

Study on Mental Health of Mainstream School Teachers

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The aim of this study is to find out mental health condition amongst secondary mainstream school teachers of West Bengal. It used descriptive methods with applied goals. A survey conducted on 300 secondary school teachers of West Bengal state of India through purposive sampling. Structured demographic data sheet developed by the present researcher along with "R.C.E. Mental Health Scale" of Anand, S.P. (1992) adapted in Bengali by Nanda and Behera (2011) were used in this study. The results indicated that maximum number (68%) of school teachers possess moderate mental health. ANOVA shows that there is no significant difference in the level of mental health of teachers belongs to different demographic categories.

Keywords: Mental Health, Mainstream School Teachers.

Introduction

Mental Health is more than a mere absence of mental disorders. It refers to a state of mind which is characterized by emotional well-being, relative freedom from anxiety and disabling symptoms, and a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life (Bhagi & Sharma, 1992). It is the adjustment of the individual to himself and the world at large (Bernard, 1961). It implies a satisfactory relationship to one's self and to one's environment (Rogers, 1957). As described by World Health Organization (1948) mental health as a state of complete physical, mental and social well being and not merely the absence of disease or infirmity. World Health Organization (2004) viewed that mental health is a state of well being in which the individual realizes his or her own abilities and can cope with the normal stresses of life can work productively and fruit fully and is able to make a contribution to his or her community. Nesse et al. (2005) stated that mental health may include an individual's ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience. As is described in American Heritage Dictionary (2006) mental health is a state of emotional and psychological well being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life. Atkinson (2006) also expressed that mental health is a term used to describe either a level of cognitive or emotional well being or an absence of a mental health. Singh and Singh (2006) revealed that though the subjects are normal in general, but a substantial proportion is at risk of developing psychological stress generated problems that may affect their mental health whereas as is described in Dictionary of Cancer terms (2007) mental health is a person's overall psychological and emotional condition. Good mental health is a state of well being in which a person is able to cope with everyday events, think clearly, be responsible, meet challenges and have good relationship with others.

Special school teachers are exposed to highly stressful situation which are related to psychological and psychiatric problems (Pithers, 1995). In U.S.A. special school teachers as well as public school teachers taking sick leave due to psychiatric problems have been increased from 0.11% in 1997 to 0.39% in 2007 (Yaosaka, 2000). In special school students with special needs shows different problem behaviours which worsen teachers mental health (Boyle et. al., 1995; Hata, 2000). Among children with intellectual impairment, autism and ADHD, acts of violence directed towards teachers and peers also placed the teachers in



Diptimayee Behera Ghosh

Assistant Professor,
Dept. of Education,
Kotshila Mahavidyalay,
Kotshila, Purulia, West
Bengal, India

stressful situations that affect their mental health (Ito,2000).Teachers particularly the special teachers over workload also affect special teachers mental health (Hata, 2000; Boyle et.al.,1999). Some other work characteristics and psychological factors like job insecurity, effort-reward imbalances, job dissatisfaction and compromised general physical health also, worsen mental health status of special school teachers (Yaosaka,2000; DeFrank& Stroup, 1989;Cockburn,1996; Griffith et.al.,1999; Miller & Travers, 2005).

Review of Literature

Phichairome (1999) conducted a study to investigate the five factors that influence mental health of teachers. Dasgupta (1965) had attempted to identify the factors associated with mental health of teachers. Das Mohapatra (1989) had a study on teachers serving in primary schools of Puri town. Hidalgo-Andrade et. al. (2021) assessed the psychological distress, life satisfaction, and perceived stress of Ecuadorian teachers who adopted online learning in response to the COVID-19 pandemic and aimed to qualitatively report the coping strategies used to maintain their mental health and well-being. Kumar (2019) aimed to study the mental health status of government and private high school teachers keeping in view the type of school and the their locality. The present social environment has created stressful situations to humans which tend to produce adverse effects on their health. Each and every section of human society have been affected by the problems of mental health (Jamal and Baba, 2000; Paul 2008). Trivedi& Kumar (2019) suggested that male teachers are mentally healthy as compare to female teachers. It was also asserted that difference in mental health between govt. and private teachers is significant. Aperribai et. al. (2020) aimed to explore how teachers have been affected by the lockdown with respect to their mental health and their relationships in three main fields: work, family, and social relationships, and to know what is the role of physical activity in the mentioned variables.

Present study aimed to ascertain the mental health of mainstream school teachers in respect of certain demographic factors.

