



# Mental Health of Pupil Teachers : A Multi-Dimensional Analysis

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## ABSTRACT

The objective of this study is to investigate the mental health of pupil teachers. Descriptive study method has been used, data has been collected through Mental health which is based on four dimensions: cognitive, emotional, social, and self-concept dimensions.

Findings shows 7.69% of the pupil-teachers have good mental health, 61.53% have average mental health, and 30.76% have poor mental health. Results on dimensions of mental health shows 33.5% people were good in cognitive health, 23.2% people were good in emotional health, 16.4% people were good in social health, and 26.6% people were good in self-concept. There is need for Systematic investments to support pupil teachers well-being, resilience, and feelings of self-efficacy to cope with the challenges at their workplace.

Key Words: Mental health, Pupil teachers.

## Introduction

The main objective is to promote the health and well-being of individuals and communities through excellence in teacher research and bedside. Principles added by Bhagavad Gita The three principles emphasised in Bhagavad Gita are. Management of mind, Management of duties, Principles of self-management. According to Bhagavad Gita, for those who do not control the mind, the mind acts like an enemy. The mind can be controlled by "practice and renunciation" [BG 6.35]. Due to its fickleness and instability, the mind can be controlled wherever and whenever. If it wanders, we must bring it back under the control of the soul. [BG 6.25] The World Health Organization defines mental health as a state of well-being whereby individuals recognize their abilities, can cope with the normal stresses of life, work productively and fruitfully, and make a contribution to their communities. The health of the psyche is a matter of maturity (Winnicott 1988).

Mental health is a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with universal values of society. Basic cognitive and social skills; ability to recognize, express and modulate one's own emotions, as well as empathise with others; and ability to cope with adverse life events and function in social roles; and harmonious

relationship between body and mind represent important components of mental health which contribute, to varying degrees, to the state of internal equilibrium. Transforming education calls for schools and other learning environments to become more responsive to learners' needs. National governments, education stakeholders, partners and donors must prioritize strengthening education systems to ensure every child and

adolescent has access to safe and supportive learning environments that promote and respond to their learning, development and mental health and psychosocial well-being needs. This can be done by developing and implementing long-term and sustainable school-based mental health and psychosocial support (MHPSS) policies, strategies and services that respond to learner Schools and other learning environments, including in emergency contexts, can be equipped to address children and adolescents' mental health and psychosocial well-being needs. A supportive learning environment should be created – one that safeguards mental health, where all learners and education professionals feel included, supported and valued. Effective integration of mental health in schools can:

- Improve educational outcomes,
- increase learners' mental health literacy,
- promote learners' social and emotional learning,
- help identify at-risk learners and provide support, including through referral pathways to health and social welfare sectors, and
- reduce the likelihood of mental health concerns developing into more severe mental health problems and risk behaviours.

In this study mental health was assessed on the following dimensions -

**SOCIAL** : Developing a sense of connection, belonging, and a well-developed support system .

### **EMOTIONS**

Coping effectively with life and creating satisfying relationships. positive emotions include a component of positive affect.

### **COGNITION**

Cognition is the "mental action or process of acquiring knowledge and understanding through thought, experience, and the senses"

### **SELF CONCEPT**

Self-concept is an overarching idea we have about who we are—physically, emotionally, socially, spiritually, and in terms of any other aspects that make up who we are .

Review of literature : Teacher mental health continues to be of concern in elementary and secondary schools; however, supporting teacher wellbeing is understudied (Parker et al., 2012; Roffey, 2012), particularly from a gender perspective (Bourgeault et al., 2021). Among professionals, teachers exhibit one of the highest levels of job stress and burnout on the job. (Hakanen et al., 2006; Stoeber & Rennert, 2008). This scoping review investigates and consolidates the existing research on teacher mental health, leaves of absences, and return-to-work. Work context and personal factors/family context contribute to teacher stress and attrition and by extension may impact temporary leaves of absence (Pressley, 2021). Several articles report on interventions with moderate success to reduce teacher stress, but no studies evaluated return-to-work interventions (Ebert, 2014; Kwak et al., 2019). The amount of stress teachers are experiencing and the pressure that is causing them to burn out is the most common narrative present in the literature. The review highlights gaps in the literature surrounding teacher mental health, leaves of absence, and return-to-work and a notable gap regarding the role of gender. Work stress and burnout are significantly associated with negative psychological outcomes, absenteeism, low job satisfaction, and the intention to quit (Ogus, 2008).

