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Dr. Udaivir Sharma
A/18, Staff Awas, Gurugovind
Singh Sports College, Kursi
Road, Lucknow- 226026

A study of mental health of pupil teachers in relation to their aptitude towards teaching profession

Dr. Udaivir Sharma

Abstract

This paper aims to study about mental health of pupil teachers in relation to their aptitude towards teaching profession. This research is survey type. The objective of this research is to assess the label of mental health of pupil teachers towards teaching profession and to study the relationship between mental health and aptitude towards teaching profession. The null hypotheses have been framed; there is no relationship between mental health, teaching aptitude and mental health of different streams and gender of pupil teachers. The purposes sampling technique was used in this study. The sample has been taken from different colleges of Lucknow district. Data have been collected with Mental Health Check-list (MHC) developed by Dr. Pramod Kumar and Teaching Aptitude Test (TAT) developed by Dr. S.C. Gakhar and Dr. Rajnish, these tools published by Rakhi Prakashan, Kacheri Ghat, Agra-282004 (U.P.). The appropriate statistics technique was used for data analysis in this study. The findings and conclusions of the study are, there is no relationship between mental health, teaching aptitude towards teaching profession and teaching aptitude is same of all streams and gender of pupil teachers so, streams and gender have no effect on teaching aptitude.

The educational implication of this study is relevant at different label of teaching profession. With the help of this study we find the reason for the pupil teacher's poor performance and come up with a treatment plan early so the pupil teachers can perform up to full potential and this study may help also policy planner.

Keywords: Mental health, Pupil teachers, teaching aptitude, teaching profession

1. Introduction

Education plays the greatest role in democracy. The teachers have to train and mould the minds of young people so as to make them worthy citizen of our democratic state. This means that a tremendous responsibility rests upon the teachers. Education at the school level has special importance because there are the years when human mind is most impressionable. A majority of the students are under the care and influence of the pre-primary, primary and secondary school teachers during the most formative years of their lives.

Teacher Education is an integral part of the educational system. The B.Ed. is considered as the hub of the entire secondary and higher secondary education because it is believed that as is the B.Ed. so will be the secondary and higher secondary education. The teacher and higher secondary education, the teacher education program is different from other educational programs in the sense that it trains the student teachers for a profession. It has different objectives, methodology, content and the expectations when compare to other programs. A teacher reshapes the life of thousands of youths during a career of thirty five to forty years.

The aim of education is thus not restricted to the one-sided development of an individual's personality; "It seeks, on the country to develop the "perfect man". According to the views of Karl Marks, education aims at producing the "fully developed human beings" and according to Mahatma Gandhi, "The aim of education is to develop all those faculties... Physical, mental and spiritual which are innate to human beings." Teacher Training has mainly two components, via pre-service and in service. Pre-service teacher training is imparted at three levels. Among three levels the secondary stage is important. Secondary teacher education institutes prepare teachers for teaching at the upper primary and secondary levels (Grades six to twelve). The minimum qualification required for admission in to the secondary teachers education programme.

Correspondence:
Dr. Udaivir Sharma
A/18, Staff Awas, Gurugovind
Singh Sports College, Kursi
Road, Lucknow- 226026

Kothari commission (1964-66) said – of all the different factors which influence the quality of education and its contribution to national development, the competence and characters of teachers are undoubtedly the most significant.” **Therefore there should be a sufficient supply of intelligent and sincere persons to the teaching profession with the best professional education and satisfactory conditions for their work. After studying the issues and problems of teacher education the committee on plan projects (COPP-1963) of the planning commission, stated in their draft report”** Modern Education aims at education of the whole person. So every teacher should have a deep knowledge and understanding of children and skill in applying that knowledge and understanding. These cannot be acquired by rule of the thumb and very often an untrained teacher has to learn the job by an arduous and long practice during which it is not impossible that young children might be exposed to irreparable harm because the teacher has not used the skills and knowledge which he should have.

