a need for belongingness, acceptance, and caring. Social support is an important protective factor against various negative outcomes. Social support is a catch-all term for many different activities including good parenting, helping with homework, being able to talk to teachers, being allowed to attend school functions, discussing with students, being allowed to take part in school governance (Egheosase & Ugwu, 2016).

Social support is an expansive construct that describes the physical and emotional support given to individuals by their family, friends, teachers, classmates and other important persons in their lives. Social support is purported to have beneficial effects on the health and academic achievement of students and it can be generally defined as the assistance one gets through interaction with other people in the society. Broadly, social support refers to one's social relationships as buffering life's stressors, and thus promoting one's general development. An important aspect of support is that a message or communicative experience does not constitute support unless the receiver views it as such, a phenomenon the research has identified as perceived social support (Haber, Cohen, Lucas & Baltes, 2007). With regards to sources of support, this research has primarily focused on parents, teachers, friends and classmates. Akomolafe and Adesua (2016) argued that students who receive social support are expected to perform better compared to those who receive little or no social support.

### **Statement of the Problem**

As from the researcher observation, one in ten married students in most institutions of learning are facing with issue of educational support by their spouse and family. As, it is the duty of an adult in educational setting to provide a safe environment that is capable of supporting and promoting students' dignity and development. It is on this basis the researcher deems it fit to carry out study to find out the relationship between mental health, social support and academic achievement among married women in colleges of education North Central Nigeria.

### **Objective(s) of the Study**

- i To determine the relationship between mental health and educational support among married women in colleges of education Kwara State.
- ii To determine the relationship between mental health and academic achievement among married women in colleges of education Kwara State.
- iii To determine the relationship between educational support and academic achievement among married women in colleges of education Kwara State.

### **Literature Review**

Mental health is an integral and essential component of the entirety of human health understood as a wholeness of physical, mental, and social well-being, and not merely as the absence of disease or weakness. It enables individuals to realize their potential, productivity, possible contribution to the community they live in and to adequately cope with everyday stressful situations. Various factors affect mental health, and there are periods of life when the risk of mental health issues is increased (Maglica, Ercegovic & Ljubetić, 2021). Mental health is a state of mental well-being that enables people to cope with the stresses of life, realizes their abilities, learn well and work well, and contribute to their community. It refers to an individual emotional, psychological, and social well-being. Mental health affects how an individual thinks, feels, and acts. It also helps to determine how we handle stress, relate to others, and make healthy choices. According to the World Health Organization (WHO, 2014), mental health is “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”. Keyes (2014) identifies three components of mental health: emotional well-being, psychological well-being and social well-being. Emotional well-being includes happiness, interest in life, and satisfaction; psychological well-being includes liking most parts of one's own personality, being good at managing the responsibilities of daily life, having good relationships with others, and being satisfied with one's own life; social well-being refers to positive functioning and involves having something to contribute to society (social contribution), feeling part of a community (social integration), believing that society is becoming a better place for all people (social actualization), and that the way society works makes sense to them (social coherence). Mental health problems can affect a student's energy level, concentration, dependability, mental ability, and optimism, hindering performance.

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belonging to a larger extent. Positive social support helps people adjust better emotionally to stress by leading them to avoid ruminating about the stressful situation.

The benefits of social support to psychological well-being are self-evident in everyday experience. Whether from family, friends and neighbors, coworkers, counselors, teachers, coaches, or therapists, people of all ages face life challenges more successfully with the support of others, and this conclusion is confirmed by extensive empirical research (Taylor, 2011). By contrast, social isolation is associated with poorer psychological functioning. Social support is a kind of help and assistance that one gets from other people when one is there to care for you and that one is a part of the social circle where one lives and grows. The support and assistance can be in many ways like help in emotional way for example nurturance from closed ones, advice in form of the information, support in terms of finance, sense of belongingness and also on top of everything that is a personal support and advice (Kumar, Lal & Bhuchar, 2014).

