

# Periodic Research

## Mental health of secondary school teachers

### Abstract

The effectiveness of the educational system largely depends upon the active, resourceful and competent teachers. The most powerful ingredient in the educational process is teacher. He is pivot of the process and even initiator of the act. It is his responsibility to look after the all round development of human personality, the chief aim of education to its best. The teacher is a committed man, committed to faith towards future of man, to the future of humanity, to the future of his country and the world. He is the person always busy in laying the real foundation of a country by repairing and equipping the youth giving them awakening knowledge and building their character. It is the teacher, who refines instincts, makes them socially acceptable, inculcates values, provokes and develops capabilities of men to their fullest and best, so that they may be of best use to themselves, to the society, to the nation and to the mankind as a whole. The teacher is an employee of an institution where the future of the nation is being shaped. Teachers play an important role in nation building. If a teacher is mentally fit and free from all stress and strain, he will teach effectively in the classroom. Good mental health helps the teacher to motivate and inspire the students. In the present study an attempt has been made to find out whether there is any significant difference in the mental health of secondary school teachers.

### Introduction

As we enter in the new Millennium, developing countries face a number of burning issues and challenges that affect all aspects of health including mental health of reliable data, lack of systematic approach to health delivery and referral and a number of cultural issues are among these. On the other hand, it is fair to say that since the mid decades of this century general attitude towards mental health has been changing in both developing and developed countries. Reasons for this change include the coincidence of many factors like scientific and technological advancements and socio-economic changes. The introduction of a more accurate and holistic definition of Mental Health, new scientific discoveries regarding the etiology and treatment of mental illnesses and their treatment, and the possibility of returning a considerable number of patients to their homes and the community are among these factors. One of the major by-products of these development is the introduction of much better co-ordination between the general and mental health.

The effectiveness of the educational system largely depends upon the active. resourceful and competent teacher. The most powerful ingredient in the educational process is teacher. He is pivot of the process and even initiator of the act. It is his responsibility to look after the all round development of human personality. the chief aim of education to its best. The teacher is a committed person. committed to faith towards future of man, to the future of humanity, to the future of his country and the world. He is the person always busy in laying the real foundation of a country by repairing and equipping the youth giving them awakening knowledge and building their character, It is the teacher, who refines instincts, makes them socially acceptable, inculcates values, provokes and develops capabilities of men to their fullest and best, so that they may be of best use to themselves, to the society, to the nation and to the mankind as a whole.

An effective teacher not only imparts the entire educational curricula allotted to him in the best and most efficient manner but also ensures the best possible academic performance and an optimum development of the personalities of the students, In the present scenario, when there is a fierce competition in every sphere of life, effectiveness of the teachers becomes imperative to empower the students for facing the emerging challenges of global world Effective teaching is a par excellence attribute of quality education.

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The teacher is an employee of an institution where the future of the nation is being shaped. Teachers play an important role in nation building. If a teacher is mentally fit and free from all stress and strain, he will teach effectively in the classroom. His wisdom, knowledge and management of the class will depend upon the level of mental health. If a teacher runs, the students will walk: if a teacher walks, students will sit and if a teacher sits, students will sleep. Good mental health helps the teacher to motivate and inspire the students, Motivation and inspiration are more important than anything else. The whole edifice of education stands on the shoulders of the teacher. His teaching motivates and inspires the future generations of the country.

The teacher assumes an important role in the educative process. He is the key figure and the most important element in the educative process. His personality has vital influence on the pupils learning, manners, behaviour and above all his character and personality. The teacher not only equips the young in view of past and according to present, but also for future shocks that are anticipated to occur. He foresees the incidents around the world and awakes insight among his students to meet them effectively.

Even though the role of teacher has been subjected to continuous change from time to time, from religious leader and social reformer to catalyst for change and reform but there has been no substitute to him or no denial to his role. In spite of all these, teachers do not take interest in their work is a common sentence of comment at each level of education, but the situation is even worse with the primary and secondary education. In spite of blaming the teacher in superficial crux of the problem should be visualized from some other angle, it is psychological and realistic perspective. The man is not only physical but a psychological configuration too. The balance of various psychological characteristics is the chief symptom of balanced personality. This state of psychological equilibrium or balance is termed as psychological well being, psychological health or mental health. This state is responsible for the proper and balanced action, reaction and performance of a man whereas imbalance it results into tension, frustration and alienation, leading to escape and negligence etc. from the work accomplishment. This state of psychological equilibrium in a man is of a great concern.

In educational context, there are many factors which influence the effectiveness of the teacher in one way or the other viz., intelligence, attitude towards teaching, experience, academic qualification, personality, mental health, school/organizational climate, satisfaction in one's own job, stress due to over work load etc.

It is also apparent that mental health is goal for living, in fact, a progressive goal. It is a challenge to continued personal and social development leading to self actualization of the individual for personal happiness and social welfare and progress. The area of mental health problems and factors contributing to mental health, therefore, acquires a great significance in the life of individuals and nations.

The problem of promoting mental health in the educational context in a developing country like India occupies higher priority on the agenda for human development. In particular, attaining the goal of mental health for all by 2000 AD 2000 is critically related to planning and implementing educational programmes. Also pursuing education and attaining its goals requires achieving an optimally minimum level of health for the learners and instructors. Any disturbance and disruption in this process is likely to create risks and health hazards.