Mental health is defined as person’s ability to make positive self-evaluation, to perceive the reality and to integrate the personality. Teaching aptitude means a teachers ability or capacity to acquire skill or knowledge in teaching profession which includes motives for teaching, emotional stability, social values, ability to communicate, ability to establish rapport and professional information essential to teaching success for doing any satisfactory work there must be needed proper mental health and aptitude towards that work. Here, the researcher wants to observe the mental health and aptitude of B.Ed. trainee teachers towards teaching profession. If the teaching aptitude towards teaching profession is good of pupil teacher, it means mental health is also good for teaching.

The ability of a teacher is decided in classrooms while presentation. Sitting in a good teacher’s class those with aptitude, always probe whether they can teach like this and then believe they can. Students’ aptitude is well influenced by the classes they sit in and the teachers who teach them in their student days from primary to college. How teachers can be identified as teachers with teacher aptitude? Good teaching looks effortless because a teacher’s knowledge and experience are invisible.

Teaching is a tricky blend of action, a way of contextualizing knowledge. Good teaching is, in fact, complex and challenging, and even the best teachers face difficulties translating formal knowledge into effective practice (Blasé, 2006). Teaching has to be a dialogue, not a monologue. Teachers have to find innovative and effective technologies to present new concepts for motivating children. The classes have to be interactive with dialogue and sufficient learning materials. A teacher with good teacher aptitude must be aware of the following essentials of teaching viz., plan a lesson, motivate students, curricular statements related, learning materials, teaching-learning strategies, essentials of the content, consolidation, elaborations, group activity, continuous and comprehensive evaluation, discipline, multi-level and multi grade activities, effective communication and interaction, etc.

From the past to this technological era itself, a teacher has to face so many problems inside or outside classrooms. They are related to cognitive, methodological, parental, societal, administrative, managerial, communicative, and interactive and student based. A creative teacher can solve problems which are new to him, in a divergent manner. A teacher with

creativity can arranged and implemented new ideas and technologies in the teaching-learning process in a different way. According to Hadfield, “**mental ability is the full and harmonious functioning of the whole personality**”. A mentally able teacher can teach, guide and inspire his students properly to attain the goals of life. Each generation of pupils grow up in a new context of patterns of interactive with others and in dealing with information technology. The learning experiences set up by teachers now must be tailored to the needs of pupils as they exist now; otherwise school will be experienced as an unreal world with outdated activities and knowledge. Teacher Aptitude is not something a teacher acquires at one moment in his professional development and then maintains in that same form thereafter. Rather it is an ever-changing requirement based on continuing professional development and critical reflection about one’s own teaching.

A teacher is required to effectively communicate with students for their all-round development. Only a mentally healthy person is able to do this and mould his approach according to the requirements of the situation. A mentally healthy teacher is needed not only for the progress of the society but also for the development of the country as whole. Teachers who have mental health play significant roles in preparing their students for successful life and creative contribution to the society and humanity. But there is no study so far as been contended on mental health of pupil teachers in relation to their Aptitude towards teaching profession. Therefore, researcher felt a need to conduct the present research.

Objectives of the Study

1. To assess the level of mental health of pupil teachers.
2. To analyze the level of teaching of pupil teachers towards teaching profession.
3. To study the relationship between mental health and aptitude of pupil teachers towards teaching profession.

Hypotheses of the Study

1. There is no relationship between mental health and teaching aptitude of pupil teachers.
2. There is no relationship between mental health and teaching aptitude of male pupil teachers.
3. There is no relationship between mental health and teaching aptitude of female pupil teachers.
4. There is no relationship between mental health and teaching aptitude of arts group pupil teachers.
5. There is no relationship between mental health and teaching aptitude of science group pupil teachers.
6. There is no relationship between mental health and teaching aptitude of commerce group pupil teachers.
7. There is no significant difference between mental health of male and female pupil teachers.
8. There is no significant difference between Arts and Science group pupil teachers on mental health.
9. There is no significant difference between arts and commerce group pupil teachers on mental health.
10. There is no significant difference between science and commerce group pupil teachers on mental health.
11. There is no significant difference between male and female of arts group pupil teachers on mental health.
12. There is no significant difference between male and female of science group pupil teachers on mental health.
13. There is no significant difference between male and

female of commerce group pupil teachers on mental health.

