



## MENTAL HEALTH OF HIGHER SECONDARY SCHOOL TEACHERS

P. Menaha<sup>1</sup> and Dr. P. Janardhana Kumar Reddy<sup>2</sup>

<sup>1</sup>Ph.D. Research Scholar, Department of Education, Bharathiar University, Coimbatore, Tamil Nadu.

<sup>2</sup>Associate Professor, Department of Education, Bharathiar University, Coimbatore, Tamil Nadu.

### ABSTRACT

This study was explored to find out the mental health of higher secondary school teachers. Survey method was conducted on a sample of 100 higher secondary school teachers in Coimbatore, Tamil Nadu. Data was analyzed by using t-test. Results found that there is no significant difference in mental health of higher secondary school teachers with regard to gender, locality, and family type. Finding also showed that there is significant difference in mental health of higher secondary school teachers in terms of educational qualification.



**KEY WORDS:** Mental Health, Higher Secondary School Teachers.

### INTRODUCTION

A sound mind in a sound body has been recognized as a social ideal for many centuries. Health generally means sound conditions, or well-being, or freedom from diseases. An individual is said to be physically healthy when his body is functioning well and he is free from pains and troubles. Mental health is a term used describes how well the individual is adjusted to the demands and opportunities of life. It is a very broad term which includes physical, mental, emotional and social aspects of adjustment. So for a healthy nation, there is great need of physically and mentally healthy teachers.

Coleman (1970) defined Mental Health as the ability to balance feelings, desires ambitions and ideas in one's daily livings and to face and accept the realities of life. It is the habit of work and attitude towards people and things that brings maximum satisfaction and happiness to the individuals. According to American Psychiatric Association (APA, 1994), Mental Health refers to mental disorders i.e. patterns of behavioral or psychological symptoms that impact multiple life areas and/or create distress for the person experiencing these symptoms. According to Dandapani (2000), Mental Health refers to the full and harmonious functioning of our total personality as well as to our bio-socio-psychological and spiritual well being. World Health Organization (2004) defined Mental Health as a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. Hence, Mental Health is harmonious functioning of whole personality of an individual and its adjustment to life situations. Good Mental Health is an index of psychological wellbeing desirable to all people including prospective teachers.

Teaching is being considered as one of the noblest profession since ancient times. With the changing socio-economic set-up and increasing unemployment, the values of teachers' and their professional fear with the job have compulsorily 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 improvement but also to their personality. Moreover, they have also been

considered as the constructors of the potential of a country. Keeping these facts into the consideration, there is a big challenge for those higher secondary school teachers to maintain their mental health to perform their duties efficiently. For that, a study has to be undertaken to find out the level of mental health held by higher secondary school teachers who are going to play a central role in the process of teaching and learning.

**SIGNIFICANCE OF THE STUDY**

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. There are a variety of courses and contributing factors of mental health problems. Certain signs and symptoms, at times, can be identified that relate to emotional difficulties. It is important that measures be identified to help teachers with emotional problems. This is not always an easy task, yet it is necessary if the teaching-learning environment is to be of a positive nature.

The findings of this research may be beneficial to educational institutions. Mentally healthy higher secondary school teachers will be promoting behaviors such as teaching cooperation, helping skills, enhancing students’ ability to understand another’s feelings, developing self control, and ability to deal with conflicts. By keeping the above said facts, the investigator has undertaken the study on the mental health of the teachers working in higher secondary schools. It is also an attempt to find out the level of mental health of higher secondary school teachers, and suggest measures to enhance their mental health.

**OBJECTIVES OF THE STUDY**

- To study the significant difference in mental health of higher secondary school teachers with respect to gender, locality, family type, and educational qualification.

**HYPOTHESES**

1. There is no significant difference in mental health of higher secondary school teachers based on gender.
2. There is no significant difference in mental health of higher secondary school teachers based on locality.
3. There is no significant difference in mental health of higher secondary school teachers based on family type.
4. There is no significant difference in mental health of higher secondary school teachers based on educational qualification.

**RESEARCH METHOD & SAMPLE**

Survey method is used for the present study. A convenient sample of 100 higher secondary school teachers was chosen from Coimbatore, Tamil Nadu.