Objectives of the Study

The objectives of this study were,

1. To study the mental health status of mainstream school teachers with respect to age of the teachers.
2. To investigate the mainstream school teachers mental health on the basis of their gender.
3. To find out the difference in mental health with respect to educational qualification of the teachers.
4. To find out the difference in mental health with respect to years of experience of teachers.
5. To find out the difference in mental health of teacher with respect to subject taught in teaching.
6. To find out the difference in mental health with respect to social class of the teachers.
7. To find out the difference in mental health with respect to financial satisfaction of the teachers.

8. To find out the difference in mental health with respect to work place of the teachers.
9. To find out the difference in mental health with respect to habitat of the teachers.
10. To find out the difference in mental health with respect to marital status of the teachers.
11. To find out the difference in mental health with respect to family structure of the teachers.

Hypotheses of the Study

The Hypotheses of this study were,

HO₁: There would be no significant difference on the basis of age (30 & below, 31-40, 41-50, 51 & above) of the teachers.

HO₂: There would be no significant difference between male and female teachers on the criteria of mental health.

HO₃: There would be no significant difference between trained graduate and trained post-graduate teachers on the criteria of mental health.

HO₄: There would be no significant difference on the basis of years of experience (below 10 year, 10-20, 21& above years) of the teachers.

HO₅: There would be no significant difference on the basis of subject taught (language & literature, social science, math & science) in teaching.

HO₆: There would be no significant difference on the basis of social class (General, S.C., S.T., O.B.C., Minority) of the teachers.

HO₇: There would be no significant difference on the basis of financial satisfaction (satisfied, average, dissatisfied) of the teachers.

HO₈: There would be no significant difference on the basis of work place (rural, urban, semi urban) of the teachers.

HO₉: There would be no significant difference on the basis of the habitat (rural, urban, semi urban) of the teachers.

HO₁₀: There would be no significant difference on the basis of marital status (married, unmarried, divorce) of the teachers.

HO₁₁: There would be no significant difference on the basis of family structure (nuclear, joint & broken) of the teachers.

Method

Tools

The following tools are used by the researcher,

1. Structured demographic data sheet developed by the present researcher.
2. 'Mental Health Scale' developed by Anand, S.P. (1992) and adapted in Bengali Version by Nanda and Behera (2011) used in this study. This is a Likert type scale. Mental Health Scale consists of 60 items (20 positive items and 40 negative items). Test-retest reliability of the scale is +.88. Coefficient of correlation of the scale is value of -.49. This substantiates the content and face validity of the Scale.

Sample

300 school teachers (150 male and 150 female teachers) from govt. aided & sponsored school taken as the sample of the present study. The term school teachers used in the present study is refers to

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the teachers working in government aided and sponsored secondary / higher secondary schools. These schools are affiliated to West Bengal Board of Secondary Education / West Bengal Council of Higher

Secondary Education. A detailed of demographic features of the samples are shown in the following table:

Table 1: Distribution of Sample

Variables type	Variables Range	Total no.	In %
Age in year	30 & below	44	14.67
	31-40	79	26.33
	41-50	90	30
	51 & above	87	29
Gender	Male	150	50
	Female	150	50
Educational qualification	Trained graduate	152	50.67
	Trained post graduate	148	49.33
Experience in years	Below 10 years	113	37.67
	10 to 20 years	102	34
	Above 20 years	85	28.33
Subject taught	Language & Literature	130	43.33
	Social science	76	25.33
	Math & Science	94	31.33
Social Class	General	222	74
	SC	34	11.33
	ST	08	2.67
	OBC	18	6
	Minority	18	6
Financial status	Satisfied	86	28.67
	Average	147	49
	Dissatisfied	67	22.33
Work place	Rural	71	23.67
	Urban	167	55.67
	Suburban	62	20.67
Habitat	Rural	85	28.33
	Urban	152	50.67
	Semi urban	63	21
Marital status	Married	236	78.67
	Unmarried	57	19
	Divorce	07	2.33
Family structure	Nuclear	149	49.67
	Joint	131	43.67
	Broken	20	6.67

Design

The study was conducted through descriptive method of research. The descriptive method has been the most widely used research

method in education. The method requires sample and related research instrument for collection of data and conduct the study.

