



# MENTAL HEALTH AND TEACHER EFFECTIVENESS OF HIGHER SECONDARY SCHOOL TEACHERS

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## Abstract

Teaching is a profession which lays the foundation for preparing the individuals for all profession. It demands practitioners' occupational qualities and sincere devotion to human betterment. Teaching qualifies the criteria of possessing an educationally communicable technique because it stresses the involvement of intellectual competence, the ability to perform all those services upon which the continued functioning for modern society depends. The teacher is actively involved in educating the pupils to lead a happy life in community. It is generally agreed that the quality and success of school depend on the quality of teacher's quality and caliber. A teacher with good mental health can adjust well with external world with maximum effectiveness and satisfaction. This study focus on correlative study of teacher's effectiveness in relation to mental health. This research was done based on Descriptive method. The investigator preferred normative survey for study.

**Key words: mental health, teacher effectiveness, higher secondary school teachers**

## Introduction

Teacher can act as trailblazers in the lives of learners and in the process of education for development. If teachers acquire personal competency and commitment, and if they are enabled and empowered to perform their multiple tasks in the classroom and in the community in a professional manner, then a chain reaction can be starting with a sound teacher performance and culminating in a high-quality learning among students in cognitive, affective and psychomotor domain areas of development. Teacher effectiveness research in the 1970s and 1980s had focused on measuring learning outcomes, and much instruction and its effect on student's learning Rupley , Wise and Logan (1986). Recent studies had identified several factors related to teacher effectiveness viz. time, instruction, management and diagnosis. In any system of education, the teacher holds the pivotal position. Long back the Education Commission Report (1964-66) emphasized the role of teacher in the educational process as

“the most important factor in the contemplated educational reconstruction in the teacher his personal qualities, his educational qualification, his professional training and place that he occupies in the school as well as in the community”. Even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right method of teaching and the right kind of teacher”. Teaching is complex phenomenon involving teachers, pupils and subject matter in dynamic interaction. Mental health is a state of harmonious functioning of the total personality and it reflects the maximum of success satisfaction and excellence. It is the ability of a person to adjust to the world and those around with maximum effectiveness. It is a condition that is socially acceptable and personally satisfying. Mental health is that “state of mind in which one is free to make use of his natural capacities in an effective and satisfying manner.” If we accept this definition, we will most likely view mental health as a determinant of academic achievement. According to Manning’s (1963) “mental health is the adjustment of human being to the world and to each other with maximum of effectiveness and happiness.” It is the ability to maintain an even temper, and alert intelligence, socially considerate behavior and happy disposition. The importance of teacher in the educational process is unquestionable. In the educational institution a teacher’s role is crucial. The quality, competence, character and effectiveness of teachers are undoubtedly the most significant factors influencing the quality of education. Hence it is important for teachers’ professional development to create satisfactory work conditions for enhanced effectiveness. Each teacher has a basic need to be understood, accepted, and appreciated as complete and unique human being. The basic need of teacher is to strive, fulfill, and acquire self-esteem and self-worth to build an individual and unique identity. The teaching job itself is extremely demanding. Therefore, it is generally believed that with rapid change in the educational setting educational tasks are more demanding. In changing environment, schools and teachers must face different types of problems, uncertainties and challenges. Educational goals seem to be more complex; education task is more demanding expectation from people are diverse. Consequently, the teacher’s role and teacher’s effectiveness playing of different role is even more challenging. Educationists, psychologist and other research workers have been concerned with teacher effectiveness at the school and college level. The teacher is actively involved in educating the pupils to lead a happy life in community. It is generally agreed that the quality and success of school depend on the quality of teacher’s quality and caliber. The Secondary School Commission (1964-66) stated “even the best curriculum and most perfect syllabus remained dead unless quickened into life by the right method of teaching and right kind of teacher”. A teacher with good mental health can adjust well with external world with maximum effectiveness and satisfaction. He thinks positively and reacts effectively without any emotional disturbances and finds appropriate solution whenever he come across problems. He lives in the world of reality rather than fantasy and capable of tolerating frustration and has capacity to establish constructive relationship to cope with the demands and stresses of life. Generally, it is stated that the intensity of stress affects the teacher’s effectiveness. There are several stress related factors like poor school environment, or climate, and teacher-teacher and teacher-student relations, teacher student ratio, long hour of working lack of support from administration,

