Student Mental Health Association with Grades and Education Behaviors

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Abstract

Several college counselors claim that mental health difficulties are becoming increasingly prevalent because in most educational systems, student's success is solely reflected in their grades, and this mindset continuous to cause a societal pressure, anxiety, and frequent mental breakdowns. Indeed, some official statistics show that 73% of students have had a mental health crisis on campus.

In the same spirit, this paper seeks to integrate ideas about modelling the student mental health associations, using data collected from a survey, conducted with 200 students from some various Moroccan and American schools and universities. The survey includes different questions about gender, age, major, grades and mental health aspects. To highlight the used data collection process, the paper presents the experimental design and provides summary statistics and detailed information tables. Results are compared with findings from a sample of 50 students from Scandinavian academic institutions, which continuous to pave the road to a brighter future and for making great efforts in ensuring a good student's wellbeing circumstances.

At a first stage, the paper presents an extensive state of the art review, which offers a good basis of a meta-analysis. The second part is focused on the contribution of the used multinomial logistic regression model. The paper discusses in a third part the results and some education behaviors and identifies the most pertinent determinants that influence student's mental health.

This research work has many practical implications because it may help in shaping the future of the education and assessment methods. The work may also help campus administrators more effectively to identify students at high risk, and to pay more attention to the inner mental health of students.

Keywords: assessment; future of education; meta-analysis; multinomial logistic regression model; risk drivers; mental health.