



Mental Health Status among Prospective Teachers

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ABSTRACT

A study was carried out on 180 prospective student teachers (graduation with B.Ed., and post graduate with B.Ed.) to find out the effect of gender, level of education and type of management on mental health status. The sample represented both sexes with equal number. Mental health status of the subjects was assessed using Mental Health Inventory developed and standardized by Reddy and Nagarathnamma. Results revealed that irrespective of level of education, men are better mental healthier than women, prospective teachers of post graduation and doing B.Ed. possess better mental healthier than the prospective teachers of doing B.Ed. with graduation and type of management have shown significant impact on their mental health status i.e., prospective student teachers hailing from private colleges are better mental healthier than government and minority colleges.

Keywords :

INTRODUCTION

Mental health is defined as the successful performance of mental function, which results in productive activities, fulfilling relationships with other people and the capacity to adjust to changes and cope with difficulties and hardships. From early childhood until late life, mental health is considered the spring board of thinking and communication skills, learning, emotional growth, resilience for recovering quick and self esteem. A person's mental health is subject to any variety of changes in life, either from genetic causes, to environmental stressors, or physical changes that may occur during their life time (Holmes, 2006). Mental Health as the balanced development of the total personality which enables one to interact creatively and harmoniously with society. (WHO, 1962)

Mental Health as a state of mind characterized by emotional well-being, relative freedom from anxiety and disabling symptoms and a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life (Goldenson, 1984)

Mentally Healthier have:

1. A sense of contentment.
2. A zest for living and the ability to laugh and have fun.
3. The ability to deal with stress and bounce back from diversity.
4. A sense of meanings and purpose, in both their activities and their relationships
5. The flexibility to learn new things and adapt to change.
6. A balance between work and play, rest and activity etc.,
7. The ability to build and maintain fulfilling relationships.
8. Self-confidence and high esteem.
9. The ability to enjoy life.
10. The ability to bounce back from adversity.
11. More emotional flexibility.
12. Feel secure. (self actualization)

The following are but a few of the characteristics that different psychologists have emphasized as criteria for optimal personality.

1. Effectiveness in one's work.
2. Creativity, energy, enthusiasm.

3. Accurate perceptions of self and the world.
4. Moral values and dedication to social responsibilities.
5. Positive regards for self and other living creatures.
6. Competence in mastering one's environment
7. Integration or harmony within the personality structure.
8. Realistic perceptions of environment.

To adjust everyday situations brings about maladjustment, rating from minor to severe conditions. Some adjustments are physical, some adjustments are social, such as responding to the social life of the college, joining an interest group - a club - a sorority, fraternity and participation in social activities. When one fails to make satisfactory social adjustments, he loses his friends and his status in society. Some adjustments are personal, in which one needs to take care of one's interests. To stay at home and finish an assigned paper which is due for the next day's class or to go to a movie are examples of personal adjustment. College life is a test of mental health of a student, undergoing a transition from dependency to independency. This test may bring out weaknesses that he had previously been able to handle. The minor breakdowns as well as suicides and a social and anti-social behavior of the young students have been attributed to their failure in transition from dependency to independency. Mental health is a commanding problem of modern life. The mental health needs of the child of today can be judged from the increasing number of dropouts, drug addicts, delinquents, runaway from home and the abound of the emotional problems. Now-a-days parents are concentrating to fulfill the physical needs of the children and fail to concentrate on psychological development of their children. The dual career system, social change, changes in family system, rapid changes in science and technology and hectic schedule of everyone disturbed their self and adjustment with environment, it shows profound impact not only on their behavior, but also on their attitudes, values, adjustment and intra-psychic behavior.

An adolescent personality continues to develop during the school and college years. He still have a chance to learn how to love and to be loved, how to tolerate frustration, how to integrate conflicting points of view, how to face reality realistically, without feeling from it to channel hostile impulses into socially approved activities. By helping the individual to

acquire knowledge and the tools of learning, the educational institute increases his capacity to make desirable adjustments and to find security and satisfaction. Other conditions likewise may contribute to mental illness, when the individual is faced with demands from outside the world. The institution has not prepared him to meet these demands or he has inner conflicts and a normal adolescent problem which is educational programme has not helped him to solve. Success of college education depends upon large measures on how each young man or woman feels about his/her school and home experiences. It makes an immense difference whether he/she acquired attitudes and habits favorable to his/her own better intellectual, social and emotional developments as a result of school experience, or develops anti-social tendencies accompanied by bitterness and frustration. Social and emotional maturity is desirable in the development of intellectual power an end product of formal education. It is expected that the above mentioned conditions will have some effect on mental health status of the adolescents.