## NEED AND SIGNIFICANCE OF THE STUDY

Teachers are a significant part of any society. They have a major and vital role in society. Teachers enlighten the future generation of society, who are the next generation's leaders. What children gather from their teachers is most likely to remain with them for the rest of their lives. Teachers play an indispensable role in children's lives during their early years of development, and the importance of teachers cannot be underestimated. As the American Commission on higher education rightly observes, "The quality of a nation depends upon the quality of its citizens, the quality of its citizens depends upon the quality of their education, the quality of their education depends more upon quality of teachers." So, appreciation of teachers becomes even more important because they are most valuable people in the country. In India we celebrate teacher's day every year on 5 September on the occasion of the birth anniversary of our former President and a great teacher, Dr. Sarvepalli Radhakrishnan. According to him "Teachers should be the best minds in the country". Teachers directly or indirectly affect the lives of students, students try to copy every aspect of their teacher's behavior. In other words a tremendous responsibility lies on their shoulders.

According to NCF (2005) "Secondary school is a period of intense physical change and formation of identity. Here the ability for abstract reasoning and logical thinking emerges, allowing children the possibilities of deep engagement with both understanding and generating knowledge beyond here and now". In this period a child develops understanding of self in relation to his/her surroundings. It is during this period sense of discipline is inculcated in the young minds and they become more aware of the endless opportunities that lie ahead of them. For children this is also a critical stage when they leave school and begin acquiring knowledge about creative work. This makes teacher effectiveness even more important at secondary stage. Here children also try to align their interests and intellect and form ideas on the opportunities they want to pursue later. Such ideas can only be nurtured effectively by a trained and effective teacher. To be an effective teacher is also not a piece of cake in this competitive world. A teacher has to deal with multi-level problems such as content planning, selection of effective teaching and learning techniques, connection with practical life, continuous and comprehensive evaluation, classroom management, etc. These are some of the things that a teacher must consider in order to make a difference in children's lives.

One can expect such selfless commitment from the teachers only when they themselves want to make it happen, and this is possible only when they are really satisfied with their jobs and up for it mentally as well as physically. A teacher's success in his/her profession depends on their job satisfaction, if they are satisfied in all aspects of their job be it promotions, increments, adjustment with the staff etc. they will wholeheartedly think about the all-round development of the students and will go to any extent in making their dreams come true. For a teacher to be satisfied with whatever he/she is accomplishing in their jobs is possible only when he/she is in complete harmony with their inner selves and can adjust with the ups and downs of their professional lives. In other words, they are able to control their stress and anxiety and keep a cool head while going to work every day. This is

possible only when a teacher is mentally healthy and in complete control of himself/herself and do not let small meaningless things damper his/her spirits.

But in today's scenario, teachers are facing a lot of criticism for their lack of professionalism and commitment, even lack of accountability. They are soft targets for not only parents but administrators and policy makers also. In such circumstances, there are some attributes in teachers such as mental health and teacher effectiveness which will help them to be a respected teacher and definitely a successful one. In order to teach effectively a teacher must have teacher effectiveness that is full command on his/her subject and is able to convey what is desired by him/her to their respective students with the help of proper teaching aids. Besides being effective in their teaching they must be satisfied with all aspects of their jobs. A teacher's success in his/her job surely depends on it. As a teacher will be able to impart knowledge only when he/she has nothing else on his/her mind to worry about. Besides mental health and teacher effectiveness of teachers contributes positively toward professional success of teachers. Because if a teacher is not feeling his/her level best and healthy he/she will never be able to impart good and positive vibes to his/her students. A teacher should always be in command of his/her mind which is impossible without sound mental health. and cooperation among teachers, lack of resources which ply major role in teacher's effectiveness.

