

Received: 20/09/2023, Review-1: 03/10/2023, Review-2: 13/11/2023, Accepted: 10/12/2023

ABSTRACT

Mental health is controversial issue, based upon the philosophical premises of separation of mind and body. Since early times, teaching has been regarded as one of the noblest professions. The values of teachers and their professional concern with the work have forcibly undergone a drastic change as a result of the shifting socio-economic environment and rising unemployment, their emotional health in some way. Numerous personal and professional demands have been found to have an impact on a teacher's degree of mental health. Teachers' wellbeing in the areas of social, physical, and emotional health contributes to both their personality and professional growth and development. They have additionally been regarded as a nation's builders of the future.

Keeping these facts into the consideration, present study aimed to access the level of personal mental health of school teachers, particularly those who work in the public and self-finance sector schools. Survey method has been employed and 72 male and female teacher educators were randomly selected. The data was analyzed using descriptive analysis and to find the differences for gender and locations t- test was applied. The t-values reveals that no significant gender differences exist among government teachers educators and male, Female Teacher educators. Additionally, teachers posted at schools located under urban area and rural areas did not significantly differ on their mental health.

Keywords: Mental health, Gender, Teacher Educators: Regular, Self-finance Urban, Rural

Introduction

Schools are viewed as the temple of education, where teachers carry out tasks that a priest would carry out in a house of religion, rather than as locations where students go to study. The teachers' and students' united teamwork is what determines the school's performance. In addition to instructing students, teachers act as a liaison between the students, the principal, the management, and the parents. The way that professors behave and speak with students reflects their cordial relationship. Improved mental health may be the outcome of a teacher's positive professional connections with their students, parents, colleagues, and administration.

Previous study has made it clear that mental wellness is extremely important for human life. not only is it crucial, but it is also necessary for social beings to survive. Mental health can be applied to every aspect of human life. It encompasses every facet and depth of a person's personality as well as how they adapt to their surroundings, other people, and themselves. Adjustment is the primary feature of mental health, and its degree determines the state of mental health. More adjustment will result in better mental health, while less adjustment will result in worse mental health. A mentally sound person is able to adjust to both the finest and worst circumstances in life and surroundings.

The phrase "mental health" is made up of two words: The word 'mental' usually implies something more than purely cerebral functioning of a person. It includes one's emotional affective states. It is the equilibrium in one's Sociocultural context that is reflected by the relationship one establishes with others. Similarly, 'health' refers to more than physical wellbeing. It also connotes the individual's intra-physic balance, the interaction of one's physic-structure with the external and social environment (Kaur, 2007). For example, a person who is academically sound and also knows what is to be taught but at times is not able to impart it due to certain factors of adjustment with his/her environment. Mental health stands for the health of the mind, "The wholesomeness of mind" analogous to the wholesomeness of the body as implicit in physical health. Accordingly, mental health is concerned with the health of one's mind and its functioning in the same way as the physical health is concerned with the health of one's physical organs and their functioning.

Mental health, in layman terms, is a level of psychological well-being, or an absence of a mental disorder (Singh, 2004). From the perspective of positive psychology or holism, mental health may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience.

According to World Health Organization (WHO) mental health includes "subjective well-being, perceived self-efficacy, autonomy, competence, intergenerational dependence, and self-actualization of one's intellectual and emotional potential, among others.

Kornhauser (1965) connotes that mental health includes those behaviors, perceptions and feelings that determine a person's overall level of personal effectiveness, success, happiness and excellence of functioning as a person. It depends on the development and retention of goals that is neither too high nor too low to permit realistic successful maintenance of belief in one's self as a worthy, effective human being. Further, it is the condition in which the individual manifest through self-evaluation, adjustability, maturity, regular life, absence of extremism satisfactory social adjustment and satisfaction from his chief occupation. Complete mental health is an ideal. Any individual who possesses the greatest number of these qualities will be nearest the ideal.

Singh and Gupta (1983) described six indices of mental health i.e. emotional stability (experiencing subjective stable feeling which have positive or negative); over-all adjustment (achieving an overall harmonious balance between demands of various aspects of environment, such as home, health, social, emotional and school of the one hand and cognition on the other);autonomy(a stage of independence and self-determination in thinking);security-insecurity (a high or low sense of safety, confidence, and freedom from fear, apprehension or anxiety particularly with respect to fulfilling the person's present or future needs); self-concept (sum total of the person's attitude and knowledge towards himself and evaluation of his achievements); and intelligence (general mental ability which helps the person in thinking rationally, and in behaving purposefully in his environment).