Generally boys and girls belonging to the age groups 6-11 years can study together without any risk of undesirable behavior. At University level, students are normally of mature age and are able to control themselves. But at the secondary and +2 stage differences in physical and psychological characteristics become more pronounced in boys and girls. Organic changes may lead to perversion and maladjustment. It is also held that mutual contact removes the unhealthy feeling of curiosity which is born out of seclusion and segregation of sexes. It leads an adolescent who gets opportunities to meet the opposite sex finds adjustment in adult life easier. Many people think that to educate boys and girls at secondary school and +2 ages together might lead to disturbances which would interfere with their studies. Over the past few decades a number of studies have shown that gender, locality and educational level of students adversely affects the mental health status of the adolescents. (Lareto and Galdino, 1972; John et al, 1972; Rastogi and Nathawat, 1982; Bejat and Alexandra, 1983; Vello and Debra, 1986; Srivatsava et al, 1987; Holmstrom and Reijo, 1989; Birkel and Peter, 1989; Daniel, 1989; Raty, 1990; Tyler et al, 1990; Jenson et al 1993; Miller and Bernrd, 1993; Brutsact and Racke, 1994; Tachy and Jan, 1996; Compton et al, 1996; Perry et al, 1996; Siodorella et al, 1996; Paul and Robert, 1997; Compton, 1998; Mael Fred, 1998; Jyothi et al, 2003; Reddy and Sunitha, 2007; Reddy and Nagaraja, 2012 and Subramanyam and Viswanatha Reddy, 2012).

At adolescent period the academic environment i.e. college is the chief instrument of positive mental health programme. The teachers and tutors, besides the parents and peer group have the greatest responsibility and opportunity to foster mental health. Through this every individual have a chance to learn how to love and to be loved, how to tolerate frustration, how to integrate conflicting points of view, how to face reality realistically without feeling from it to channel hostile impulses into socially approved activities. By helping the child to acquire knowledge and the tools of learning, the school increases his capacity to make desirable adjustments and to find security and satisfaction. Premature school learning which stems largely from dissatisfaction and maladjustment to school may also affect on life adjustment. Other conditions likewise may contribute to mental illness, when the individual is faced with demands from outside the world. The institution has not prepared him to meet these demands or he has inner conflicts and a normal adolescent problem which is educational programme has not helped him to solve. So the present study is designed to find out the impact of gender, level of education and type of management on mental health status of the prospective student teachers.

Objectives of the study

1. To find out whether there is any significant difference between male and female prospective student teachers with regard to their mental health status.
2. To find out whether there is any significant impact of level

of education of the subjects on their mental health status.

3. To study whether there is any significant difference between the types of management on their mental health status.

To test the above objectives the following hypotheses were set up for the present study.

Hypotheses

1. There would be significant difference between male and female prospective student teachers with regard to their mental health status.
2. There would be significant difference between the two groups (graduation with B.Ed., and post graduation with B.Ed., student teachers) with regard to their mental health status.
3. There would be significant difference between the prospective student teachers belonging to government, private and minority institutions with regard to their mental health status.

Sample

The population of the study comprised 180 B. Ed student teachers drawn randomly from Sri Venkateswara University, Sri Rama College of Education and KRC College of Education, Tirupati town of Andhra Pradesh. Among the 180 subjects, 90 were men and 90 were women. From each category 60 from government, 60 from private and 60 from minority colleges were taken into consideration. Again the subjects were sub divided into two categories viz., doing B.Ed., with degree and doing the B.Ed., with post graduation. The compositions of different variables in the study are given in Table – 1.

Table-1 Distribution of the Sample of the subjects selected for the Study. (N=180)

Group	Government		Private		Minority		Total
	Male	Female	Male	Female	Male	Female	
Degree with B. Ed	15	15	15	15	15	15	90
P.G. with B. Ed	15	15	15	15	15	15	90
Total	30	30	30	30	30	30	180

Tool:

A bio-data sheet was prepared seeking information about the respondent's gender, level of education and type of management are taken into consideration. Mental health Analysis Questionnaire was developed by Thorpe, Clark and Tiegs (1959), consisting of 200 items. The inventory was re-standardized by the Reddy and Nagarathnamma (1992) to assess mental health status of the subjects. One hundred questions were selected from the original inventory. Each question has two answers i.e., 'Yes' or 'No' to which the individual answers in the manner he/ she feels best. The items were randomized and printed. The responses were scored with the help of the prescribed key, for components of Assets, number of 'Yes' response was scored and for Liabilities number of 'No' responses were scored. Assets were scored in favor of positive mental health, while the liabilities were scored in favor of negative mental health. The subjects were tested in one session. Subjects were met in their respective college/university colleges and hostels. The mental health status questionnaire along with the bio-data was distributed and asked to fill the particulars. After completion of the bio-data, the subjects were directed how to answer the questionnaire. As soon as the test was finished, the questionnaire was collected. The time taken to complete the test was approximately 75 minutes.

Results and Discussion:

Hypothesis-1:

There would be significant difference between male and female prospective student teachers with regard to their mental health status

To test the above hypothesis, 't' test was applied and the results are presented in table 2.

