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MENTAL HEALTH OF SECONDARY SCHOOL TEACHERS: DOES GENDER PLAYS ANY ROLE?

Dr. Namita Sharma

Assistant Professor

R.C.C.V. Girls College ,
Ghaziabad.

Abstract

Teaching is being considered as one of the noblest profession since ancient times. With the changing socioeconomic scenario and increasing unemployment, the values of teachers' and their professional concern with the job have forcibly undergone a drastic change which adversely affects their mental health. The level of mental health of a teacher has been found affected with numerous personal as well as professional demands. Health of teachers, on social, physical and mental health domains adds to the efficiency not only to their professional growth and development but also to their personality. Moreover, they have also been considered as the constructors of the future of a country. Keeping these facts into the consideration, present study aimed to access the level of personal mental health of male and female secondary school teachers. For this multi stage random sampling technique was adopted. 185 teachers were drawn randomly from 15 randomly selected secondary level schools of Bareilly district Rohilkhand region (U.P.). One standardized test "Mithila Mental Health status Inventory" constructed and standardized by "Kumar and Thakur" was used. This survey research leads us to conclusion that gender does not affect the mental health of secondary level teachers.

INTRODUCTION

Mental health is defined by the achievement of expected development of cognitive, social and emotional milestones and by secure attachments, satisfying social relationships and effective coping skills. Mentally healthy person enjoys a positive quality of life, function well at home and in their communities and are free of disabling symptoms of psychopathology. The teacher is an adult member of his culture and society. He is affected by his family and community. His mental health is a product of his up-bringing education and

culture. Teacher's mental health plays an important role in the teaching and learning process. As a matter of fact, good mental health is indicated in such individual who are happy, healthy and hopeful and have harmonious personality.

Mental Health has been described by Whitehead as a state of contains well being in union of zest with peace.

Hadfield defines mental health as the full and harmonious functioning of the whole personality.

White House Conference Report also defines mental health as adjustment to self and to world at large with maximum effectiveness, satisfaction, cheerfulness, social acceptance and acceptance of life realities.

In fact, mental health as such is the capacity of the person to deal and adjust with his world of affairs. Reciprocally, it consists no need of psychiatric intervention or personal guidance.

In modern time with the rapid development in all walks of life, problems have multiplied in great proportion. The new movement of mass education is brought with certain problems for teachers. Many of them are treating "teaching" like profession and making money has become very important for them: Not withstanding this fact the stress and hassles of teachers have also increased.

For providing desirable education we require good and efficient teachers. Teacher's mental health plays an important role in the teaching and learning process. If the teacher has sound mental health, he succeeds in creating healthy and desirable conditions for the positive mental health of his pupils. But if the mental health of the teacher is poor, it is bound to affect the mental health of the students. He can do incalculable harm to the nation in terms of poor guidance to the students. He cannot do justice to his job. His maladjustment will not only adversely affect his personality but produce maladjustment in children put under his charge.

Need and significance of the study

In 21th century along with physical illness there has been significant increase in the mental illness. With the development of civilization the human needs have also rapidly changed. Man can neither fulfil these needs nor reduce them, as a result, he is facing failures, struggle etc. which may lead to stress and finally mental or physical illness.

Now-a-days teaching has also been identified as particularly stressful job. Teaching is an important and noble profession that stimulates the growth and development of country. The various roles ascribed to the teacher in the society are of an academic specialist, a methodologist, a character trainer, member of staff and a society and lastly as a teacher.

Thus a teacher plays an important role of enlightening the public. He helps in the pursuit of knowledge and lays the foundation of the personality of an individual. He contributes to the national development and enables it to stand on a solid base for looking towards peace and prosperity.

Teacher works in such an industry where the product is man power. As we know the country's economy, intellectual growth and civilization depend upon the quality of citizen, which shaped by the teacher. It implies that teacher's role is crucial. Good teaching makes the country to grow and removes all possible social corruption.

If a teacher does not find himself making his role effective for the society, that could be disastrous for any nation. It is not uncommon to hear the stressed out or burn out condition of the teacher with overload of role stress and job stress. Under mental health prevention domain the teacher seems to be the most vulnerable population who requires psychological intervention. The study is necessary to find out which areas of mental health of teachers are most affected.

Here an attempt has been done to collect the studies done on this topic. Though no direct study was available, yet the researcher has tried to summarize the available literature on this particular area.

Mohanty (1992) did a comparative study of occupational stress and mental health in the public and private section executive. Results revealed that private sector executives in general, experienced greater job stress, mental health problem and perceived greater organisational support than public sector executives.

Kamau (1992) investigated the problem of burn out in relation the locus of control mental health among teachers. Results revealed that male teachers were emotionally over extended exhausted, internally controlled, anxious, cool towards students and personally accomplished but less capable of establishing constructive relationship, however, they were more capable of, coping with stresses than female teachers.