14. There is no significant difference between male and female pupil teachers on teaching aptitude.
15. There is no significant difference between arts and science group pupil teachers on teaching aptitude.
16. There is no significant difference between arts and commerce group pupil teachers on teaching aptitude.
17. There is no significant difference between science and commerce group pupil teachers on teaching aptitude.
18. There is no significant difference between male and female of arts group pupil teachers on teaching aptitude.
19. There is no significant difference between male and female of science group pupil teachers on teaching aptitude.
20. There is no significant difference between male female of commerce group pupil teachers on teaching aptitude.

Delimitations of the Study

India is a big country. Thus research cannot be done on whole population. So, this research is delimited as following-

1. This study is confined to measure variables, i.e., mental health and teaching aptitudes towards teaching profession.
2. This study is conducted on B.Ed. students only.
3. The sample for this study is taken from Lucknow district only.

Research Design of the Study

1. Methodology- This study is a survey type research. The main purpose of this study is to find out mental health of the Pupil teachers in relation to their Aptitude towards teaching profession.

2. Population- The Pupil teachers (Pursuing B.Ed. Course) both male and female students were taken as a population in this study.

3. Sample- As a sample, 166 Pupil teachers were taken from different training colleges of Lucknow district.

4. Sampling- Simple random sampling technique was used to choose the sample.

5. Data Collection- Data were collected of 166 Pupil teachers from different training colleges of Lucknow district. The Pupil teachers were related to different streams such as science, arts and commerce. Break-up of the sample according to various streams is taken as following-

Gender	Science	Arts	Commerce	Total
Male	34	23	7	64
Female	29	61	12	102
Total	63	84	19	166

6. Tool Used- In this study two tools were used for data collection

- I. Mental Health Check-list (MHC), developed by Dr. Pramod Kumar.
- II. Teaching Aptitude Test (TAT), developed by Dr. S.C. Gakhar and Dr. Rajnish.

7. Statistics Used- $Mean = AM + \sum \frac{fx}{N} \times C.I.$

C.I. = Class Interval, AM = Assumed Mean of group, x = deviation from assured mean, N=Sample Taken.

Standard Deviation- $S.D. = \sqrt{\sum \frac{fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2} \times C.I.$

$$t = \frac{M_1 - M_2}{\sigma_D}$$

t = Critical Ratio, M₁ = Mean of one group, M₂ = Mean of second group.

σ_D=Standard error of the difference between two independent means.

Where, $\sigma_D = \sqrt{(S.E_{M1}^2 + S.E_{M2}^2)}$

S.E_{M1}= Standard Error of the first Mean

S.E_{M2}= Standard Error of the second Mean

$$S.E_n = \frac{S.D}{\sqrt{N}}$$

Karl Pearson's Product moment correlation formula-

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \cdot \sum y^2}}$$

Where, $\sum x^2$ = the sum of the X subtracted from each x score squared.

$\sum y^2$ = the sum of the Y subtracted from each y score squared.

$\sum xy$ = the cross product of the mean subtracted from that score.

Findings and Conclusions

1. There is very low negative correlation between mental health and teaching aptitude of Pupil teachers.

Hence, there is no relationship between mental health and aptitude towards teaching profession. If the score on mental health is low, than students will be mentally healthy and if score of Aptitude towards teaching profession is higher than students have high teaching aptitude.

2. There is very low negative correlation between mental health and teaching aptitude of male Pupil teachers.

Hence, there is no relationship between mental health and aptitude towards teaching profession. If the score on mental health is low, than students will be mentally healthy and if score of aptitude towards teaching profession is higher than students have high teaching aptitude.

3. There is low negative correlation between mental health and teaching aptitude of female Pupil teachers.

Hence, there is no relationship between mental health and aptitude towards teaching profession. If the score on mental health is low, than students will be mentally healthy and if score of aptitude towards teaching profession is higher than students have high teaching aptitude.

4. There is low negative correlation between mental health and teaching aptitude of Arts group Pupil teachers.

Hence, there is no relationship between mental health and aptitude towards teaching profession. If the score on mental health is low, than students will be mentally healthy and if score of aptitude towards teaching profession is higher than students have high teaching aptitude.