While, the interpretation of mental health by Das (2008) is "Good mental health can be achieved by following the principle of mental hygiene, which is the science of the investigation and application of those measures that prevent mental disorder. Mental health is a way of living satisfactorily and effectively with other members of the society".

There have been many studies conducted to access the level of mental health among school teachers in relation to various psychological variables. It is important to emphasize that these different determinants interact with each other in a dynamic way, and that they can work for or against a particular individual's mental health state. Table 1

provides an illustrative set of factors that may threaten or protect mental health. For example, an individual's level of self-worth could be enhanced or diminished depending on social support or economic security at the household level, which in turn might be influenced by the extent of political stability, social justice or economic growth of a country.

Ananda (1989) conducted a study on mental health of schoolteachers using a mental health scale and observed that 59 % of teachers were mentally healthy. The state of working bears no relation to mental health while social values were positively related to mental health of teachers.

Kumar (1992) observed that if a teacher is with bad mental health it not only tends to incapacitate himself for the performance of his multifarious duties in the school but also creates difficulties and problem for his students.

Kaur (2007) investigates occupational stress, mental health and coping resources of high and higher secondary school teachers and their relationship. The results revealed that sometimes teachers feel stressed due to role overload, responsibilities and physical stressors present in school. Whereas, teachers those who are mentally healthy use coping resources to combat the effect of occupational stress. They use recreational activities such as watching T.V., listening music, getting social support from friends to relief from mental tensions, etc. The result also indicated that correlation between occupational stress and mental health is negative. Occupational stress and coping resources also tends to be negative. Correlation between mental health and coping resources is positive and significant.

Srivastava and Khan (2008) conducted a study to know the impact of mental health on the level of burnout of the teachers teaching at different education level. They concluded that teachers with low mental health are more prone to burnouts than the teachers of average and high mental health. Srivastava (2010) assessed the personality and mental health among primary and secondary teachers. The result indicates that personality types/traits influence the mental health of primary and secondary teachers and extrovert teachers enjoy better mental health as compared to introvert teachers.

Kale (2011) conducted a study on awareness of mental health among newly admitted B.Ed. Students. The researcher has applied survey method for collecting the data. The results reveal that there is great awareness about the mental health among newly admitted B. Ed students.

Kumar (2013) reported results of t-test reveals that urban elementary school teachers scored higher mean

scores on mental health ($t = -16.06$; $p < .01$) whereas, elementary school teachers from rural schools are scored low on mental health. Meaning thereby, awareness of self-mental health would make elementary school teachers' to cope with stressful situation in an enhanced way and are in a better position to perform appraisal of pupils' undesirable behavior at elementary school level.

In sum a teacher can often create a classroom environment in an image of their own childhood experiences and cultural influences (Kroeger & Bauer, 2004). This image could mimic how they were taught at school, and in still their own beliefs on how homes and lives are organized, believing that this is the right way and is how will be (Thorsborne & Vinegrad, 2006). Some of the researchers like Langley (2008) suggested that teachers need to consider there are times when

Statement of the problem

Mental health of teacher educators of self financing and regular teacher training colleges of CCS University -A comparative study

Objectives

- 1 To study the mental health of teacher educators belonging of self finance college
- 2 To study the mental health of teacher educators belonging to regular college
- 3 To compare the teacher educators on their mental health

Hypothesis

- ❖ There is no significance difference between mental health of teacher educators

Statistical Treatment

Mean S.D ,t-test were used to analyse the whole result

Analysis and interpretation of data

Hypothesis: 1

Significance of difference between mental health of teacher educators of self financing and regular teacher training colleges.

belonging to self financing and regular teacher training colleges

- ❖ There is no significance difference between mental health of teacher educator belonging to rural and urban areas.
- ❖ There is no significance difference between mental health of male and female teacher educators.

Delimitation

- ❖ The study was the limited to teacher educators only.
- ❖ The study was the limited to the B. Ed self-financing institution and colleges of Meerut region.
- ❖ The study was delimited to one variable mental health of teacher educators.

Tool used

Tool on the mental health of teachers' educator was developed by the investigator herself.