Anand (1986) reported a study on mental health of school teachers using a mental health scale and observed that 59% of teachers were mentally healthy. The state of working bears no relations to mental health while social values were positively related to mental health of teachers, religious values were negatively related.

Anand (1996-97) studied the effect of mental health status on occupational stress of higher secondary school teacher. Result indicated that as mental health status improved decreased.

Galgotra , M.(2013) conducted a study on Mental Health of High School teachers in relation to their sex and job satisfaction. It was found that government school teachers possess good mental health in comparison to private school teachers.

Nandoliya , H. (2013) conducted a study on “Mental health of higher secondary school teacher with relation to sex, habitat, types of school and faculty.” The result shows a significant difference existed between male and female teachers on mental health. A significant difference existed between urban and rural teachers on mental health. Significant difference existed among arts, commerce and science faculty’s teachers on mental health. Sex and type of school of teachers, interact with each other on mental health.

Pachaiyappan , P. (2014) carried out a study on Mental Health of Secondary and Higher Secondary School Teachers. The study reveals that the Government school teachers’ mental health and Higher Secondary school teachers’ mental health is higher than their counterparts.

After reviewing the related literature, it seemed that no direct working yet has been done on the mental health of secondary school teachers. So the subject was chosen by the researcher for the study.

OBJECTIVES

The present study has been conducted on secondary school teachers of Bareilly district (U.P.).

The focus of present study revolves around important issue of life i.e. mental health among secondary school teacher. The objectives of the study are as follows:

- To compare the mental health of male and female secondary school teachers.

HYPOTHESIS

For the purpose of the study following hypothesis were made.-

- There is no significant difference in mental health of male and female secondary school teachers.

METHODOLOGY

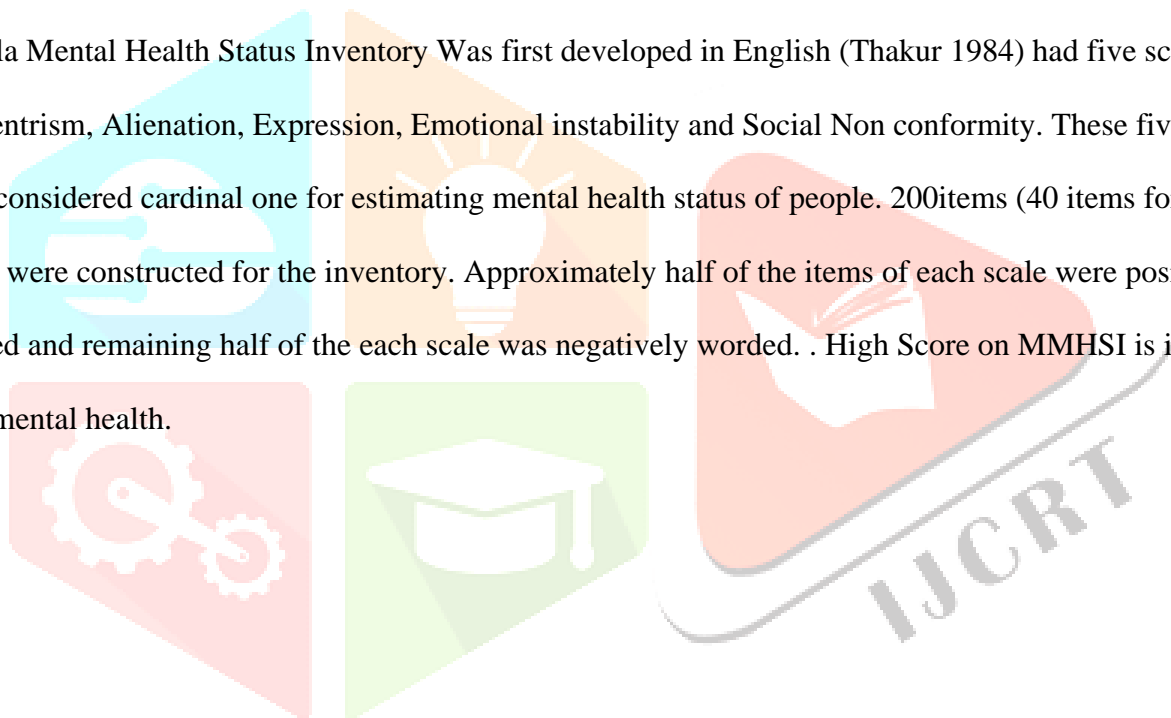
Keeping in view the objective of the study, the descriptive survey method was chosen by the investigators for this study and data was obtained through self reported tools.

Sample and sampling technique: To get an adequate and representative sample, multistage random sampling technique was adopted. At the first stage 15 secondary level schools were chosen randomly from Bareilly district. In the second stage, from these schools 185 teachers were chosen for the study.

