

Mental Health of Secondary and Higher Secondary School Teachers - An Analysis



Education

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ABSTRACT

The study aims to analyze the mental health of secondary and higher secondary school teachers. Teachers are the most powerful agents who influence the behaviour of the students and therefore teachers should possess emotional stability as well as healthy attitude towards life. Health of teacher, both physical and mental, adds to the efficiency of his/her work. Survey method has been used in the present study. Mental Health Inventory (MHI) was used for collecting the data. 130 secondary and higher secondary school teachers were chosen for the study. The data was analyzed using mean, Standard deviation, 't'- test and one way ANOVA. The study reveals that the Government school teachers' mental health and Higher Secondary school teachers' mental health is higher than their counterparts. Gender-wise analysis shows that female teachers' mental health is higher than the male teachers.

Introduction

Teacher is the most important component in the educational system. Teachers' mental health plays an important role in teaching - learning process. The teachers should be mentally alert and stable to develop alertness and stability in the students. In the present situation teachers have to deal with large number of students, Job satisfaction, leadership, stress etc. So environment leads to mental conflict and disorders. If the teacher is not in sound mental health, he/she can do in-calculable harm to the nation in terms of poor guidance to the students so that the teacher should maintain good mental health then only future learners will be benefited.

According to World Health Organization (WHO), "Mental health as 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". In this positive sense mental health is the foundation for well being and effective functioning for an individual and for a community. Mental health refers to full and harmonious functioning of our total personality as well as to our bio-socio- psychological and spiritual well being. Mental health is far more than the absence of mental illness. Happiness, peace of mind, satisfaction in achievement and enjoyment of life are all aspects of mental health. A person who has good mental health adjusts well with himself and his environment. This is the positive aspects of mental health which is analyzed in the present study.

Review of Related Literature

Srivastava and Khan (2008) conducted a study to know the impact of mental health on the level of burnout of the teachers teaching at different education level. They concluded that teachers with low mental health are more prone to burnouts than the teachers of average and high mental health.

Srivastava, S.K. (2010) assessed the personality and mental health among primary and secondary teachers. The result indicates that personality types/traits influence the mental health of primary and secondary teachers and extrovert teachers enjoy better mental health as compared to introvert teachers. Prashant Kale (2011) conducted a study on awareness of mental health among newly admitted B.Ed. Students. The researcher has applied survey method for collecting the data. The results reveal that there is great awareness about the mental health among newly admitted B.Ed students.

Need and Significance of the Study

There is no health without mental health. Body and mind are interrelated. Any change in the mental condition can affect the physical condition and vice versa. Teachers are the most powerful agents who influence the behaviour of the students and

therefore teachers should possess emotional stability as well as healthy attitude towards life. Health of teacher, both physical and mental, adds to the efficiency of his work. In the stress of modern civilization, lack of mental health may lead to unhappiness, failure, misery and even insanity in a large number of cases. According to Smith and Segal (2011) "People who are emotionally and mentally healthy have the tools for coping with difficult situations and creative in bad times as well as good".

The foremost concern of education today is to produce mentally healthy persons and thereby well-adjusted personalities, because mentally healthy persons are the real assets of the society for the twenty-first century. When something shocking happens, attention is immediately focused on the need for doing something about mental health in our schools. Thus the development of the society it is the teacher who can teach mental hygiene to the children in the class which in turn can maintain balanced mental health. The mental health of teachers and students is the most important topic of the day. Thus the teacher maintains good mental health is the need of hour.

Objectives of the Study

1. To assess the mental health of male and female school teachers.
2. To find out the difference in mental health of rural and urban school teachers.
3. To compare the mental health of secondary and higher secondary school teachers.
4. To find out the difference in mental health of school teachers with respect to type of management.

Hypotheses of the Study

- There is no significant difference in the mental health of school teachers with respect to gender.
- There is no significant difference in the mental health of school teachers with respect to locality.
- There is no significant difference in the mental health of school teachers with respect to secondary and higher secondary.
- There is no significant difference in the mental health of school teachers with respect to type of management.

Method of the study

Survey method of research has been used in the present study.

Tools Used

Mental Health Inventory (MHI) developed and standardized by Jagdish and Srivastava (1996), was used to collect the data.

Sample

Random sampling technique has been used for selecting the sample. The investigator selected 130 secondary and higher

secondary school teachers in and around Chennai and Tiruvannamalai District of Tamilnadu.

Statistics Used

For analyzing the data mean, standard deviation, 't'-test, and one way ANOVA have been computed.

Data Analysis and Interpretation

Table 1: Mental health of male and female school teachers

Gender	N	Mean	SD	t-value	Level of Significance
Male	63	169.43	25.43	5.714	0.01
Female	67	190.79	16.52		

Form the table 1, calculated 't' value is 5.714 greater than the table value (2.58). It is found that there is a significant difference between male and female teachers mental health at 0.01 level of significance. Hence the null hypothesis is rejected.