The tool is in the form of questionnaire which has the 40 items the items covers the following dimensions regarding mental health

- 1 self-confidence and self esteem
- 2 emotional maturity
- 3 physical majority
- 4 tolerance
- 5 high aspirations
- 6 adjustment power
- 7 practical philosophy of life
- 8 strong will power

Study Sample

For the present study a total of 72 male and female t just educator was randomly selected.

| Teacher Educators of Self Finance Colleges (N=36) | | Teacher Educators Of Regular Colleges N=36 | | t-value |
|---|--------|--|--------|---------|
| Mean | S.D | Mean | S.D | |
| 164.583 | 17.825 | 166.583 | 12.463 | 0.666* |

.01 Level of significance (t-0.01=2.58)

.05 level of significance (t 0.05=1.96)

Interpretation:

table 1 indicates that t-value was found to be 0.063 which was not significant at 0.05 & 0.01 level. thus hypothesis was accepted ,it may be stated that there is no significant difference between the mental health of the teacher educators of self-financing and regular colleges.

Hypothesis :2

Significance difference between the mental health of teacher educators belonging to rural and urban areas.

| Mental Health of Teacher Educators belonging to Rural areas(N=20) | | Mental Health of Teacher Educators belonging to Urban areas(N=52) | | t-value |
|---|--------|--|--------|---------|
| Mean | S.D | Mean | S.D | 0.714 |
| 164.00 | 19.485 | 166.192 | 13.537 | |

.01 Level of significance (t-0.01=2.58)

.05 level of significance(t-0.05=1.96)

Interpretation:

table 2 indicates that t-value was found to be 0.714 which was not significant at 0.05 & 0.01 level. thus hypothesis was accepted ,it may be stated that there is no significant difference between the mental health of the teacher educators of rural areas and urban areas .

Hypothesis 3

Table-3: Significance of difference between the mental health of male and female teacher educators

| Mental Health of Male Teacher Educators (N=28) | | Mental Health of female Teacher (N=44) | | t-value |
|--|--------|---|--------|---------|
| Mean | S.D | Mean | S.D | 0.894 |
| 167.250 | 14.414 | 164.523 | 15.916 | |

.01 Level of significance (t-0.01=2.58)

.05 level of significance(t-0.05=1.96)

Table 3 indicates that t-value was found to be 0.894 which was not significant at 0.05 & 0.01 level. thus hypothesis was accepted ,it may be stated that there is no significant difference between the mental health of the male teacher educators and female teacher educators .

Conclusion

- ❖ The teacher educators belonging to regular colleges did not differ significantly from the teacher educators belonging to self-

financing teacher training colleges on their mental health.

- ❖ The finding also revealed that teacher educators belonging to rural areas did not differ significantly from the teacher educators belonging to urban areas on mental health.
- ❖ It was also discovered that the male teacher educators did not differ significantly from female teacher educators on mental health.

References

- Anand (1989). Buch, M.B., 1983-88, Fourth Survey of Research In Education, Vol -1. New Delhi: NCERT.
- Das, C. (2008). Need for health education in the 21st century with special reference to reproduction health of adolescents. Journal of Community Guidance and Research, 25(2), p-26-32
- Kaur, H. (2007). Mental health of Post Graduate Students in relation to their Value-Conflict. M.Ed. Dissertation, Punjab University.

- Kornhauser (1965). Quoted in Singh,A.K. andGupta, A.S. (1983). Mental Health Battery. Ankur Psychological Agency, 22/481, Indira Nagar, Lucknow. p.-3.
- Kumar, P. (1992). Mental Health Checklist. National Psychology Corporation, Agra.
- Kumar, R. (2013). A study of relationship between teacher’s mental health and appraisals of student’s undesirable behaviors at elementary level. M.A. Psychology project submitted to IGNOU.
- Milanifar, B. (1997). Mental Health, 5th ed, Tehran: Qums Publications.
- Moser, K. (1997). Commitment in organizations. Psychologies, 41 (4), 160-170.
- Singh, A &Walia, G. S. (2004). Health and Physical Education. Vinod publications, Ludhiana.
- Singh, A. K. & Gupta, A. S. (1983). Mental Health Battery. Ankur Psychological Agency, 22/481, Indira Nagar, Lucknow. pp.1-11.
- Singh, K. P., Chandra, T. &Parihar, A. J. S. (2011). Advanced Educational Psychology. Meerut: R. Lall Book Depot, pp. 772-774.
- Srivastava, D. K. & Khan, J. A. (2008). Disability Needs Attention Now!.Indian Journal for the Practicing Doctor, 5, 3-4.
- Srivastava, S. K. (2003). An assessment of Personality and Mental Health among Primary and Secondary Teachers. Retrieved on (September, 10, 2010) from online Access link <http://medind.nic.in/haa/t05/i2/haat05i2p50.pdf>
- The world health report 2001 - Mental Health: New Understanding, New Hope (PDF). WHO. Retrieved 4 May 2014.
- WHO. (2012). Risks to mental health: an overview of vulnerabilities and risk factors. 1-14.