**Tool**

- Mental Health Scale by Srivastava, A.K. & Jagdish (1983).

**DATA ANALYSIS**

**Table 1: Mental Health of Higher Secondary School Teachers based on Gender**

| Gender | N  | Mean   | SD    | t-value | Result          |
|--------|----|--------|-------|---------|-----------------|
| Male   | 34 | 63.941 | 3.923 | 0.505   | Not Significant |
| Female | 66 | 63.469 | 5.254 |         |                 |

From Table-1, the t-value 0.505 is not significant at 0.05 level. Thus there is no significant difference in mental health of higher secondary school teachers based on gender. Hence the hypothesis-1 is accepted. Comparing the mean scores, male teachers have high mental health than their counterparts.

**Table 2: Mental Health of Higher Secondary School Teachers based on Locality**

| Locality | N  | Mean   | SD    | t-value | Result          |
|----------|----|--------|-------|---------|-----------------|
| Urban    | 64 | 63.562 | 4.998 | 0.190   | Not Significant |
| Rural    | 36 | 63.750 | 4.575 |         |                 |

Table-2 shows that the t-value 0.190 is not significant at 0.05 level. Thus there is no significant difference in mental health of higher secondary school teachers based on locality. Hence the hypothesis-2 is accepted. Comparing the mean scores, rural teachers have high mental health than urban teachers.

**Table 3: Mental Health of Higher Secondary School Teachers based on Family Type**

| Family Type | N  | Mean   | SD    | t-value | Result          |
|-------------|----|--------|-------|---------|-----------------|
| Nuclear     | 58 | 63.086 | 4.967 | 1.346   | Not Significant |
| Joint       | 42 | 64.381 | 4.579 |         |                 |

From Table-3, the t-value 1.346 is not significant at 0.05 level. Thus there is no significant difference in mental health of higher secondary school teachers based on family type. Hence the hypothesis-3 is accepted. Comparing the mean scores, joint family type teachers have high mental health than their counterparts.

**Table 4: Mental Health of Higher Secondary School Teachers based on Educational Qualification**

| Educational Qualification | N  | Mean   | SD    | t-value | Result      |
|---------------------------|----|--------|-------|---------|-------------|
| UG                        | 42 | 62.309 | 3.516 | 2.544   | Significant |
| PG                        | 58 | 64.586 | 5.419 |         |             |

Table-4 depicts that the t-value 2.544 is greater than the table value (1.96) at 0.05 level of significance. It can be concluded that there is significant difference in mental health of higher secondary school teachers based on educational qualification. Hence the hypothesis-4 is rejected. Comparing the mean scores, PG qualified teachers have high mental health than UG qualified teachers.

**CONCLUSION**

The level of mental health possessed by the higher secondary school teachers is found to be at the moderate level and so efforts could be made to enhance their mental health. The significant finding is that the UG female higher secondary school teachers have lower level of mental health than the PG male teachers. The development of our country is in the hands of the teachers. Good mental health is highly necessary for all in general and particularly teachers. Poor mental health of teachers has an unfavorable effect indirectly as well as sometimes directly on the development of learner’s behavior. All the school administrators and higher authorities should take keen interest in increasing and maintaining positive mental health of teachers and students. Therefore, it is necessary to establish guidance and counseling cell in all the schools. It will help to solve mental, psychological and health related problems of teachers and students. Mental health support related workshops, seminars, group discussions and conferences should be organized at the interschool level then only teachers and students benefited. The teachers’ mental health is

---

directly connected to the work of classroom. Thus, good mental health of the teacher should as significant qualification as academic competence.

#### REFERENCES

1. Julius & Eleonora et al. (2017). The relationship between physical and mental health: A mediation analysis. *Social Science & Medicine*, 195, 42-49.
2. Kaur. (2007). Mental health of Post Graduate Students in relation to their Value-Conflict. M.Ed. Dissertation, Punjab University.
3. Lokesh Koul. (2009). *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Sharma. (2007). *Fundamental of Educational Research*. Meerut: R. Lall Book Depot.
5. Singh & Chandra et al. (2011). *Advanced Educational Psychology*. Meerut: R. Lall Book Depot, pp.772-774.