

Mental Health of Female Teachers Working in Public and Private Schools

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ABSTRACT

The objective of the study was to assess the mental health of female teachers working in public and private schools. The Locale of the study was confined to the Udaipur city. The sample consisted of 300 female teachers out of them 150 teachers were of public school and 150 teachers of private school. Mental health checklist developed by Pramod Kumar (1991) was used as a standardized tool of the present study. Finding revealed that female teachers of public schools showed higher level of somatic illness while less mental symptoms as compared to female teachers of private schools.

Keywords: *Mental Health, Female Teachers, Public and Private Schools*

In our society women are groomed to become efficient home managers and this upbringing and mental makeup comes under serve strain once women have to manage both her office and home and are compelled to start their second shift of drudgery. Due to dual role women teachers have to face role conflict high organizational stress is seen resulting in reduced efficiency (Panda, 2021).

Teaching is the most arduous and complex profession in our society, and also an important job. It refers to activities that are designed and performed to produce changes in student's behavior (Gahlawat, 2018).

Though the primary aim of all the schools is to impart education, yet there is a lot of difference in working and organization of public (govt.) and private school. Planned programmes of study represent formal education or school learning, school both public and private has been established as definite formal agencies to meet the educational needs of all age groups.

In government school, there is no strict vigilance on teachers the promotions are time bound. These school lack objectivity and appreciations of good performance is not there. For getting a job in public school the person must possess a particular academic qualification and once

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he/she joins the school, there is job security, then nobody can remove him/her as all powers are vested not in a person but in the organization.

In private schools, there is more of strict or authoritative organizational set-up. Teachers work under more pressures as their being in job, promotion and pays are depended upon a group of people who can appreciate or disapprove of their work. Efficiency is the key work in private schools and on basis of one's merit only one can make standing in the school.

Mental health which today is recognized as an important aspect of one's total health status is a basic factor that contributes to the importance of physical health as well as social effectiveness (Baro and Panda, 2014). A good mental health and job satisfaction are important pre-requisites for the effective functioning of the teachers. School teachers lay the foundation of education of the children.

A mentally healthy teacher plays a vital role in promoting the mental health of school children. If the mental health of the teacher is inadequate, it is bound to affect adversely the mental health of the pupil. Mental health for teachers is a state in which they are effective in their work, take satisfaction and pride in the activities they pursue, manifest cheer in the performance of their duties and are human considerate of their co-workers (Anand, 2019).

Study done by Pachaiyappan and Raj (2021) found that teachers were the most powerful agents who influenced 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, added to the efficiency of his/her work.

Kumar (2019) reported that awareness of self-mental health would make elementary school teachers' to cope with stressful situation in an enhanced way and were in a better position to perform appraisal of pupils' undesirable behaviour at school level.

Therefore in this research mental health of female teachers working in public and private schools was studied.

Objective

To assess the mental health of female teachers working in public and private schools.

METHOD

Sample

In the present study 300 female teachers were taken as sample. 150 teachers were of public school and 150 teachers of private school. Their age level is 25 to 45 years at least graduate. The sample was urban populations of middle socio-economic status of Udaipur city.

Design of the study

Simple two group design was used for the study.

Tool

Mental Health Checklist: Mental health checklist has been developed by Pramod Kumar (1991) with a view to provide a handy tool for identifying persons with poor mental health and in need of psycho-diagnostic help. This Mental health Check-List (MHC) consists of 11 items -6 mental and 5 somatic, presented in a 4 point rating format. This checklist calculated

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the split-half reliability and the test-retest reliability which were 0.70 and 0.65 respectively. The checklist appeared to have face and content validity.

Procedure

Each respondent was given the test in different sessions. The test was administered at the residence of each subject. All the instructions were strictly followed given in the manual. Scoring of the obtained data of the test was done with the help of manual. 't' test was used for analysis the data.

RESULT AND DISCUSSION

Table 1: Mean, S.D. and t-Value of Mental Health of Female Teachers Working in Public and Private Schools

	Private School Teachers		Public School Teachers		't' value
	Mean	S.D.	Mean	S.D.	
Mental Symptoms	11.99	3.96	10.42	2.51	3.31*
Somatic Illness	9.96	3.42	11.74	2.21	3.42*
Total	21.95	7.38	22.16	4.72	0.11

* Significant at 0.01 level

From the Table 1 it is clear that female teachers of private schools showed higher level of mental health as compared to female teachers of public schools. The mean scores of mental symptoms of private school teachers are 10.42 (SD = 3.96) and public-school teacher are 9.96 (SD= 2.51). The difference is significant ($t=3.31$ $p < 0.01$ level). It shows that private school teachers have more mental hazards than teachers of public school. The mean scores of somatic illness of private school teachers are 9.96 (SD=3.42) and public-school teacher are 11.74 (SD=2.21). The difference is significant ($t=3.42$ $p < 0.01$ level). It shows that public school teachers have more somatic problems while private school teachers have high mental symptoms. The strict and authoritarian type of organizational set-up in work place produced stresses in private teachers which is manifested through mental health hazards.

The table shows that in private schools teachers are consistently under pressure to perform efficiently as they are judged on their basis of their achievement. They try to make their classroom environment better than others and they are constantly under pressure to work towards that goal, so they are in constant stress. There are high insecurity feelings also as they might be dismissed if they did not perform well, so all those direct factors had direct effect on mental harmony of the teachers and so they face more mental hazards than teachers of public schools. Private schools teachers are not getting good salary or due to tuitions they are not earning a good amount. Similar findings have been reported by Gorsy et al. (2019) that mental health among government school teachers were found than their counterparts of private school. Studies of Mahakud (2018) and Galgotra (2013) also found that government school teachers possess good mental health in comparison to private school teachers.

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Conflict of Interest

The author(s) declared no conflict of interest.

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