



Mental Health Status of Degree College Lecturers Based on Gender Aand Teaching Experience in Rayalaseema Zone, Andhra Pradesh, India

KEYWORDS

Lecturers, Mental health, Gender, Teaching experience

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ABSTRACT

The research reported in the paper examines the effects of Gender and Teaching Experience upon mental health of Degree College lecturers in Rayalaseema zone, Andhra Pradesh, India. Professional characteristics of lecturers, is requiring good mental health. Lecturers position was loaded with job stress, tensions which later develop to depression and cause ill mental health status. The research outcome had shown that there is significant difference between female and male lecturers. Lecturers with an experience of above 10 years are good at mental health compared to lecturers with below 10 years in both genders. In present higher education system lecturer is useful to student as guide, friend and philosopher. Better mental health status of lecturers establishes healthy environment in class rooms which develop the student with good mental health

INTRODUCTION

Mental health is the successful performance of mental function resulting in productivity activities, fulfilling relationship with other people and the ability to adapt to change and copes with adversity; from early childhood until late life. It is state as to how a person thinks feels and acts when faced with life's situation. Teaching professionals are the builders of society. They can, make the pillars of a nation deep and lift them high to the sky. But these lofty aspirations can come true only when the teachers perform their duties with dedication and sincerity which is possible only when their personality is fully developed. Personality development and mental health are inseparably woven together. Mental ill health causes the feeling of shame, guilt, rejection, isolation and tension etc. and makes the man perceive the world and life as dangerous. As a result the individual adopts maladaptive behavior. After home, school/college is the second important institution, which founds and develops sense of morality, sociability and adjustment.

OBJECTIVE OF THE STUDY

The main objective of the present study was to compare the mental health status of lecturers based on Gender and Teaching experience.

RESEARCH METHODOLOGY

Sample description: A sample of 120 female and male lecturers were drawn from Degree College lecturers in Rayalaseema zone, Andhra Pradesh, India. 60 male lecturers and 60 females lecturers were selected. Out of 60, 30 lecturers are with a service of below 10 years service and 30 lecturers are with a service of above 10 years services were selected. Mental health inventory developed by Jagdish and Srivastava (1983) was used in the present study for mental health of lecturers.

Gender	Below 10 yrs of service	Above 10 yrs of service	TOTAL
Male	30	30	60
Female	30	30	60
Total	60	60	120

The sample design is given below:

DATA COLLECTION AND ANALYSIS

After completion of inventories, the data were collected, tabulated and the raw scores were analyzed by using 't' test.

The 't' test was used to test the significance difference between variables.

RESULTS

The results of the present investigation are summarized based on Gender in Table 1 and

Teaching experience in Table 2.

Table -1: Shows the Means \pm SDs and 't' values for the scores on mental health of Lecturers based on Gender.

Group	N	Means \pm SDs	't' value
Male lecturers below 10 years service	30	171.93 \pm 19.72	2.944**
Female lecturers below 10 years service	30	184.17 \pm 11.37	
Male lecturers above 10 years service	30	194.90 \pm 10.22	3.389**
Female lecturers above 10 years service	30	203.63 \pm 9.74	

** significant at 0.01 level

Table -2: Shows the Means \pm SDs and 't' values for the scores on mental health based on Teaching experience.

Group	N	Means \pm SDs	't' value
Male lecturers below 10 years service	30	171.93 \pm 19.72	5.665**
Male lecturers above 10 years service	30	194.90 \pm 10.22	
Female lecturers below 10 years service	30	184.17 \pm 11.37	7.124**
Female lecturers above 10 years service	30	203.63 \pm 9.74	

** significant at 0.01 level

The results indicate that there is a significant (0.01) difference between male and female lecturers in mental health (Table 1). There is also significant (0.01) difference between the lecturers with below and above 10 years service (Table 2).

