

Mental Health Status of High School Teachers

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ABSTRACT

Education plays a very vital role in our life. Education is that which transforms a person to live a better life and even in a social well being. Education is the one that doing something positive in our near future. Education is conceived as a powerful agency, school education plays a great role in everyone's life. The whole process of education is shaped by the human personality called the teacher, who plays a pivotal role in any system of education, teaching is considered as one of the oldest and noblest career .Teachers are the most powerful agents who influence the behavior of the students and therefore teachers should have emotional constancy as well as healthy approach towards life. Health of teacher, both physical and psychological ads to the efficiency of his/her work. The aim of this study was to analyze the mental health status of high school teachers. The main objectives were to assess the mental health status of male, female, urban, rural, Government, private, language and non- language teaching high school teachers. To realize the objectives and to test the hypotheses that was formulated. The highly standardized Mental Health Inventory (MHI) by Jagdish and Srivastava were used to assess the mental health status of teachers, a total sample of 130 male and female high school teachers of private and Government were selected .The data was analyzed using mean, Standard deviation, 't'- test and one way ANOVA. Results revealed that Government high school teachers' mental health status is higher than private high school teachers; female school teachers' mental health status is higher than the male school teachers. Urban high school teacher mental health status is higher than the rural high school teachers and non-language high school teacher's mental health status is higher than the language high school teachers.

Keywords: Mental Health, High School, Teacher

Education plays a very vital role in our life. Education is that which transforms a person to live a better life and even in a social well being. Education is the one that doing something positive in our near future. Education is conceived as a powerful agency, school education plays a great role in everyone's life. The school is the greatest tool available to spread information to others in the society. It is the best training ground to teach individuals to become agents for change and

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become productive members of the society. Yet, schools cannot do this without having teachers who wish to bring forth change and who possess the necessary human traits, abilities, skills and competence. The importance of teacher in the educational process is unquestionable. The teacher occupies the key position all the human factors in the education system, and it is only through them that the ultimate process of education takes place. Teaching is considered as one of the oldest and noblest profession, and also an important job.

Changing socio-economic scenario and increasing unemployment, the value of teacher and their professional concern with the job have forcibly undergone a change which adversely affects their mental health. The sound mental health is important to each and every person. It is generally believed that health and physical fitness are ideals about realization of which man has been determined for generations. So, the sound mental health of the person is important for those who (teacher) work for the development of the nation.

REVIEW OF LITERATURE

Chanderkant, Neeraj and Sandeep (2015) Conducted study on Mental Health among Government School Teachers, results reveals that significant differences among government and private, male and female, urban and rural school teachers .Male school teachers were found better on mental health compared to female teachers. Teacher who is posted in urban had high mental health status compared to rural area teachers.

Pachaiyappan and Ushalaya raj (2014) analyzed the mental health of secondary and higher secondary school teachers. 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.

Mohan (2013) found that government school teachers possess good mental health in comparison to private school teachers. Sex has no effect on the mental health of teachers. Further findings show that that job satisfaction has an effect on the mental health of the teachers.

Kumar (2013) reported results of t-test reveals that urban elementary school teachers scored higher mean scores on mental health ($t = -16.06$; $p < .01$) whereas, elementary school teachers from rural schools are scored low on mental health. Meaning thereby, awareness of self-mental health would make elementary school teachers' to cope with stressful situation in an enhanced way and are in a better position to perform appraisal of pupils' undesirable behavior at elementary school level.

Pandhi and Rajendra (2010) examined organizational climate and teacher's mental health in secondary schools. The study was conducted on a sample of 160 teachers across 21 secondary schools located in Bilaspur district of Chattisgarh. For collecting data Mental Health Check list

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by Kumar was used. There was no significant difference found in organizational climate of rural and urban schools, private and government schools, urban government and rural private schools, urban government and rural government schools, urban government and rural private schools, urban private and rural private schools, rural government and urban private schools. There was significant difference found in mental health of teachers of rural and urban high schools. There was no significant difference found in mental health of teachers of private and government schools, rural government and urban private schools, urban government and rural government schools. Organizational climate did not effect on the mental health of teachers.