### **STATEMENT OF THE PROBLEM**

The pivotal responsibility of educating and nurturing students in any society is on the shoulders of teachers, whose knowledge, affection, and commitment exert a great influence over students' lives. Therefore, attending to teachers' emotional state and satisfaction with their profession is crucial. So, this study is entitled as:

**“Mental Health and Teacher Effectiveness of Higher Secondary School Teachers”.**

### **OBJECTIVES OF THE STUDY**

The following objectives of the present study were the following:

1. To find out the level of mental health of higher secondary school teachers in Trivandrum district based on:
  - a) Type of school
  - b) Gender

2. To find out the level of teacher effectiveness of higher secondary school teachers in Trivandrum district based on:

- a) Type of school
- b) Gender

3. To find out the relationship between mental health and teacher effectiveness of higher secondary school teachers in Trivandrum district.

4. To compare the mental health of higher secondary school teachers for the sub sample based on:

- a) Gender
- b) Type of school

5. To compare the teacher effectiveness of higher secondary school teachers for the sub sample based on:

- a) Gender
- b) Type of school

## **HYPOTHESES OF THE STUDY**

The following hypotheses were formulated for the present study:

1. There exists significant relationship between mental health and teacher effectiveness of higher secondary teachers in Trivandrum district.
2. There exists significant difference in mental health of higher secondary school teachers in Trivandrum district for the sub sample based on type of school and gender.
3. There exists significant difference in the teacher effectiveness of higher secondary teachers in Trivandrum district for the sub sample based on type of school and gender.

## **Methodology**

Method: normative survey method was used for the study

Sample; Sample

In the present investigation, the investigator took 60 higher secondary school teachers from the selected Aided and Government schools of Thiruvananthapuram district of Kerala state.

Tools used.

- Teacher effectiveness questionnaire developed by the investigator\

- Mental health inventory developed by Pramod Kumar is used to measure the variable mental health.

Statistical techniques used.

- Mean
- t– test (test of significance of difference between two means)
- Standard Deviation
- Karl Pearsons co-efficient of correlation.

### Analysis and interpretation

The data analysis has been given in the two sections namely, Descriptive statistics and Correlation.

Related objectives: To find out the level of mental health of higher secondary school teachers in Trivandrum district based on:

- a) Gender
- b) Type of school

Table -1

Mean Score of Male and Female Government, aided Teachers

contents	Govt. male	Govt. female	Aided male	Aided female
N	15	15	10	20
Mean	202.12	218.32	232.34	224.08
SD	21.83	27.3	31.82	28.39

### Discussion of results

Table 1 shows that the significance of mean difference of mental health between government male and government female teachers, aided male and aided female teachers. According to the table it is apparent that mental health scores the mean of government male teachers was 218.32 and government female teachers was 202.12, and standard deviation of government male teachers was 21.83 and government female teachers was 27.3. Then mean difference and standard deviation of aided male teachers and aided female teachers were 232.34 (M) and 31.82 (SD), 224.08 (M) AND 28.39 (SD) respectively. Government male teachers mean score was higher

than that of government female teachers. But in the case of aided male teachers mean score is also high in compared to aided female teachers. This difference was significantly at .01 level of significance. Thus the hypothesis about level of mental health among higher secondary school teachers based on gender and type of school is accepted that means, there exists significant difference in mental health of higher secondary school teachers in Trivandrum district for the sub sample based on type of school and gender.

Related to objective - To compare the mental health of higher secondary school teachers for the sub sample based on:

a) gender

b) type of school

Table – 2

Comparison level of mental health based on type of school.

