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A study of mental health among teachers

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Abstract

The purpose of this research was to assess the mental health of educators; particularly those working in government inter colleges. This research made use of a multi-stage random sampling strategy. Twenty-five government schools in the Varanasi and Prayagraj region in Uttar Pradesh were selected at random, and from those schools, two hundred teachers were chosen. A single, standardized test called the "Mithila Mental Health Status Inventory," developed and standardized by "Kumar and Thakur," was used. The data was analysed using descriptive statistics, and the F-ratio was used to find any differences between the sexes. Statistical analysis using F-ratio reveals that male government school teachers enjoy significantly better mental health than their female counterparts.

Keywords: Mental health, male, female, rural, urban

Introduction

The term "mental health" refers to the wellbeing of the mind, which is equivalent to the term "physical health," which denotes the body's overall wellbeing. As a result, mental health is just as concerned with how one's mind is feeling and how it is functioning as physical health is with how one's body is feeling and how it is functioning.

In layman's terms, mental health refers to a state of psychological stability or the absence of a mental disorder (Singh, 2004) ^[10]. According to positive psychology or holistic perspectives, a person's capacity for enjoyment of life and the ability to strike a balance between daily activities and endeavours to build psychological resilience are all aspects of their mental health.

However, Das (2008) ^[1] states that "good mental health can be attained by adhering to the principle of mental hygiene, which is the science of the investigation and application of those measures that prevent mental disorder. Living happily and productively with other society members requires good mental health.

"Subjective well-being," "perceived self-efficacy," "autonomy," "competence," "intergenerational dependence," and "self-actualization of one's intellectual and emotional potential" are all components of mental health, as defined by the World Health Organization (WHO).

Teaching has long been considered one of the highest callings. There has been a dramatic shift in teachers' values and professional concerns due to the changing socioeconomic atmosphere and rising unemployment, and this has had a negative impact on their mental health. Numerous personal and professional demands have been found to have an impact on a teacher's level of mental health. Teachers' social, physical, and mental health affects both their personality and professional development. They have also been seen as the future architects of a country.

Numerous studies have been done to determine the level of mental health among school teachers in relation to different psychological factors. It is critical to point out how dynamically these various determinants interact with one another and how they can either support or undermine a person's mental health.

Review of the Study

Ghosh, Adhikari, and Bhattacharya (2019) ^[4] found that teachers were not necessarily introverted or extroverted, that they might not be especially social, and that they might enjoy working on their own projects alone.

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They may prefer orderly homes and rules, be generally moderately conscientious, and not be messy or dishonest with others.

Ghosh and Adhikari (2018) ^[3] discovered that extraversion, agreeableness, and conscientiousness are factors that promote good mental health, whereas neuroticism and openness are the inverse.

P. Pachaiyappan (2014) ^[9] studied the psychological wellbeing of teachers in secondary and higher secondary schools. The study found that higher secondary school teachers and teachers in government schools have better mental health than their counterparts.

M. Galgotra (2013) ^[2] conducted research on high school teachers' sexual orientation and job satisfaction in relation to their mental health. It was found that teachers in public schools have better mental health than those in private schools.

According to H. Nandoliya's (2013) ^[8] study, "Mental health of higher secondary school teachers in relation to sex, habitat, school type, and faculty." The findings indicate a sizable disparity in the mental health of male and female teachers. Teachers in urban and rural areas had very different levels of mental health. Teachers from the faculties of the arts, business, and sciences had very different mental health. Teachers' mental health is impacted by their sex and the type of school.

According to Kumar (2013) ^[6], the results of the t-test indicate that elementary school teachers in urban areas have higher mean scores on mental health ($t = -16.06$; $p.01$), whereas those in rural areas have lower mean scores. Because of this, elementary school teachers who are aware of their own mental health are better able to handle challenging circumstances and evaluate the unruly behaviour of their students.

Srivastava (2010) ^[12] conducted a study to assess the character and well-being of elementary and secondary school educators. Extrovert teachers have better mental health than introvert teachers, according to the findings, which show that personality types and traits have an impact on both primary and secondary teachers' mental health. Government schools' teachers' mental health

A study by Srivastava and Khan (2008) ^[11] sought to ascertain the effect of mental health on the degree of burnout among teachers at various levels of education. They found that teachers with poor mental health are more vulnerable to burnout than those with average or good mental health.

Kaur (2007) ^[7] looks into the connection between teachers in upper secondary and high school and occupational stress, mental health, and coping mechanisms. The results showed that role overload, obligations, and physical stressors present in schools can occasionally make teachers feel stressed. Conversely, teachers who are in good mental health employ coping mechanisms to lessen the effects of work-related stress. They partake in leisure pursuits like watching television, listening to music, asking friends for social support, and other pastimes to decompress their minds. The results also showed a bad correlation between job stress and mental health. The effects of work-related stress and coping mechanisms are also frequently negative.

There is a significant and advantageous connection between mental health and coping mechanisms.

After reviewing the relevant literature, it appeared that there had not yet been any initial study investigating the mental health of secondary school teachers.

Objectives

- The objective of this study was to analyse the differences and similarities in the mental health of male and female government inter college educators.
- The objective of this study was to analyse the differences and similarities in the mental health of rural and urban government inter college educators.