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Academic achievement of students has been an issue to many educators, parents, guardians, curriculum planners and researchers. This concern stems from the prevailing poor achievement recorded by students almost every year at the end of their school programme. Students engaged in learning context and achieved academically when they are mentally and sufficiently supported. Education through the four walls of the school enlightens the child and

makes him/her to actualize the potentials that will enable the learner to cope more adaptively with daily stressors, challenges and setbacks in school system. This is because underachievement and disengagement have serious consequences, both at individual and societal levels (Bempechat & Shernoff, 2013). Academic achievement of students is influenced by so many factors such as society related and sub factors such as home related, student related, teacher related and school related. In his observation, Bhagat (2016), notified that academic achievement is multi-dimensional as it is intricately related to human growth and cognitive, emotional, social and physical development; it reflects to the whole child; it is not related to single instance but occurs across time and levels, through a students' life in school and on into post-secondary school years and working life. Academic achievement encompasses students' ability to prove his/her level of understanding, retention or success in the acquisition of the planned outcome.

Academic achievement is the attainment obtained by a child in the lesson taught, which may include experience, knowledge, skill and the likes. The knowledge and skill are measured in student's Cumulative Grade Point Average (CGPA); the child's good or poor performance does not depend solely on attribute the child is born with, but his family background, social contacts, teachers, overall climate in his school, and assessment procedure. Academic performance may be defined as excellence in all academic disciplines, in class as well as co-curricular activities. Cohen and Garcia (2006) define academic achievement as "knowledge attaining ability or degree of competence in school. Task usually measured by standardized test and expressed in a grade or unit based on students' performance/achievement". Cohen and Apfel (2009) refer to academic performance as "the knowledge obtained or skill developed in the school subjects usually designed by the test scores or marks assigned by the teacher". Achievement of student in the classroom takes a central role in the academic development of the students. Parents, teachers and school administrators take cognizance of the academic well-being of the students. Yardsticks are set by school authorities to measure performance, the standard set by the university will determine whether a student is performing well or not. In the assessment of performance, Pekrun and Elliot (2006) argued that achievement is the behaviour of an individual that can be directly observed by another individual. Therefore, academic achievement has been seen as a term used for student based on how well they are doing in studies and classes. Academic achievement for university student is also seen as the extent to which a student has achieved his educational goals. This means that the student's academic performance is measured by the extent to which he/she has reached the educational goal he has set for himself. The university measures academic achievement in several ways which include Continuous Assessment Test (C.A.T) and a number of standardized test and examinations (Pekrun & Perry, 2007).

## **Methodology**

### **Research Design**

The research design adopted for this research is correlational design. Correlational design according to McMillan and Schumacher (2010), is research design in which information on at least two variables are collected in order to investigate the relationship between the variables. In the correlational research design, the researcher will not attempt to manipulate any variables. Instead, the researcher is more concerned to determine the extent to which the multiple predictors explain the outcome variable, but does not necessarily conclude that one variable causes the other variables (Schmidt & Brown, 2009). As noted, a correlational research design is used to establish the statistical association between two or more variables. The variables in this study are psychological abuse, social support and academic achievement.

## Population

The population of the study consists of 6 Colleges of Education in Kwara State. A total population of six thousand (6,800) students in the population of the study. The sample size for this study will be 361 students proportionately selected from all schools. Three instruments were used for this study. The instruments are mental health inventory (MHI), social support and students' academic achievement result. Pearson Product Moment Correlation PPMC(r) was used to test the study hypotheses. The hypotheses were tested at a 0.05 alpha level of significance. SPSS version 25.0 was used for the analysis.