TYPE OF SCHOOL	N	M	SD	t	Level of significance
Govt	30	108.5	14.54	2.61	Significant at 0.05 level
Aided	30	108.3	14.71		

Table -3

Comparison of mental health based on gender.

sex	N	Mean	SD	t- value	Level of significance
Female	39	106.83	14.34	2.66	Significant at 0.05 level
Male	21	23.78	12.74		

## Discussion of the results

Table 2 indicates that there is significant difference between the teachers of government or non-government schools. The t-value is found 2.61 which is significant at 0.05 level of significant. Mean and SD scores of governments and non-government teachers are almost same on Mental Health scale. The probable reason is that now a day's aided schoolteachers are also getting good salary and same working environment. These studies revealed that government and aided schoolteachers possess good mental health.

Table 3 indicates that there is significant difference in mental health of male and female teachers. The t-value is found 2.66 which is significant at 0.05 level. Mean and SD scores of male teachers are significantly higher than female teachers on mental health scale. The probable reason is that male teachers are more capable of coping with stress in comparison to female teachers.

Related to objective - To find out the level of teacher effectiveness of higher secondary school teachers in Trivandrum based on

- a) Gender
- b) Type of school

Table – 4.

Mean difference of teacher effectiveness of higher secondary school teachers based on gender

gender	N	M	SD	t-	Level of significance
Male	21	223.01	15.59	3.01	0.05
female	39	220.24	14.88		

## Discussion of results

The above table 4. shows that the mean and standard deviation of teacher's effectiveness of male teachers (N=21) and female teachers (N=39) are 223.01, 15.59 and 220.24, 14.88. From the above table 4. it is found that computed 't' value for the mean effectiveness scores between male and female higher secondary school teachers [ $t(450) = 3.01 > p$ ] insignificant. Hence, the framed null hypothesis 2 is rejected and it is concluded that there is significant difference in teacher's effectiveness of male and female high school teachers and male teacher are more effective than the female teacher.



**CORRELATION**

Related to objective - To find out the relationship between mental health and teacher effectiveness of higher secondary school teachers in Trivandrum district.

Table – 5

Correlation scores of teacher effectiveness and mental health of secondary school teachers.

Variables	Correlation Coefficient	significance
Teacher effectiveness	0.472 0.	0.01
& Mental Health of teachers	- 0.892 0.	0.01

**Discussion of results**

Relationship of Mental Health with Teacher Effectiveness It is clearly shows in table 5 that the correlation coefficient of teacher effectiveness and mental health for total group of teachers is -.47 which is negative and significant at 0.01 level of confidence. It is interpreted from the above value that mental health problems have a positive correlation with teacher effectiveness, which means mental health is a positive correlate of teacher effectiveness. The correlation analysis clarifies that mental health is important for every teacher. Mental health of a teacher results in classroom activities. Good mental health indicates effective teaching.

**FINDINGS OF THE STUDY**

- Majority of the teachers were found highly effective.
- More than half of the teachers in the sample (female teachers) had low mental health.
- Teacher effectiveness of male schoolteacher is thus significantly more as compared to female teachers.
- Teacher effectiveness of Aided school teacher is thus significantly more as compared to Government school teachers.
- Teacher effectiveness of teachers having high mental health is thus more as compared to teachers having low mental health.
- Teacher effectiveness, and mental health were found positively correlated.
- Government male teachers mean score was higher than that of government female teachers.

- In the case of aided male teachers mean score is also high in compared to aided female teachers. This difference was significantly at .01 level of significance.
- Level of mental health among higher secondary school teachers based on gender and type of school is accepted that means, there exists significant difference in mental health of higher secondary school teachers in Trivandrum district for the sub sample based on type of school and gender.

## TENABILITY OF HYPOTHESIS

The tenability of hypothesis formulated and given in chapter 1 was tested by examining the veracity of the findings obtained by the study conducted.

### Hypothesis -1

H1 - There exist significant relationship between mental health and teacher effectiveness of higher secondary teachers in Trivandrum district.