Hypothesis

- There is not a difference of any significance between the mental health of male and female government inter college teachers.
- There is not a difference of any significance between the mental health of rural and urban government inter college teachers.

Methodology

The investigators, bearing in mind the purpose of the study, decided to conduct this investigation using a descriptive survey, and the data was gathered through the use of self-reporting instruments.

Sample and Sampling Method

The current study focused on government inters college teachers in the Varanasi and Prayagraj regions of Uttar Pradesh. A multistage random sampling technique was used to obtain an appropriate and representative sample. In the initial round, 25 governments inter college teachers from the Varanasi and Prayagraj area was randomly selected. 200 teachers from these schools were selected for the study's second phase.

Regions							
Varanasi				Prayagraj			
Rural		Urban		Rural		Urban	
Male	Female	Male	Female	Male	Female	Male	Female
25	25	25	25	25	25	25	25

Tool of the Study

The "Mithila Mental Health Status Inventory" was created by Dr. Anand Kumar and Giridhar P. Thakur in 1986. The MMHSI is divided into the following five domains: Egocentrism is the first item on the list with ten items, followed by alienation with ten items, expression with ten items, emotional instability with ten items, and social nonconformity with ten items. Responses indicate how much a person agrees or disagrees with the statement, and questions are used to indicate whether a person is 1-strongly agree, 2-accord, 3-cannot say 4-disagree, or 5-strongly disagree. This allows the instrument to assess the mental health of women.

Result and Discussion

Table 1: Mean, SD and 'F-ratio' mental health score of Male and Female government School Teachers

Measures	Gender	N	Mean	S.D.	Df	F-ratio	P
Egocentrism	Male	100	27.28	6.715	1	6.813*	.010
	Female	100	29.59	5.765	198		
	Total	200	28.44	6.349	199		
Alienation	Male	100	23.36	5.617	1	23.055*	.000
	Female	100	27.59	6.787	198		
	Total	200	25.48	6.565	199		
Expression	Male	100	17.62	3.629	1	130.632*	.000
	Female	100	26.59	6.959	198		
	Total	200	22.11	7.131	199		
Emotional Unstability	Male	100	21.04	7.479	1	4.148	.043
	Female	100	23.04	6.363	198		
	Total	200	22.04	6.998	199		
Social Non-Conformity	Male	100	19.44	6.857	1	40.143*	.000
	Female	100	25.57	6.826	198		
	Total	200	22.51	7.484	199		

*Significant at .05

As shown in above table no-1, which compares the mental health status of male and female government school teachers, there was a total non-significant difference between the two groups on the MMHSI dimensions of

emotional instability but a total significant difference between the two groups on the three MMHSI measures of egocentrism, alienation, expression, and social non-conformity.

Table 2: Mean, SD and 'F-ratio' mental health score of Rural and Urban government School Teachers

Measures	Gender	N	Mean	S.D.	Df	F-ratio	P
Egocentrism	Rural	100	30.04	6.136	1	13.591*	.000
	Urban	100	26.83	6.178	198		
	Total	200	28.44	6.349	199		
Alienation	Rural	100	27.42	6.600	1	19.154*	.000
	Urban	100	23.53	5.953	198		
	Total	200	25.48	6.565	199		
Expression	Rural	100	23.13	6.820	1	4.198	.042
	Urban	100	21.08	7.320	198		
	Total	200	22.11	7.131	199		
Emotional Instability	Rural	100	24.48	6.845	1	27.559*	.000
	Urban	100	19.60	6.289	198		
	Total	200	22.04	6.998	199		
Social Non-conformity	Rural	100	21.72	7.245	1	2.214	.138
	Urban	100	23.29	7.672	198		
	Total	200	22.51	7.484	199		

*Significant at .05

According to the above table no. 2, which compares the mental health status of teachers working in rural and urban government schools, there was a total significant difference between the two groups on all three MMHSI measures of egocentrism, alienation, and emotional instability. On the other hand, there was a total non-significant difference between the two groups on the MMHSI dimensions of expression and social non-conformity.

Regarding hypothesis no. 1, there was a significant difference between male and female government school teachers in terms of egocentrism, alienation, expression, and social non-conformity, as well as their mental health status, but there was no significant difference between them in terms of emotional instability. It was discovered that gender discrimination existed when it came to government school teachers' mental health.

Regarding hypothesis no. 2, there was a significant difference between rural and urban government school teachers in terms of egocentrism, alienation, and emotional

instability, as well as their mental health status. However, there was no significant difference between rural and urban government school teachers in terms of expression or social non-conformity. It was discovered that government school teachers' mental health was subject to residence-based discrimination.

Here, hypothesis number one and two are only partially accepted.

Implication of Study

Because public school teachers are a crucial component of society, and the overall development of students and the country is dependent on them. Teachers' mental health issues, whether academic, economic, emotional, social, or psychological, should be addressed as soon as possible so that they can carry out their responsibilities for the benefit of society and the nation.

My research will help the government implement teacher-benefit programs such as full-year pay, improved service

conditions, job security, and so on. In this regard, some suggestions should be considered. The government should pass legislation requiring school administrators to pay teachers for the entire school year, rather than just nine to ten months.

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