DISCUSSION

Mental health is the successful performance of mental func-

tion, resulting in productive activities, fulfilling relationships with other people and ability to change and cope with adversity; from early childhood until late life. Teaching professionals and parents have greater responsibility to foster mental health status of the students. Ironically, research also indicates that there is now an increase in mental health problems such as depression among college and university students including all lecturers (Shute, 2007). Lecturers with good mental health can act as role models for students which enhances their good mental health. The study was conducted to identify factors influencing mental health like gender and teaching experience. This study was helpful to understand the roles of these two variables involving mental health. Stressed teachers had more illness, medicine intake, anxiety and depression. More psychological and psychosomatic symptoms were reported by teachers experiencing high burnout (Bauer et al., 2006) leading to ill mental health.

Research suggests that gender may be an important demographic characteristic to be considered in the experience of ill mental health (Jick & Mitz, 1985). In the present study there was a significant difference between male and female lecturers in Mental health (Table 1), females are having good mental health may be due to high motivation of society for the females in service sectors. Mondal et al. (2011) found a significant difference between male and female teaching professionals, with male lecturers having more psychological stress than the female lecturers which is according to our results suggesting gender difference. Rosenblatt et al. (1999) males were reported to be more insecure and emphasized financial concerns, while females expressed concerns about intrinsic facets of their jobs, which correlates males to have higher stress and anxiety than the females (Brember et al., 2002, Gursel et al., 2002). As per our results, Gender-wise analysis shows that male lecturers are indicating less mental health compared to female lecturers, may be due to lesser degree of job satisfaction in this competitive world, along with their aspiration level, social acceptability, challenges, job responsibilities and career development. The finding is supported by Byrne (1998) and Bhagawan (1997) who emphasized that the causes burnout/stress leading to ill mental health affect males more than the females who have higher motivation in teaching profession. Male lecturers need to follow mental hygiene techniques to maintain good mental health, as keeping low achievement target which would reduce anxiety and depression.

Younger and less experienced teaching professionals were observed to be more burned out than older or more experienced lecturers (Lau et al., 2005), indicating their mental health. These results correlate with our results as lecturers with below 10 years experience have less mental health than lecturers having above 10 years experience (Table 2). This can be attributed to the lecturers above 10 years experi-

ence, possess a deep knowledge of their subject due to their experience and in this connection, less stress was experienced by them with respect to less experience lecturers. The lecturers below 10 years or less experienced might not be confident enough in teaching/dealing with disruptive pupils as they probably are inexperienced in their profession comparison to their senior colleagues. The excessive paperwork, Workload, lack of resources, poor professional relationships with colleagues, and expectations of other staff have been identified as sources of stress in many studies (Boyle, et al., 1995) leading to ill mental health of lecturers. The lecturers having ill mental health may be less sympathetic toward students, may have a lower tolerance for frustration in the classroom, may plan for their classes less often or less carefully, may fantasize or actually plan on leaving the profession, may feel frequent emotional or physical exhaustion, may feel anxious, irritable, depressed, and in general, may feel less committed and dedicated to their work.

CONCLUSION

Therefore, the study concludes that the individual factor of teacher has an effect on the personality development of the students. Thus, we can say that lecturers having ill mental health have adverse effect on the personality development of the students, while the good mental health lecturers have students with effective and impressive personality.

- The mental health of female lecturers is better than the mental health of male lecturers.
- The mental health of lecturers above 10 years of teaching experience are having better mental health than lecturers having below 10 years experience.

SUGGESTIONS

- Lecturers should be positive in facing their challenges, which will help them in improving their functional skills and reduce mental health illness, so that their profession is not affected.
- Male lecturers should keep the target and achievement reliable.
- For lecturers and students consultation should be conducted by the Guidance Center.
- Besides that, the institution or management should check that, supervision, support and relationship with the lecturers is properly taken care of and enhanced most strongly.
- Most importantly, it is recommended that head of the institutions should investigate the causes for ill mental health and evaluate the organizational climate of the College by providing proper weightage to co-circular activities.
- To bring awareness, sensitization-workshops could be conducted by psychologists and counselors within each college for students and lecturers.

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