

A STUDY ON MENTAL HEALTH OF B.Ed. STUDENT TEACHERS

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Abstract: Mental health refers to a person's condition with regard to their psychological and emotional well-being. The investigator has collected 200 student teachers from rural and urban B.Ed. Colleges situated in Bangalore University was the subject of present study. The researcher used Mental Health Inventory by A.K. Srinivasan(1983) for the purpose of the research. **The objectives formulated were:** 1. To assess the mental health of B.Ed. student teachers 2. To find whether there is significant difference in mental health of male and female B.Ed. student teachers.

3. To find whether there is significant difference in mental health of urban and rural B.Ed. student teachers. The descriptive survey method was adopted for the study. The data, which was obtained from that survey, was analyzing using percentage analysis, t-test and one-way ANOVA.

Findings of the study were: 1. A majority of the B. Ed student teachers that is **72.15%** of them possess average level of Mental health and 14.56% were found to possess low level of Mental health. Only 13.29% of the B Ed student teachers possess high level of mental health.

2. There is significant difference between male and female B Ed Student Teachers with respect to their mental health.

3. There is a significant difference in the mental health of urban and rural B.Ed. student teachers.

Key Words: Mental Health, B.Ed. student teachers

Introduction:

Mental health which to-day is recognized as an important aspect of one's total health status is a basic factor that contributes to the maintenance of physical health as well as social effectiveness.

It is a normal state of well-being, and in the words of Johns, Sutton and Webster, is a positive but relative quality of life. It is a condition which is characteristic of the average person who meets the demands of life on the basis of his own capacities and limitations. By the word 'relative' we imply that the degree of mental health which an individual enjoys at a time is continuously changing. According to Hadfield 'mental Health' is the full and harmonious functioning of the whole personality. It is a positive, active quality of the individual's

daily living. This quality of living is manifest in the behaviour of an individual whose body and mind are working together in the same direction. His thoughts, feelings and actions function harmoniously towards the common end. It means the ability to balance feelings, desires, ambitions and ideals in one's daily living as well as ability to face and accept the realities of life. It connotes such habits of work and attitudes towards people and things that bring maximum satisfaction and happiness to the individual gets this satisfaction and happiness without any function with the social order or group to which he or she belongs.

B.Ed. student teachers are future teachers they should have good mental health, then they create good children. A mentally healthy and well-adjusted student teachers plays a vital role in promoting the mental health of school children and in attaining the mental health objective of education. If the mental health of the teacher is inadequate, it is bound to affect adversely the mental health of school children. In order to be mentally healthy, a teacher has to develop and cultivate certain personal professional qualities.

Professional qualities which are conducive to the mental health goals in education are the good knowledge of subject matter in which he has specialized capacity and willingness to teach effectively and mastery of communication skills, ability and desire to improve professional skills, achieve competence through the study of professional books and magazines, ability to work together and to share experience with others, acceptance and understanding of children realistic perception of the social expectations and an understanding of his social role as well as respect for oneself and one's profession. This study is based on the idea to know the level of the Mental health among B Ed student teachers.

According to Johada (1954) "mental health is self attitudes that lead to the sense of identity growth development and self actualization including investment in living integration and resistance to stress autonomy inner regulation and independence preparation of reality with out distortion and environment mastery with successful problem solving".

II Need of the Study:

Many youth has diagnosed mental health needs experience poor transition outcomes. It is estimated that up to 50 percent of incarcerated youth and young adults have an emotional disturbance, up to 20 percent have a serious emotional disturbance, and at least 10 percent have a specific learning disability. Sixty-five percent will drop out of school before obtaining their high school diploma. In comparison to other youth who drop out of high school, youth with emotional disturbances are three times as likely to live in poverty.

Lulla. B.P (1981) conducted a study on mental health of teachers to find out if good mental health promoted effective teaching and effective learning in the classroom. The study attempted to draw attention to

the importance of the mental health of the teachers in the teaching learning process. The investigator found that mental health had significant relationship with effective teaching and learning. High mental health among teachers promoted effective learning situations in the classroom.

Thus it can see that the work already done or being done in Mental Health problems is very meager compared to what all needs to be done. Thus the need for conducting present research work is of paramount importance.

III. Objectives of the Study

The following are the objectives of the study:

1. To assess the mental health of B.Ed. student teachers
2. To find whether there is significant difference in mental health of male and female B.Ed. student teachers.
3. To find whether there is significant difference in mental health of urban and rural B.Ed. student teachers.
4. To find whether there is significant difference in mental health of S.E.S of B.Ed. student teachers.