Since the institutions and the processes of education are embedded within the broader social, economic and cultural systems, a comprehensive treatment of the issues of mental health in the educational setting cannot be undertaken in isolation from the broader social context.

Review of related literature indicates that studies like job satisfaction and mental health (Gunthey and Singh, 1982), marriage and mental health (Govt, et. al. 1983), employment status and mental health (Furnham, 1983). Friendship and mental health (Reisman, 1985) social process and mental health (Robert, 1985), employment and psychological well being (Krause, et. at: 1985), life stress and mental health (Harini, et.al. 1986), occupational complexity, control, personal income and mental health (Adelman, 1987), job stress and mental health (De Frank, et. al., 1988) show that mental health is very prone to get disturbed by a variety of situations and conditions in the surroundings. It is due to this reason that mental malady is spreading like an epidemic in the complex modern society. Mental health of teachers is affected by several biographical variables like gender, type of school in which the teachers are working, age, experience in teaching, marital status, regional background, subjects they teach etc. From the review of related literature It also becomes clear that research has been taken up to study the mental health of teachers in terms of gender and type of school in which the teachers are working, yet more attention and adequate research is required in studying the mental health of teachers in relation to age, experience in teaching, marital status, regional background and subjects they teach.

Hence, here an attempt has been made to study the mental health of secondary school teachers in relation to some biographical variables

### Objectives

The objectives of the study are as follows. To find out the significance of difference in the mental health of 1). male and female secondary school teachers, 2). teachers working in government and private aided, government and private unaided and private aided and private unaided secondary school.

### Hypothesis

Following are hypotheses of present study.

1. there is no significant difference in the mental health of men and women secondary school teacher.
2. Teachers working in government and private aided, government and private unaided and private aided and private unaided secondary schools.

**Sample**

The sample was drawn consisted of men and women secondary school teachers working in different types of schools like government, private aided and private unaided schools.

**Tools**

Mental health inventory of Jagdish and Srivastav (1983) was used.

**Statistical Technique**

t-test was used to find out the significance of difference in the mental health of secondary schools teachers.

**Analysis and Interpretation**

**Analysis of the scores of mental health of secondary school teachers with respect of gender Hypothesis 1**

**There is no significant difference between mental health of men and women secondary school teachers.**

Mean, Standard deviation, and t-value are compound for the scores of mental health of men and women secondary school teachers and presented in table

N, mean, Standard deviation and t-value of the scores of mental health of men and women secondary school teacher :						
S.No	Category	N	Mean	SD	t-value	Significance level at 0.05/0.01
1	Men	54	155.93	14.32	2.278	*Significant
2	Women	66	149.95	14.25		

It is evident from this table that the obtained t-value is 2.278 which is significant at 0.05 level of significance. This means that there is a significant difference in the mental health of male and female secondary school teachers. It is also clear that the men teachers had better mental health in comparison to the mental health of women secondary school teachers. This indicates that gender factor has its influence on mental health of secondary school teachers.

**Analysis and Interpretation**

**Analysis of the scores of mental health of secondary school teachers with respect of type of school**

**Hypothesis 2**

There is no significant difference between mental health of teachers working in government and private aided, government and private unaided, private and unaided secondary schools.

N, mean, Standard deviation and t-value of the scores of mental health of Government, Pvt. Aided and Pvt. Unaided secondary school teacher :						
S.No	Category	N	Mean	SD	t-value	Significance level at 0.05/0.01
1	Government	40	159.15	15.64	0.388	Not Significant
2	Private aided	40	154.95	11.77		
3	Private unaided	40	154.95	11.77	2.761	*Significant
4	Pvt. unaided	40	146.83	114.42		
5	Government	40	156.15	15.42	2.772	*Significant
6	Pvt. Unaided	40	146.83	14.42		

It is clear from table that the obtained t-value for mental health of government and private aided

school secondary teachers in 0.388 which is less than 1.99 (0.05 level of significance). This means that there is no significant difference in the mental health of teachers working in government and private aided secondary schools.

In the same way it is also clear that the obtained t-value about mental health of private aided and private unaided secondary school teachers is found significant at 0.05 level of significance. This means that there is a significant difference in the mental health of teachers working in private aided and private unaided secondary schools. It is also clear that the that the mental health of teachers working in private aided secondary schools is slightly better than that of teachers working in private unaided secondary schools.

As far as, mental health of government and private unaided secondary school teachers in concerned, it is also found significant at 0.05 level this means that there is significant difference in the mental health of teachers working in government and private unaided secondary schools.

**Conclusion :**

Whatever the outcome of these observations, this author believes the future should see better understanding, care and attention to mental health of teachers. The future should see respect for human rights and the dignity of people with mental illness. As conscientious citizens of our communities, we all should work towards the realization of these goals. Those of us charged with special responsibilities in the area of mental health at nation, regional of international levels undoubtedly have a much higher responsibility to design and work towards need to receive them. Families of the patients need to be informed of their rights and empowered to organize and actively ask for the rights of their dear ones. Religious leaders, intellectuals, the women and men of conscience, thought and wisdom, government officials, parliamentarians and the like should be made aware of the importance of mental health and invited to assist in the development of better, more efficient and affordable systems of care. One thing is certain; it would not be possible to meaningfully improve the condition of mental health of teachers for building a strong nation.

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