This hypothesis is accepted. The study shows that there is positive correlation between Mental health and Teacher effectiveness among higher secondary school teachers.

Test result- Relationship of Teacher Effectiveness with Mental Health It is clearly shows in table 4.7 that the correlation coefficient of teacher effectiveness and mental health for total group of teachers is -.47 which is negative and significant at 0.01 level of confidence. It is interpreted from the above value that mental health problems have a positive correlation with teacher effectiveness, which means mental health is a positive correlate of teacher effectiveness. The correlation analysis clarifies that mental health is important for every teacher. Mental health of a teacher results in classroom activities. Good mental health indicates effective teaching.

### Hypothesis 2

H 2 - There exists significant difference in mental health of higher secondary school teachers in Trivandrum district for the sub sample based on type of school and gender.

This hypothesis is Accepted. There exists significant difference in mental health of sub sample (gender, type of school)'

Test result- The study result reveals that there is significant difference between the teachers of government or non-government schools. The t-value is found 2.61 which is significant at 0.05 level of significant. Mean and SD scores of governments and non-government teachers are almost same on Mental Health scale. The probable reason is that now a day's aided schoolteachers are also getting good salary and same working environment. These studies revealed that government and aided schoolteachers possess good mental health.

The result on the sub sample gender that there is significant difference in mental health of male and female teachers. The t-value is found 2.66 which is significant at 0.05 level. Mean and SD scores of male teachers are significantly higher than female teachers on mental health scale. The probable reason is that male teachers are more capable of coping with stress in comparison to female teachers.

### Hypothesis 3

H 3.- There exist significant difference in the teacher effectiveness of higher secondary teachers in Trivandrum district for the sub sample based on type of school and gender.

The final hypothesis is also Accepted. Because there exist significant difference in teacher effectiveness on the basis of gender and type of school.

Test results – research study shows that the mean and standard deviation of teacher's effectiveness of male teachers (N=21) and female teachers (N=39) are 223.01, 15.59 and 220.24, 14.88. From the above table-4.6 it is found that computed 't' value for the mean effectiveness scores between male and female higher secondary school teachers [ $t(450) = 3.01 > p$ ] insignificant. Hence, the framed null hypothesis 2 is rejected and it is concluded that there is significant difference in teacher's effectiveness of male and female higher secondary school teachers and male teacher are more effective than the female teacher.

The study shows that the mean and standard deviation of teacher's effectiveness government teachers (N=30) and Aided school teachers (N=30) are 222.46, 14.15 and 223.96, 15.35. From the above table-4.7 it is found that computed 't' value for the mean effectiveness scores between govt and aided higher secondary school teachers [ $t(450) = 0.99 < p$ ] is not significant. Hence, the framed null hypothesis 3 is accepted and it is concluded that there is no significant difference in type of school and the teacher's effectiveness of higher secondary school teachers. But the mean scores show that Aided teachers are more effective in teaching than government schoolteachers.

### EDUCATIONAL IMPLICATIONS

1. As per the result of the study, there is a high relationship between mental health and teacher effectiveness of secondary school teachers. To make teaching more effective, teachers should have good mental health.
2. The teachers who enjoy good mental health and high teacher effectiveness are most likely to be more productive in their classroom.
3. The emotional atmosphere in a classroom setting is important to the experiences of all students. That atmosphere is affected by the emotional stability of the teacher. A teacher with personal mental health problems can have a detrimental effect upon all of those students who are associated with him or her.
4. Good mental health and sound teacher effectiveness focused on good classroom behavior and Social and Emotional Learning of students.

5. Teachers cannot be expected to improve the mental health of their students unless their own mental health is sound. Conflicts, tensions, frustrations in the mind of the teachers lead to impairment of their mental health.
6. Findings of the present study reveal that the teachers having high mental health are also having high teacher effectiveness. So, for the betterment of teaching and to improve teacher effectiveness proper care to mental health is necessary.
7. The findings of the present study is helpful to the teachers to know about the importance of having mental health.
8. Teachers can avoid the factors that negatively affect mental health which in turn affect teaching.