5. There is very low positive correlation between mental health and teaching aptitude of Science group Pupil teachers.

Hence, there is no relationship between mental health and aptitude towards teaching profession. If the score on mental health is low, than students will be mentally healthy and if score of aptitude towards teaching profession is higher than students have high teaching aptitude.

6. There is low negative correlation between mental health and teaching aptitude of Commerce group Pupil teachers.

Hence, there is no relationship between mental health and aptitude towards teaching profession. If the score on mental health is low, than students will be mentally healthy and if score of aptitude towards teaching profession is higher than students have high teaching aptitude. There are significant different between male and female pupil teacher on mental health at 0.05 and 0.01 levels of significance both. Research hypothesis is rejected. This significance difference between male and female pupil teachers on mental health due to significant dominance of male over female in Indian society and old tradition of Indian culture is also responsible.

7. There is no significant difference between arts and science group pupil teachers on mental health at 0.05 and 0.01 level significance both. Hence, Arts and Science group pupil teachers mental health is same and stream has no effect on mental health.

8. There is no significant difference between arts and commerce group pupil teachers on mental health at 0.05 and 0.01 level significance both. Hence, Arts and commerce group pupil teachers mental health is same and stream has no effect on mental health.

9. There is no significant difference between Science and Commerce group pupil teachers on mental health at 0.05 and 0.01level significance both. Hence, Science and Commerce group pupil teachers' mental health is same and stream has no effect on mental health.

10. There is significant difference between male and female of Arts group pupil teachers on mental health at 0.05level of significance. Research hypothesis is rejected at 0.05level of significance. This significance difference between male and female pupil teachers of Arts group on mental health due to significant dominance of male over female in Indian society and old tradition of Indian culture is also responsible.

11. There is no significant difference between male and female of Art group pupil teachers on mental health at 0.01level of significance. Research hypothesis is accepted at this significance level. Therefore mental health of male and female of Arts group pupil teachers is same. So, stream has no effect on mental health.

12. There is no significant difference between male and female of Science group pupil teachers on mental health at 0.05 and 0.01level significance both. Hence, male and female of Science group pupil teachers mental health is same and stream has no effect on mental health.

13. There is no significant difference between male and female of Commerce group pupil teachers on mental health at 0.05 and 0.01level significance both. Hence, male and female of Commerce group pupil teachers mental health is same and stream has no effect on mental health.

14. There is significant difference between male and female of pupil teachers on teaching aptitude at 0.05level of significance. Research hypothesis is rejected at 0.05level of significance. This significance difference between male and female pupil teachers on teaching aptitude,

female pupil teachers have more teaching aptitude than male pupil teachers due the their soft voice and motherly attitude towards the students.

15. There is no significant difference between male and female of pupil teachers on teaching aptitude at 0.01level of significance. Research hypothesis is accepted at this significance level. Therefore teaching aptitude of male and female of pupil teachers is same. So, gender has no effect on teaching aptitude.

16. There is no significant difference between arts and science group pupil teachers on teaching aptitude at 0.05 and 0.01 levels of significance both. Hence arts and science group pupil teachers teaching aptitude is same and stream has no effect on teaching aptitude.

17. There is no significant difference between arts and commerce group pupil teachers on teaching aptitude at 0.05 and 0.01 levels of significance both. Hence arts and commerce group pupil teachers teaching aptitude is same and stream has no effect on teaching aptitude.

18. There is no significant difference between science and commerce group pupil teachers on teaching aptitude at 0.05 and 0.01 levels of significance both. Hence science and commerce group pupil teachers teaching aptitude is same and stream has no effect on teaching aptitude.

19. There is no significant difference between male and female of Arts group pupil teachers on teaching aptitude at 0.05 and 0.01 levels of significance both. Hence male and female of arts group pupil teachers teaching aptitude is same and stream has no effect on teaching aptitude.

20. There is no significant difference between male and female of Science group pupil teachers on teaching aptitude at 0.05 and 0.01 levels of significance both. Hence male and female of Science group pupil teachers teaching aptitude is same and stream has no effect on teaching aptitude.

There is no significant difference between male and female of Commerce group pupil teachers on teaching aptitude at 0.05 and 0.01 levels of significance both. Hence male and female of Commerce group pupil teachers teaching aptitude is same and stream has no effect on teaching aptitude.

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