TOOL OF THE STUDY

The test instrument which was selected for the present study was "Mithila Mental Health status Inventory" constructed and standardized by "Kumar and Thakur".

Mithila Mental Health Status Inventory Was first developed in English (Thakur 1984) had five scale viz. Egocentrism, Alienation, Expression, Emotional instability and Social Non conformity. These five scales were considered cardinal one for estimating mental health status of people. 200items (40 items for each scale) were constructed for the inventory. Approximately half of the items of each scale were positively worded and remaining half of the each scale was negatively worded. . High Score on MMHSI is indicative of poor mental health.



STATISTICAL OPERATIONS

To ascertain the objectives of the study statistical techniques such as mean, S.D, t ratio were employed.

GENDER WISE COMPARISON ON THE MEASURE OF MENTALHEALTH STATUS.

Table 1

Mean Mental health score of Male and Female School Teacher

Dimension of MMHSI	Male N=110		Female N=75		t'
	Mean	S.D.	Mean	S.D.	
1 Egocentrism	22.92	5.8	21.88	4.92	1.311
2 Alienation	23.63	9.52	22.88	3.95	1.016
3 Expression	31.32	5.94	31.12	4.39	0.2632
4 Emotional Instability	24.16	7.99	25.2	6.46	0.95
5 Social Non Conformity	26.71	5.85	26.36	9.475	0.285
6 Total	130.31	13.8	128.24	9.57	0.701

From the above table 1 which represents the comparison mental health status between male and female secondary school teachers, it can be concluded that on all the dimensions Egocentrism, Alienation, Expression, Emotional instability, Social non conformity of MMHSI as well as total no significant difference was obtained between two groups.

But on deeper study and comparing the scores with the norms given in the inventory, only on the dimension-expression high score among male teachers (31.32) and among female teachers (31.12) were obtained where as norms score are 30.60 for male and 26.91 for females, which is indicative of poor mental health. High score on this scale is indicative of inconsistency of relationship in social situation, lack of social disclosure and feeling of insecurity.

RESULT AND SUGGESTION

AS REGARD TO HYPOTHESIS, No significant difference was observed between male and female secondary school teachers on egocentrism, alienation, expression, emotional instability and social non conformity dimensions as well as over all mental health status. However male and female teachers, on comparing the score, with that of norms given in the inventory, showed poor mental health on expression dimension. It was concluded that sex did not discriminate secondary school teachers with respect to their mental health. Here hypothesis no.1 is fully accepted.

EDUCATIONAL IMPLICATION

Since the secondary school teacher are very important part of the society and the complete development of student as well as the nation is based on this segment of the society. Teachers mental health problem related to academic, economical, emotional social or psychological should be removed as soon as possible, so that they may able to perform their duties, for the well being of the society and nation.

My study will be helpful for the government to implant schemes for the benefit of the teacher such as full pay for the whole year, improving service conditions, security of jobs etc. In this connection some suggestions are to be taken in consideration. The government should bound the management of the schools by the law, that a teacher should be paid salary for the whole year, while in practice they are for the only for nine to ten months.

Today, in private and even in the government aided institution, contractual appointment of the teachers are in practice and the teacher get his salary according to the periods taught by him, This contractual rate of period is not sufficient for the fulfillment of day today needs of the family dependent on teacher. Government should fix a good salary for these contractual appointments and it should be related with the price index of the country.

The temporary phase of the service of the teacher should not be too long as it creates a sense of insecurity resulting anxiety and tension and as soon as possible his appointment will be permanent, the sense of job satisfaction and anxiety free life will be developed and this condition will also be beneficial for the students. So there must be a provision that a teacher by working hard permanently appointed in the same institute where he is working.

Secondary school teacher remain in the school for a long time every day and he engages himself in coaching and tuitions and other family activities. Thus he cuts himself from the society, keeps himself alienated. Hence some friendly or some teacher gathering activities can be arranged by the school authorities as the recreation is the best source to keep one's mood fit. The study will be helpful for the school management also. They should arrange some social gathering activities, by participating n these activities the teachers mental health can be improved.

The management should also provide proper and sufficient salaries to the teachers, so that they may fulfill their needs and lead on anxiety free life.

The study will be helpful in the progress of nation. Students are the future of the country. The impression of the teacher upon students is ever lasting. A teacher of good conduct and behaviour will definitely create the sense of nationality and discipline among makes the country to grow and remove all possible social corruption. But if the mental health of the teachers is poor, it is bound to affect the mental health of the

students. He/ she can do incalculable harm to the nation in terms of poor guidance to the students. He /she can not do justice to his/her job. His/ her maladjustment will not only adversely affect his personality but produce maladjustment in children put under his charge. So it is a responsibility of government, management of the secondary schools and social workers of the society to arrange healthy and peaceful atmosphere inside the college as well as in society. This will result stress free and anxiety free teachers. Students coming in the contacts of these mentally healthy teachers will be civilized.

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