Table 2: Mental health of rural and urban school teachers

Locality	N	Mean	SD	t-value	Level of Significance
Rural	77	182.62	19.77	1.266	NS
Urban	53	177.26	28.52		

Form the table 2, calculated 't' value is 1.266 less than the table value (1.96). It is found that there is no significant difference between rural and urban school teachers mental health. Hence the null hypothesis is accepted.

Table 3: Mental health of secondary and higher secondary school teachers

Classes handled	N	Mean	SD	t-value	Level of Significance
Secondary	69	173.81	25.47	3.527	0.01
Higher Secondary	61	187.93	19.29		

Form the table 3, calculated 't' value is 3.527 greater than the table value (2.58). It is found that there is a significant difference between secondary and higher secondary school teachers mental health at 0.01 level of significance. Hence the null hypothesis is rejected.

Table 4: Mental health of arts and science subjects teaching school teachers

Subject of Teaching	N	Mean	SD	t-value	Level of Significance
Arts	62	178.85	23.61	1.280	NS
Science	68	184.91	24.02		

Form the table 4, calculated 't' value is 1.280 less than the table value (1.96). It is found that there is no significant difference between arts and science subjects teaching school teachers' mental health. Hence the null hypothesis is accepted.

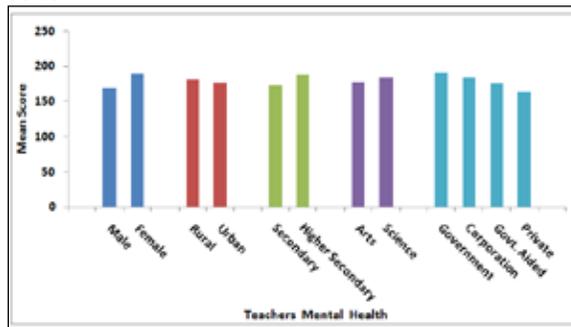
Table 5: Mean, S.D of Mental health among school teachers with respect to type of management

Type of Management	N	Mean	SD
Government	32	191.63	19.98
Corporation	30	184.59	14.34
Govt.Aided	27	176.52	16.57
Private	41	164.23	31.86

Table 6: Results of one way ANOVA for Type of Management

Sources of Variation	Sum of Squares	df	Mean Square	F-Value	Level of Significance
Between Groups	13984.669	3	4661.556	9.967	0.01
Within Groups	58927.338	126	467.677		
Total	72912.008	129			

Figure 1: Bar Diagram Shows Mean Scores of Mental Health among School Teachers with respect to Background Variables



The F- value from the table 6, is found 9.967, it is found to be significant at 0.01 levels. It indicates that there is a significant difference in the mental health among the school teachers with regard to type of management. It indicates the Government school teachers (m=191.63) have high mental health compared to other type of managements namely Govt.Aided (m=176.52); Corporation (m=184.59) and Private (m=164.23). Hence the null hypothesis is rejected.

Major Findings of the Study

- The female school teachers' mental health is found to be higher than the male school teachers.
- The higher secondary school teachers' mental health is higher than the secondary school teachers.
- The study reveals that government school teachers' mental health is better than aided and corporation school teachers.
- Based on locality and subjects taught, mental health of teachers do not differ significantly.

Educational Implications

A major function of any educational institution is to make its students physically robust, mentally alert, emotionally stable, resourceful and culturally acceptable citizen. However this can be realized only when the teachers themselves maintain good physical and mental health. A person is called mentally healthy when he understands himself and his own desires, his motivations, drives and wishes. This self knowledge is regarded as healthy when it leads a person to accept himself, recognizing his liabilities and assets, his past behaviour as well as present behaviour.

Each school has different problems and these should be sorted out and be removed accordingly so that teachers may teach satisfactorily, effectively and efficiently to their students. Thus the mental health of teacher is essential in order to know their abilities, coping with normal stresses of life, can work productively and to make contribution to the learning community. Therefore the mental health of the teachers should be enriched in order to make the students to face the difficulties persisting within the society.

Conclusion

The development of our country is in the hands of the teachers. Good mental health is highly essential for all in general and particularly teachers. Poor mental health of teachers has an

adverse effect indirectly as well as sometimes directly on the development of learner's personality. All the school administrators and higher authorities should take keen interest in developing and maintaining positive mental health of teachers and students. It is necessary to establish guidance and counseling cell in all the schools. It will help to solve mental, psychological and health related problems of teachers and students. Mental health promotion related workshops, seminars, groups discussions and conferences should be organized at the interschool level then only teachers and students benefited. The teachers' mental health is directly related to the work of classroom. Thus good mental health of the teacher should as important qualification as academic competence.

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