### **Objectives** of the study

To study the mental health of the pupil teacher.

To analyse mental health across four dimensions: cognitive, social, emotional, and self-concept.

To suggest interventions for improving the mental health of pupil teachers.

**Operational Definition** : Pupil teacher's enrolled in teacher's training programs.

**Mental health**: mental health was assessed by using a scale prepared by the researcher on the following dimension cognitive, social, emotional and cell concept.

**Research Method**: Descriptive survey method was used for collection of data.

**Population and Sample** : All pupil teachers enrolled in a teacher's training program constitute the population of the study.

**Sample**: Simple random sampling techniques was used to select the sample (n = 26).

**Tool** : Mental health scale was prepared-

Items were prepared on four dimensions of mental health .50 items were made according to the dimensions. 27 items were selected for the final draft , These items were arranged systematically.

Percentage analysis was done for interpretation of the data.

### Result and Discussion:

Table No. 1- Level of mental health.

Sr. no	Number of student ( n )	Percentage	Level of mental well-being
1.	2	7.69%	Good
2.	16	61.53%	Average
3.	8	30.76%	Poor

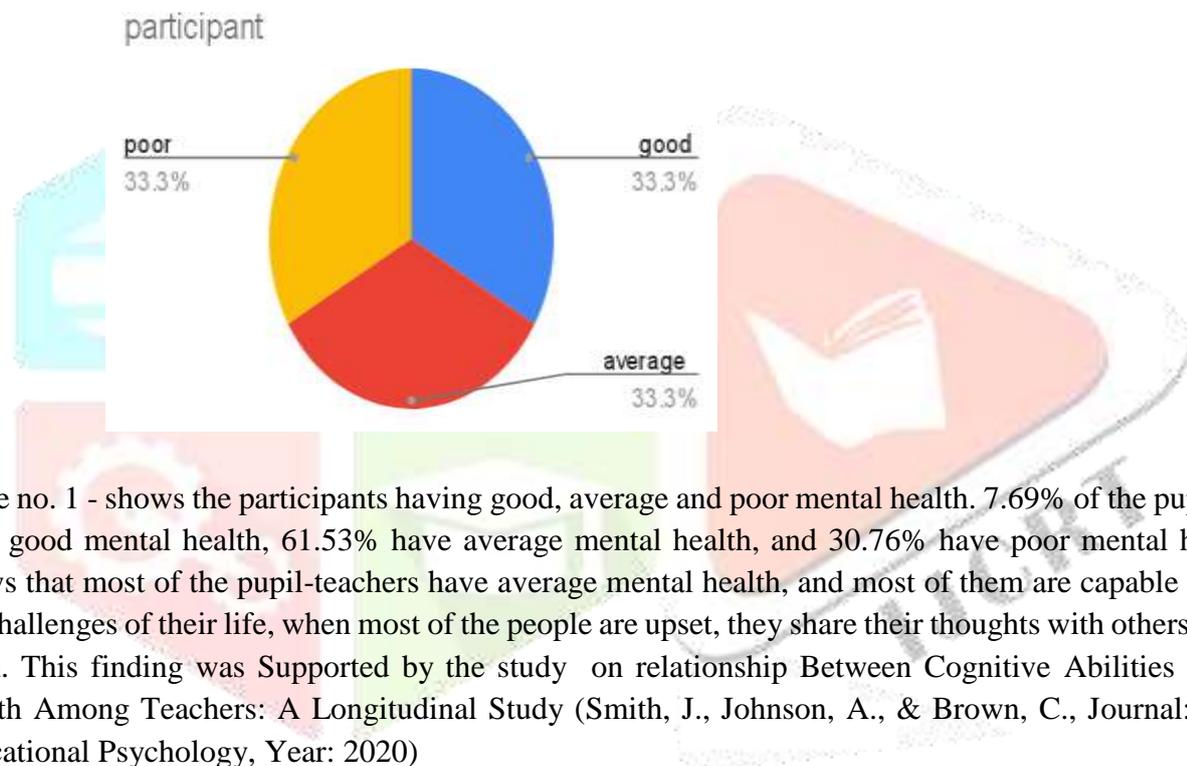
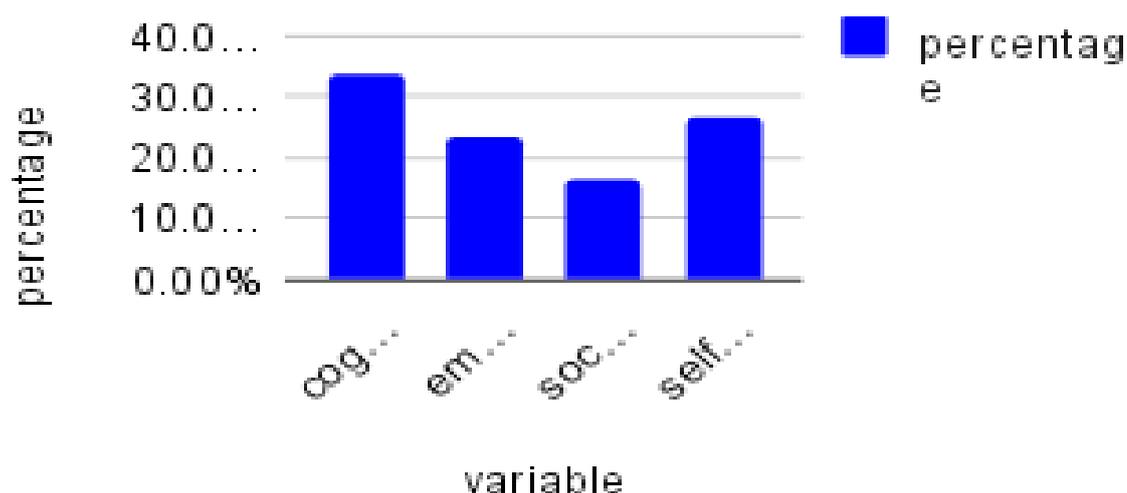