The instrument will be weighted on five (5) point scale of SA, A, UND DA SDA. The instrument will be validated by experts in the field of counselling from North Central Nigeria. Simple percentage and PPMC (r) will be used to analyze the hypotheses. The questionnaire will be divided into three sections (A, B and C). Section A will be for collection of information on personal data of the respondents while Section B will consist of Social support inventory (SSI) and Mental Health Inventory (MHI) that elicited responses from the respondents on the relationship between social support and mental health. Section C contains information on the relationship between social support and academic achievement among married women in the colleges of education Kwara State. The section B and C will have response options scored thus: Strongly Agree (SA) =5, Agree (A) = 4 Undecided = 3 Disagree (D) =2 and Strongly Disagree (SD) = 1. Simple percentage and PPMC(r) will be used to analyze the hypotheses.

## Results

**Hypothesis One:** There is no significant relationship between mental health and academic achievement among married women in the colleges of education Kwara State.

**Table 1: r value between mental health and academic achievement among married women in the Colleges of Education Kwara State**

Variables P	N	Mean	Standard Deviation	Df	Correlation index	r
Mental Health	361	30.7451	3.516056	359	0.60171	
Academic Achievement	361	7.02216	8.97896			

**Correlation is significant at the 0.05 level (2-tailed).**

Results of the Pearson Product Moment Correlation (PPMC) statistics above revealed that significant positive relationship exists between mental health and academic achievement among married women in the Colleges of Education Kwara State, reason being that the calculated p value of 0.001 is lower than the 0.05 alpha level of significance and the computed correlation index r value of 0.60171 at 359 df. Therefore, the null hypothesis, which states that there is no significant relationship between mental health and academic achievement among married women in the colleges of education Kwara State., is rejected.

**Hypothesis Two:** There is no significant relationship between social support and academic achievement among married women in the colleges of education Kwara State.

**Table 2: r value between educational support and academic achievement among married women**

Variables	N	Mean	Standard Deviation	Df	Correlation index
Home background	361	37.6759	3.146021	359	0.7774
Academic Performance	361	67.02216	8.97896		0.000

**Correlation is significant at the 0.05 level (2-tailed).**

Results of the Pearson Product Moment Correlation (PPMC) statistics above revealed that significant positive relationship exists between social support and academic achievement among married women in the colleges of education Kwara State, reason being that the calculated p value of 0.000 is lower than the 0.05 alpha level of significance and the computed correlation index r value of 0.60171 at 359 df. Therefore, the null hypothesis which states that there is no significant relationship between educational support and academic achievement among married women in the colleges of education Kwara State is rejected.

### **Discussion of Findings**

The finding of this study revealed that significant positive relationship exists between mental health and academic achievement among married women in the colleges of education Kwara State. The finding proved that mental predicts academic achievement. The finding of this study is in line with that of Bas (2020), mental health problems make adolescents face with a decline in academic achievement, which in turn results in school absence, poor grades, and even repeating a grade in school.

The finding of this study revealed that significant positive relationship exists between educational support and academic achievement among married women in the colleges of education Kwara State. This finding agrees with that of Okesina (2018), affirmed that academic performance of the child could be traced to the home he comes from. Finding also collaborates with that of Synder (2000), claimed that the family environment is the most powerful influence in determining the child's academic performance. It is obvious that substantial influence on a child's academic performance. Moreover, the finding tallies with that of Abiriri (2010), education is seen as an instrument per excellence for development and as such it is the engine that promotes development. Aside from the intellectual capacity of the child, the academic performance of the child is also largely determined by the family social status.

### **Conclusion**

Based on the findings of this study, it is concluded that mental health predicts students' academic achievement. It is also established social support have a significant relationship with students' academic achievement. Although people married to different social economic background, which is why some married students have good academic achievement while some on the other hand have poor academic achievement.

### **Recommendations**

The following are recommended based on this study:



1. Counsellors should consider the importance of good mental health in their counselling encounters and help individuals to attain it, especially married students that are lacking social support in their educational attainment.
2. Parents as a matter of importance should provide social support to the married children in school irrespective of their gender so as to influence their academic performance.
3. The state government should as a matter of urgency train more guidance counsellors who shall play the role of counselling at different spheres of life in the school or outside the school system.

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