Analysis and Interpretation of Data

Table 2: Table of ANNOVA

Variables	Source of Variables	Sum of square	df	Mean square	F	P-value
Age	Between Groups	1450.468416	3	483.489472	1.008	0.389624
	Within Groups	142011.1683	296	479.76746		
	Total	143461.6367	299			
Gender	Between Groups	1800.75	1	1800.75	3.788	0.052558
	Within Groups	141660.8867	298	475.372103		
	Total	143461.6367	299			
Educational Qualification	Between Groups	283.9392658	1	283.939266	0.591	0.442653
	Within Groups	143177.6974	298	480.462072		
	Total	143461.6367	299			
Experience	Between Groups	58.20160832	1	29.100080	0.060	0.941522
	Within Groups	143403.4351	297	482.83984		
	Total	143461.6367	299			
Subject Taught	Between Groups	2157.067362	2	1078.53368	2.267	0.105422
	Within Groups	141304.5693	297	475.772961		
	Total	143461.6367	299			
Social class	Between Groups	4847.933121	4	1211.98328	2.579	0.037575
	Within Groups	138613.7035	295	469.876961		
	Total	143461.6367	299			
Financial satisfaction	Between Groups	5362.506813	2	2681.25341	5.766	0.003492
	Within Groups	138099.1299	297	464.980235		
	Total	143461.6367	299			
Working place	Between Groups	1033.305759	2	516.652879	1.077	0.341822
	Within Groups	142428.3309	297	479.55667		
	Total	143461.6367	299			
Habitat	Between Groups	5583.339156	2	2791.66958	6.013	0.002753
	Within Groups	137878.2975	297	464.236692		
	Total	143461.6367	299			
Marital status	Between Groups	909.964222	2	454.982111	0.948	0.38871
	Within Groups	142551.6724	297	479.971961		
	Total	143461.6367	299			
Family structure	Between Groups	2224.076108	2	1112.03805	2.338	0.098252
	Within Groups	141237.5606	297	475.547342		
	Total	143461.6367	299			

H₀: There would be no significant difference on the basis of age (30 & below, 31- 40, 41-50, 51 & above)of the teachers.

From the table 2 it is found that the value of 'F' at 0.05 level of significance is 8.53. The calculated value for the same level is 1.008, which is lower than

the table value. Hence the null hypothesis is accepted at 0.05 level. There is no real difference among the age group of the teachers.

H0₂: *There would be no significant difference between male and female teachers on the criteria of mental health.*

From the table 2 it is found that the value of 'F' at 0.05 level of significance is 254.32. The calculated value for the same level is 3.788, which is lower than the table value. Hence the null hypothesis is accepted at 0.05 level. There is no real difference between the genders of the teachers.

H0₃: *There would be no significant difference between trained graduate and trained post-graduate teachers on the criteria of mental health.*

From the table 2 it is found that the value of 'F' at 0.05 level of significance is 254.32. The calculated value for the same level is 0.591 which is lower than the table value. Hence the null hypothesis is accepted and there is no real difference between trained graduate teachers and trained post-graduate teachers in their mental health.

H0₄: *There would be no significant difference on the basis of years of experience (below 10 year, 10-20, 21 & above years) of the teachers.*

From the table 2 it is found that the value of 'F' at 0.05 level of significance is 254.32. The calculated value for the same level is 0.060 which is quite lower than the table value. Hence the null hypothesis is accepted, and hence there is no real difference in their mental health when the experience of the teachers is considered.

H0₅: *There would be no significant difference on the basis of subject taught (language & literature, social science, math & science) in teaching.*

From the table 2 it is found that the value of 'F' at 0.05 level of significance is 19.50. The calculated value for the same level is 2.267 which is too lower than the table value. Hence the null hypothesis is accepted, and hence there is no real difference among language, science and social science teachers in their mental health.

H0₆: *There would be no significant difference on the basis of social class (General, S.C., S.T., O.B.C., and Minority) of the teachers.*

From the table 2 it is found that the value of 'F' at 0.05 level of significance is 5.63. The calculated value for the same level is 2.579. Hence the null hypothesis is accepted at 0.05 level.

H0₇: *There would be no significant difference on the basis of financial satisfaction (satisfied, average, and dissatisfied) of the teachers.*

From the table 2 it is found that the value of 'F' at 0.05 level of significance is 19.50. The calculated value for the same level is 5.766. Hence the null hypothesis is accepted at 0.05 level.

H0₈: *There would be no significant difference on the basis of work place (rural, urban, semi urban) of the teachers.*

From the table 2 it is found that the value of 'F' at 0.05 level of significance is 19.50. The calculated value for the same level is 1.077, which is quite lower than the table value. Hence the null

hypothesis is accepted and hence there is no real difference in mental health in context of teachers working place.

H0₉: *There would be no significant difference on the basis of the habitat (rural, urban, semi urban) of the teachers.*

From the table 2 it is found that the value of 'F' at 0.05 level of significance is 19.50. The calculated value for the same level is 6.013, which is quite lower than the table value. So it can be stated that there is no difference in mental health among the teachers residing at rural, urban and semi urban places.