Dewan et al. (2009) examined the effects of gender, religion and marital status upon mental health of tribal school teachers in Jharkhand. A stratified random sample of 400 tribal school teachers was selected for the study. Results revealed that gender produces significant effects on mental health. Female teachers as compared to male teachers were found to show poor mental health. The main effects of religion on mental health were found to be significant.

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.

Kaur (2007) investigates occupational stress, mental health and coping resources of high and higher secondary school teachers and their relationship. The results revealed that sometimes teachers feel stressed due to role overload, responsibilities and physical stressors present in school. Whereas, teachers those who are mentally healthy use coping resources to combat the effect of occupational stress. They use recreational activities such as watching T.V., listening music, getting social support from friends to relief from mental tensions, etc. The result also indicated that correlation between occupational stress and mental health is negative. Occupational stress and coping resources also tends to be negative. Correlation between mental health and coping resources is positive and significant.

Kumar (1992) observed that if a teacher is with bad mental health it not only tends to incapacitate himself for the performance of his multifarious duties in the school but also creates difficulties and problem for his students.

Ananda (1989) conducted a study on mental health of schoolteachers using a mental health scale and observed that 59 % of teachers were mentally healthy. The state of working bears no relation to mental health while social values were positively related to mental health of teachers.

The term 'Mental health', according to Thorpe (1960), means satisfactory adjustment or adaptation to the requirements of group life, and the experiencing by the individual of the

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greatest success which his abilities make possible, with a maximum sense of well-being on his own part and the highest possible benefit to society. The individual on this level is sufficiently mature emotionally to conduct himself adaptively practically under all circumstances.

There have been many studies conducted to access the level of mental health among school teachers in relation to various psychological variables. It is important to emphasize that these different determinants interact with each other in a dynamic way, and that they can work for or against a particular individual's mental health state.

Objectives

In the context of fore going observation a need was felt to analyze the mental health status of high school teachers with the following objectives.

1. To assess the mental health status of male and female high school teachers.
2. To find out the difference in mental health status of rural and urban high school teachers.
3. To compare the mental health status of private and Government high school teachers.
4. To compare the mental health status of language teaching and non-language teaching high school teachers.

Hypotheses

Keeping the fore said objectives the following hypotheses were framed.

1. There would be significant differences in mental health status of high school teachers with respect to gender.
2. There would be significant differences in the mental health status of high school teachers with respect to locality.
3. There would be significant differences in the mental health status of high school teachers with respect to private and government.
4. There would be significant differences in the mental health status of high school teachers with respect to language teaching and non-language teaching.
5. There would be significant differences in the mental health status of high school teachers with respect to management.

METHODOLOGY

Samples and Tools

For purpose of the present study, a total sample of 130 were taken randomly out of which 65 were male and 65 females of private and government high school teachers of Kurnool district ,Andhra Pradesh.

Research Tools

The following test tool was used. Their reliability, validity and objectivity mentioned in their respective manuals.

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The present ‘Mental Health Inventory’ has been designed by Dr. Jagadish, Dept. Psychology, RBS.PG college, AGRA and Dr. A. Srivastava ,Dept. of Psychology, BHU, Varanasi. This inventory is used to measure mental health (positive) of normal individuals. The dimension of Mental Health Inventory is as follows: 1. Positive self-Evaluation(PSE) 2.Perception of Reality(PR) 3.Integration of Personality (IP) 4.Autonomy (AUTNY) 5.Group Oriented Attitudes(GOA) 6.Environmental Mastery(EM) Mental Health Inventory consist of 56 items including 32 ‘false-keyed’ and 24 ‘true- keyed’ have been selected to constitute the format of the inventory. In this inventory, 4 alternative responses have been given to each statement, I.e.. Always, Often....4 scores to Always, 3 Scores to ‘Often’, 2 Scores to ‘Rarely’, and 1 Score to ‘Never’ marked responses as to be assigned for true keyed(positive) statements where as 1.2.3. And 4 scores for Always, Often, Rarely, and Never respectively in case of false keyed (negative) statements. The over lined items are negative while remaining positive.