IV. Hypotheses of the study:

1. There is no significant difference in mental health of male and female B.Ed. student teachers.
2. There is no significant difference in mental health of urban and rural B.Ed. student teachers.
3. There is no significant difference in mental health of S.E.S of B.Ed. student teachers.

V. Method:

A sample of 200 B.Ed. student teachers from rural and urban colleges of Bangalore University were selected based on stratified random sampling design.

VI. Instruments used:

Mental health inventory was developed and standardized by A.K.srivatsavan in the year 1983. The purpose of this inventory was to study the dimensions of mental health viz..person's ability to make positive self evaluation to perceive the reality, to integrate the personality, autonomy, group oriented attitudes and environmental mastery. The inventory consists of 54 items distributed over the six dimensions mentioned below. It consists of 23 positive statement and 31 negative statements responses to the 54 items were made on a 4 point scale ranging from always to never.

VII. Results and Discussion:

The analysis of data interpretation and discussion of the results are presented below:

Objective 1: To assess the level of Emotional Intelligence of B Ed Student Teachers.

Table-1

Sl. No.	Emotional Intelligence	Low		Moderate		High		Total
		Mean - 1SD		In Between		Mean + 1SD		
		No.	%	No.	%	No.	%	
1	Emotional Intelligence (Total)	28	14	145	72.5	27	13.5	200

With regard to the mental health of B.Ed. student teachers 145 (72.50%) possess moderate mental health, followed by 27 (13.5%) student teachers exhibit high mental health and remaining 28 (14%) student teachers exhibit low level of mental health.

Ho 1: There is no significant difference between male and female B Ed Student Teachers with respect to their mental health.

't' test was calculated to test the hypothesis 1. The results are presented in table no. 2

Table No. -2 summary table of 't' test of mental health of male and female B Ed Student Teachers.

Table-2

Dependent Variable	Variable	Sample size	Mean	S.D	't' Value
Mental Health	Male	86	102.6	11.56	6.683**
	Female	114	115.7	16.45	

* Significance at 0.05 level

** Significance at 0.01 level

NS Not significance

Table No 2 Shows that the obtained 't' value is greater than the tabled 't' value of 2.601 at 0.01 level of significance for degree of freedom 198. Therefore the null hypothesis there is no significant difference between male and female B Ed Student Teachers with respect to their Mental health is rejected. The mean value, further show that the female teacher trainees possess higher *mental health* (M=115.7) than compared to male teacher trainees (M=102.6).

Ho 2: There is no significant difference between urban and rural B Ed Student Teachers with respect to their Mental health.

't' test was calculated to test the hypothesis 2. The results are presented in table no. 3

Table No. -3 summary table of 't' test of mental health of urban and rural B Ed Student Teachers.

Table-3

Dependent Variable	Variable	Sample size	Mean	S.D	't' Value
Mental Health	Urban	112	110.12	14.56	4.56**
	Rural	88	101.6	12.56	

* Significance at 0.05 level

** Significance at 0.01 level

NS Not significance

Table No 3 Shows that the obtained 't' value is greater than the tabled 't' value of 2.601 at 0.01 level of significance for degree of freedom 198. Therefore the null hypothesis there is no significant difference between urban and rural B Ed Student Teachers with respect to their Mental health is rejected. The mean value, further show that the teacher trainees belonging to urban college students possess higher *mental health* (M=110.12) than compared to rural college teacher trainees (M=101.6).

VIII Findings of the Study:

1. The mental health of B.Ed. student teachers 145 (72.50%) possess moderate mental health, followed by 27 (13.5%) student teachers exhibit high mental health and remaining 28 (14%) student teachers exhibit low level of mental health.
2. There is a significant difference between male and female B Ed Student Teachers with respect to their Mental health.
3. There is a significant difference between urban and rural B Ed Student Teachers with respect to their Mental health.

IX Educational Implications:

1. For the attainment of good mental health and adjustment of teacher it is necessary to provide them with personal and group guidance too.
2. Teachers can play an important role in motivating their students, which is possible only when the teachers have the good mental health. Since teachers have low level of mental health, training in mental health has to be imparted to these teacher trainees, so that they in turn exhibit good mental health. In pre-service teacher education programs, appropriate mental health training should form an integral part.

3. Student Teachers from rural areas need to be targeted in these training programmes, so that they develop high level mental health which in turn make them having good mental health not only in classroom but also on the whole life school. To conclude student teacher of all background need to have high level mental health for exhibiting good behavior in the respective classroom.

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