### **SUGGESTIONS FOR THE FUTURE RESEARCH**

In the light of the findings, the investigator would like to give following suggestions for further research.

- The study was confined only to two variables- mental health and teacher effectiveness. The further investigations can be made by taking other variables like job satisfaction, occupational stress, personality, teachers health and wellness etc.
- A study can conduct on different psychological problems affected by teachers during in service.
- A more intensive study on the same topic using wider samples selected from other districts of Kerala also may be suggested for further studies. The reasons for low mental health can be found out and overcome it.
- A more elaborate study can be made by selecting variables like socio economic status, school climate, marital status along with the variables of the present study could be undertaken for further research.
- Similar studies may be conducted by selecting samples from secondary school or college level.
- Similar studies can be conducted by selecting samples from rural and urban school.

It is hoped that the further research in this area may draw their attention to the limitations and suggestions of the present investigations. The investigator would feel highly honored, if the findings and implications of the study are made use by teachers, educationalists, administrative and all other who are interested in teaching.

### **CONCLUSION AND SUGGESTION**

Education is the most important instrument for the accumulation of social assets and the formation of social capital. Education contributes significantly to national development. Teacher is responsible for shaping the future of the nation. According to the first Prime Minister of India Pandit Jawaharlal Nehru “The future of the nation is being shaped in the classrooms”. A teacher is the backbone of any education system. A devoted teacher always feels satisfied after teaching a class as he/she knows that he/she is contributing to nation’s building. In order to

help the child in attaining the desired set of objectives, a teacher must make his/her teaching more interesting and effective. A good and efficient teacher occupies a very important position in the educational process. Today, the role of teachers is expanding to include more duties and responsibilities than ever before, including building emotionally strong and healthy students. However, society often neglects to address or even discuss the mental and emotional well-being of teachers themselves. This neglect has led to two major issues – teacher burn-out and a lack of skilled teachers available as a result. Teachers have a lot of responsibilities: helping students progress academically, taking on community leadership roles, and maintaining a safe classroom environment, just to name a few. Yet perhaps nothing is as important in a teacher's work as promoting the mental health of students. Students who are mentally healthy are more motivated, self-aware, and able to participate in a classroom community. Moreover, students struggling with mental issues benefit from teachers who are supportive and aware of the issues they're facing. Educate staff, parents, and students on symptoms of and help for mental health problems. Promote social and emotional competency and build resilience. Help ensure a positive, safe school environment. Teach and reinforce positive behaviors and decision-making.

Teacher effectiveness is important as mental health, there is still little consensus about how to define and identify effective teaching. One of the reasons for the different opinions about teaching effectiveness is that teaching is such a complex, multidimensional, and idiosyncratic process. However, there are some generally agreed-on notions of teaching and indicators of effective teaching. That teaching is an individual responsibility, and each instructor is an individual artisan or solo practitioner whose ability to teach however they wish lies at the heart of academic freedom. That effective teaching lies not in a body of knowledge and a set of practices and skills, but in performance attributes -- such as clarity, humor and passion -- that an instructor either has or hasn't. To achieve teacher effectiveness, we need to be efficient and effective in using the classroom. Great classroom management involves more things to learn and practice handling a class over a period. Teachers are a lot more than being an authority figure to their students.

Activities like yoga, exercise and meditation could be conducted in the school premises for teachers which would help in the overall mental health. There is a need to constantly update our teachers with the latest modes of communication and manner of communication with students, colleagues and parents. The environment would be full of challenges therefore problem-solving skills would be an asset for the teacher. Moreover, the right attitude needs to be nurtured in the teacher towards teaching-learning. students, also being able to create structure in their learning experience.

To conclude that, Teachers play a critical role in shaping the lives of our nation's children. Teachers not only facilitate learning, but also influence a child's social and emotional development.

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