H0₁₀: *There would be no significant difference on the basis of marital status (married, unmarried, divorce) of the teachers.*

From the table 2 it is found that the value of 'F' at 0.05 level of significance is 19.50. The calculated value for the same level is 0.948, which is lower than the table value. Hence the null hypothesis is accepted, and hence there is no real difference among married, unmarried, divorced teachers in context of their mental health.

H0₁₁: *There would be no significant difference on the basis of family structure (nuclear, joint & broken) of the teachers.*

From the table 2 it is found that the value of 'F' at 0.05 level of significance is 19.50. The calculated value for the same level is 2.338, which is lower than the table value. Hence the null hypothesis is accepted, and hence there is no real difference between teachers having nuclear, joint and broken family in their mental health.

Findings

1. When mental health of the mainstream school teachers was considered in respect to their age, it is noticed that there is no significant difference exists between them.
2. When mental health of the mainstream school teachers was considered in respect to their gender, it is noticed that there is no significant difference exists between them.
3. No significant difference exists between the trained graduate and post graduate teachers in their mental health.
4. No significant difference is found among the teachers on the basis of years of experience in teaching.
5. No significant difference exists when subjects taught by them were considered.
6. No significant difference exists when social classes of the mainstream school teachers were considered.
7. No Significant difference exists when financial statuses of the mainstream school teachers were considered.
8. No significant difference exists on the criteria of mental health among the mainstream school teachers working in the rural, urban and semi urban places.
9. No Significant difference exists between the mainstream school teachers from the rural and

urban areas & urban & semi urban on the criteria of mental health on the basis of their habitat.

10. No significant differences exist among the married, unmarried and divorced mainstream school teachers on the criteria of their marital status.
11. When family structure of the mainstream school teachers were considered, no significant differences is found among the nuclear, joint and broken families.

Discussion

Out of 300 mainstream teachers 15.33% (Male=17, Female=29) possess high, 68% (Male=102, Female=102) possess moderate mental health, and 16.67% (Male=31, Female=19) possess low mental health. "The importance of teachers in including the quality of educational process and its product is unquestionable. The entire edifice of education is shaky if the teacher is weak and ineffective. An effective teacher, therefore, is must educational improvements which are striving hard to bring about" Nandoliya (2013). Dewan (2012) revealed that out of three factors, namely stress, marital status and ethnicity, only ethnicity was found to produce main effect on mental health. Davari and Bagheri (2012) found by descriptive statistics showed that relatively large number of teachers had mild mental health problems but data analysis by inferential statistics did not show mental health problems in teachers. Nibedita (2005) supported this study when marital status was considered. There existed no statistically significant difference between the married and unmarried teachers in regard to mental health. Nandoliya (2013) found from the result of ANOVA on mental health scale shows that significant difference existed between male and female teachers on mental health. Significant difference existed between urban and rural teacher on mental health. Significant difference existed among arts, commerce and science faculty's teachers on mental health. However, mainstream school teachers' age, gender, educational qualifications, years of teaching experience, subject taught, social class, financial satisfaction, place of working, habitat, marital status and family structure does not significantly affect teacher's mental health. Galgotra (2013) revealed that experience has an important contribution in improving the mental health of the teachers as highly experienced teachers are better in comparison to low experienced 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. Hidalgo-Andrade et. al. (2021) revealed that age was significantly correlated with all the psychological variables, females presented higher levels of perceived stress, and teachers with home care responsibilities presented higher psychological distress as well as perceived stress. Kumar (2019) revealed that no significant differences in mental health among high school teachers with respect to their locality (rural/urban) as well as no significant differences in mental health among high teachers working in govt. and private high schools. Aperribai

et. al. (2020) found that indoor physical activity acts as preventive in lockdown situations, whereas the level of activity does not affect mental health. Also, teachers have experienced higher levels of distress due to the workload generated during the lockdown. The success of the educational process depends to a great extent on the character and ability of the teacher who is the corner stone of the arch of education. The teacher's duty is less and less to include knowledge and more and more to encourage thinking. Only a physically and mentally healthy teacher can become successful in this type of teaching science.

Conclusion

Findings from this study have implications for the school authorities, policy makers, and higher educational authorities. Teacher should be involved and discuss their problems in seminars, workshops, and conferences. Depending upon the teacher's capacity, work load can be distributed. They must be provided some special facilities like medical care, travelling allowances, special increment and rewards (which will be helpful in improving their mental health). Selection of teachers should not be based only upon the knowledge of the teachers in the concern subjects but at the same time on the basis of motivation, interest and aptitude of trainees towards teaching as well as their favourable mental health. Mental health of the teachers should be measured from time to time with the help of self administrated questionnaire and on the basis of test report immediate intervention must be given. Human rights of all the teachers and the students must be fulfilled, respected and protected. Teachers training programme must be reoriented.

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