Procedure

The study was conducted on male, female high school teachers of private and government high schools in urban and rural areas of Kurnool district. Andhra Pradesh. The entire process of fill the inventory was explained to them fully and clearly. The directions given on the questionnaire were explained to them. It was also made clear to them that their scores would be kept top secret. It was checked that none of the respondent left any questions unanswered.

RESULTS AND DISCUSSION

After collecting data from school teachers the scoring of the obtained data was done according to the manuals. Relevant statistical tests like mean, standard deviation “t” test and one way ANOVA were applied and result tables were drawn. The interpretations of the results obtained are as follows.

Table 1: Mental health status of male and female high school teachers.

Gender	N	Mean	SD	“ t” Value	Level of Significant
Male	65	128.61	22.31	5.12	0.01
Female	65	186.56	15.28		

According to table 1 the results obtained on the mental health status of male and female high school teachers. The female teachers mean score is 186.56 high compare to male teachers mean score 128.61, with the standard deviation 15.28 and 22.31 .The t- value is 5.12 is significant at 0.01 levels. Female teachers have highly mental health status than the male teachers .so we can say that the first hypotheses “There would be significant differences in mental health status of high school teachers with respect to gender.” is accepted.

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Table 2: Mental health status of rural and urban high school teachers.

Locality	N	Mean	SD	“t” Value	Level of Significant
Rural	65	180.25	18.21		
Urban	65	162.33	27.51	1.25	NS

According to table 2 the results obtained on the mental health status of rural and urban high school teachers. The rural school teachers mean value is 180.25 higher to compare to urban school teachers , with the standard deviation 18.21 and 27.51.The t- value is 1.25 less the table value (1.96) it is not significant .It shows that there is no significant difference between rural and urban school teachers mental health status .Hence the second hypothesis “There would be significant differences in the mental health status of high school teachers with respect to locality” is rejected .

Table 3: Mental health status of private and Government high school teachers

School Type	N	Mean	SD	“t” Value	Level of Significant
Private	69	170.11	24.16		
Government	61	187.24	20.11	3.021	0.01

According to table 3 the results obtained on mental health status of private and government high school teachers, government high school teachers mean score is 187.24 higher to compare with private high school teacher 170.11. With the standard deviation 20.11 and 24.16 and t-value is3.021 is highly significant at 0.01 level. Among the two groups government school teachers had high mental health status. Hence the third hypotheses “There would be significant differences in the mental health status of high school teachers with respect to private and government” is accepted.

Table 4: Mental health status of Language Teaching and Non-Language teaching high school teachers

Subject of Teaching	N	Mean	SD	“t” Value	Level of Significant
Language	61	168.11	22.14		
Non-Language	69	185.12	23.65	1.320	NS

According to table 4 results obtained on mental health status of language teaching and non language teaching high school teachers. Non- language teaching teachers mean score 185.12 is high compare to language teaching teachers , with the standard deviation 23.65 and 22.14.The t-value is 1.320 is less the table value (1.96) .If found that there is no significant difference between two groups . Hence the fourth hypotheses “There would be significant differences in the

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mental health status of high school teachers with respect to language teaching and non-language teaching” is rejected.

Table 5: Results of one way ANOVA for Type of Management

Source of Variation	Sum of squares	df	Mean Square	F-Values	Level of Significant
Between Groups	12948.365	8	4551.556	9.694	0.01
With in Groups	56925.336	116	569.648		
Total	69873.7.1	124			

According to table 5 results obtained on mental health status of type of management .The F-value from the table 5, is found 9.694, it is found to be significant at 0.01 levels. It shows that there is a significant difference in the mental health status between the school teachers with regard to type of management. It indicates the Government school teachers mean =187.24 have high mental health compared to other type of managements namely Private school teachers mean 170.11 Hence the null hypothesis is accepted .

CONCLUSION

There was a significant difference in mental health status of high school teachers, it shows that the female school teachers had higher mental health status than the male teachers. The government high school teacher had high mental health status than the private high school teacher .Based on the locality and language & non-language teaching teachers' mental health do not have any differ significant. Teacher are our nation builder, the strength of every profession in our country grow out of the knowledge and skills that teachers helps to instill in our children. 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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Conflict of Interests: I am declared no conflict of interests

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