Table no. 1 - shows the participants having good, average and poor mental health. 7.69% of the pupil-teachers have good mental health, 61.53% have average mental health, and 30.76% have poor mental health. This shows that most of the pupil-teachers have average mental health, and most of them are capable of handling the challenges of their life, when most of the people are upset, they share their thoughts with others and reduce them. This finding was Supported by the study on relationship Between Cognitive Abilities and Mental Health Among Teachers: A Longitudinal Study (Smith, J., Johnson, A., & Brown, C., Journal: Journal of Educational Psychology, Year: 2020)

## 2. Analysis on Dimensions of mental well being :

percentage vs variable



In the graph, the mental health dimension is on the X-axis and percentage is on the Y-axis. 33.5% of pupil teachers reported good on cognitive health, 23.2% pupil teachers reported good on emotional health, 16.4% pupil teachers were good on social health and 26.6% pupil teachers were good in self-concept.

**Conclusion :** the majority of pupil teachers have average mental health, there is a significant proportion with poor mental health, indicating a need for interventions to support these individuals. The strength in the cognitive dimension is a positive aspect that can be leveraged in developing programs to enhance overall mental health among pupil teachers.

**Suggestions** for improving mental well-being-

Mental Health Workshops and Training: Mindfulness and Stress Management Workshops

Provide training to improve emotional regulation, empathy, and interpersonal skills.

Counselling and Support Services: Access to Professional Counseling ,Peer Support Groups Establish peer support groups where pupil teachers can share experiences and offer mutual support.

Curriculum Enhancements: Incorporate Mental Health Education: Integrate mental health education into the teacher training curriculum to raise awareness and provide practical coping strategies.

Practical Stress-Management Modules: Include modules that teach time management, conflict resolution, and relaxation techniques.

Enhanced Social Skills Development: Organise team-building activities and social events to enhance social interaction skills among pupil teachers.

Encourage collaboration and group projects within the training program to foster a supportive community.

By implementing these interventions, teacher training programs can create a more supportive and mentally healthy environment for pupil teachers, ultimately enhancing their well-being and professional effectiveness.

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