Table-2: Significance of the difference between the means for Male and Female Prospective Student Teachers for Mental Health Status (N=180)

Gender	N	Mean	SD	t
Male	90	97.49	45.71	3.16 **
Female	90	84.11	42.56	

**** Significant at 0.01 level**

Table-2 shows the means and standard deviations of the scores on total mental health components (Assets and Liabilities) for male and female groups along with 't' value. From the table it is clear that the obtained mean value for male students are better than female students, indicating that male students are better mental healthier than female students and the obtained 't' value between the two groups are significant 0.01 level. Hence the framed hypothesis that there would be significant difference between male and female prospective student teachers with regard to their mental health status was accepted. Studies of Bejat and Alexandra, 1983; Srivatsava et al, 1987, Tyler et al 1990; Jenson et al, 1993 Tachy and Jan 1996; Jyothi et al 2003 and Subramanyam and Viswanatha Reddy, 2012 are supporting the present research findings.

Hypothesis-2:

There would be significant difference between the two groups (graduation with B.Ed., and post graduation with B.Ed., student teachers) with regard to their mental health status.

To test the above hypothesis 't' test was applied and the results are presented in the following table.

Table-3: Significance of the difference between the means for two groups of Prospective Student Teachers for Mental Health Status (N=180)

Level of Education	N	Mean	SD	t
Group I	90	87.47	42.34	3.27 **
Group II	90	93.27	41.62	

**** Significant at 0.01 level**

Group I = Graduation with B.Ed.,
Group II = PG with B.Ed.,

Table-3 shows the means and standard deviations of the scores on total mental health components (Assets and Liabilities) for group I and group II along with 't' value. From the table it is observed that the obtained mean value for group II (students of PG and with B.Ed.) are better than group I (students of graduation along with B.Ed.) indicating that students already possess the post graduation has facilitated them positively than graduate students. The obtained 't' value between the two groups are significant. Hence the framed hypothesis that there would be significant difference between graduate and post graduate students with regard to their mental health status was accepted. Findings of Gude Tore, 1985; Miller and Bernard 1993; Perry et al, 1996; Viswanatha Reddy and Nagaraja, 2012; 2013 are collaborating with present study.

Hypothesis-3:

There would be significant difference between government and private and minority institution professional college students with regard to their mental health status.

To test the above hypothesis 'F' test was applied and the results are presented in the following table.

Table-4: Summary of ANOVA for three groups. (N=180)

Source of Variation	Sum of Square	df	Mean sum of Squares	F
Between Groups	169.40	2	84.70	3.83 **
Within Groups	14721.10	177	125.82	
Total	14890.50	179		

**** Significant at 0.01 level**

It could be observed from table-4 obtained F value for three groups (Government, private and minority institutions) is significant ($F=3.38 < 0.01$), indicating that the three groups of subjects (government, private and minority institutions) differed significantly among themselves. To find out the exact significant difference among the three groups 't' test was employed and the results are presented in table-5.

Table-5: Significance of the difference between the means for Government, Private and Minority college students for Mental Health Status (N=180)

Type of Institution	N	Mean	SD	t
Government	60	10.61	1.36	between 1 & 2 2.98**
Private	60	13.40	1.43	between 2 & 3 2.53**
Minority	60	10.18	1.23	Between 1 & 3 2.51 **

**** Significant at 0.05 level**

It could be observed from table-3 the means and standard deviations of the scores on total mental health components (Assets and Liabilities) for three groups (government, private and minority institutions) with 't' value. From the table, it is clear that the obtained 't' value for government and private institution students are significant at 0.05 levels, the mean obtained by the government college students are better than private college students. The obtained 't' for private and minority students are significant, indicating that both groups differ significantly with each other. Students hailing from private colleges are found to be better mental healthier than minority college students. In the same way government and minority college students are compared. It is cleared that both groups obtained same mean values, but the obtained 't' value showing that they are significantly differ with each other. Hence the framed hypothesis that there would be significant difference between government, private and minority students with regard to their mental health status was accepted. Studies of Srivastava et al, 1997; Tyler et al, 1999; Jenson et al, 1993; Tachy and Jan, 1996; Perry et al, 1996; Siodorella et al, 1996; Toloczynski et al 1997 and Viswanatha Reddy and Nagaraja, 2012 are supporting the present study.

Conclusions

- There is significant difference between male and female prospective student teachers with regard to their mental health status. Male group possesses better mental health status than females in the group.
- There is significant difference between group-I (degree with B.Ed.) and group-II PG with B.Ed.) with regard to their mental health status. Group II students (Post graduates with B.Ed.) are found to be better mental healthier than Group I category.
- Type of institution has shown significant impact on subjects' mental health status. Students hailing from private colleges are better mental healthier than government and minority colleges.

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