

# A STUDY OF MENTAL HEALTH OF PRIMARY SCHOOL TEACHERS IN RELATION TO THEIR GENDER, LOCALITY OF LIVING AND TEACHING EXPERIENCE

**D. ARUMUGAM**

Research Scholar  
Department of Education,  
Krishna University, Machilipatnam,  
Andhra Pradesh

&

**Dr. MANDAVA NEELIMA**

Research Supervisor  
Principal,  
Vikas College of Education, Visannapet, Andhra Pradesh.

## ABSTRACT

This research paper has been designed to investigate the mental health of primary school teachers concerning their gender, locality of living and teaching experience". The researcher selected 200 primary school teachers between the ages of 35 and 50 from two districts in Telangana, namely Hyderabad and Rangareddy. Mental Health Inventory was developed and standardized by Dr. Jagadish and Dr. A. K. Srivastava was used for this study. The inventory consists of 56 items of which 32 are positive and 24 are negative statements. Test-retest reliability was found to be 0.77, according to test constructors. The findings of the study revealed that 17% of primary school teachers have low levels of mental health. Approximately sixty-five percent of the teachers have moderate levels of mental health, and the remaining 18% have high levels of mental health. Primary school teachers differ in their levels of mental health. Gender, locality, and teaching experience of living of primary school teachers don't make a

## Introduction

The teacher is a very important part of the education system. Teaching-the mental health of teachers plays an important role in the learning process. Teachers need to be mentally alert and consistent to develop alertness and consistency in students. In the present situation, teachers have to deal with a large number of students, job satisfaction, leadership, stress, etc. So, the environment can lead to psychological conflict and disorders. If the teacher is not in good mental health, he/she can do innumerable harm to the country in terms of proper guidance to the students so that the teacher can maintain good mental health and only the future learners will benefit.

According to the World Health Organization (WHO), "mental health is the ability of an individual to perceive his or her abilities and cope with the normal stresses of life, to work productively and fruitfully, and

to contribute to his or her community". In this positive sense, mental health is the foundation for the well-being and effective functioning of an individual and society.

Mental health refers to the complete and harmonious functioning of our entire personality as well as our bio-social-mental and spiritual well-being. Mental health is so much more than the absence of mental illness. Happiness, peace of mind, contentment in achieving and enjoying life are all aspects of mental health. A person with good mental health adapts well to himself and his environment. These are the positive aspects of mental health analyzed in the present study.

#### **Definitions:**

Kornhauser (1965) connotes that mental health includes those behaviours, 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 are neither too high nor too low to permit realistic successful maintenance of belief in one's self as a worthy, effective human being. So, a mentally healthy person is firm in his intentions and is least disturbed by strains and stresses in day-to-day life (as cited in Singh, A. K., and Gupta, A. S., 1983).

According to Bhagi and Sharma (1992), "Mental health to a state of mind characterized by emotional well-being, relative freedom from anxiety and disabling symptoms, a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life."

#### **Mental Health of Teachers**

The sound mind in the body of sound has been recognized as a social ideal for many centuries. Health generally means good conditions, or well-being, or freedom from disease. A person is said to be physically healthy when his body is functioning well and he is freed from pains and troubles. Mental health describes how well a person adjusts to the demands and opportunities of life. It is a very broad term that includes the physical, mental, emotional, and social aspects of adjustment. So, for a healthy country, there are a lot of needs for physically and mentally healthy teachers.

Teaching has been considered one of the great professions since ancient times. With the changing socio-economic setting and rising unemployment, their professional fears with teachers 'values and employment will inevitably change drastically, which will adversely affect their mental health. The level of mental health of the teacher is affected by many personal and professional demands. Teachers' health, social, physical, and mental health domains enhance their ability not only for professional growth and development but also for their personality. Moreover, they are also considered to be the potential builders of a nation. Considering these facts, it is a big challenge for those high school teachers to maintain their mental health to perform their duties effectively. For that, school teachers who will play a major role in the teaching and learning process should undertake a study to find out the level of mental health.

#### **Characteristics of Mentally Sound Teachers**

The following are the characteristics of a mentally good teacher.

1. The teacher exhibits a positive attitude

2. His character conforms to accepted standards.
3. He can withstand many disturbing stimuli.
4. He is constantly moving towards self-formulated goals.
5. He has good instinctive stability
6. His 'will' is mobilized towards common goals and social reality.
7. He has a very balanced and comprehensive personality.
8. His orientation is balanced towards the reality of life
9. At all entrances; He demonstrates hilarity and intellectual partnership and
10. He is in the range of normal behavior. Despite the joys and disappointments, it overwhelms him from time to time.

### **Need and Significance of the Study**

There is no health without mental health. Body and mind are interrelated. Any change in the mental state affects the physical state and vice versa. Teachers are the most powerful agents influencing student behaviour and therefore teachers need to have mental stability as well as a healthy attitude towards life. The health of the teacher, both physical and mental, increases his work efficiency. Under the pressure of modern civilization, the lack of mental health leads to dissatisfaction, failure, hardship, and insanity in a large number of cases. According to Smith and Segal (2011), "those who are mentally and emotionally healthy have the tools to deal with difficult situations and to be creative and good in bad times". The main concern of education today is to produce mentally healthy individuals and thus a well-adjusted personality because mentally healthy people are real assets to society for the twenty-first century. When anything shocking happens, the immediate focus is on the need to do something about mental health in our schools. Therefore, a teacher who can teach mental hygiene to the children in the development class of the society will maintain balanced mental health. The mental health of teachers and students was an important aspect of the day. Therefore, the teacher maintains good mental health.

### **Review of Related Literature**

*Careen E. G. Marbaniang and Bhutia, Yodida (2018)* described the mental health of women teachers of secondary schools of Meghalaya. The results interpreted that there was a significant difference in the mental health of the women teachers of rural and urban areas. There was no significant difference in the mental health of women teachers based on their teaching experience and the school management. *Indu Rathee (2017)* examined the effect of mode of job, gender, age, and teaching experience on the mental health of teachers. The findings of the study confirmed that a significant difference was found with gender and mode of job, whereas an insignificant difference was found to teaching experience and age in mental health among secondary school teachers. *Nageswara Rao, M. and Samiullah, S. (2016)* attempted a study on job satisfaction and mental health among school teachers. The findings of the study confirmed that gender and type of management did not show any significant impact on the mental health of school teachers.

### **Statement of the Problem:**

The title of the present investigation is "*A Study of Mental Health of Primary School Teachers in relation to Their Gender, Locality of Living and Teaching Experience*".

**Objectives of present investigation:**

1. To assess the levels of mental health among primary school teachers.
2. To study the differences of the below variables on the primary school teachers' mental health.
  - a) Gender
  - b) Locality of living
  - c) Professional qualifications

**Null Hypotheses:**

1. The primary school teachers don't differ in their levels of mental health.
2. The following variables don't make a significant difference in the primary school teachers' mental health.
  - a) Gender
  - b) Locality of living
  - c) Professional qualifications

**Limitations:**

Certain variables such as academic qualifications, marital status, religion, social status, and other aspects are not considered in the present investigation. The geographical area of the investigation is limited to two districts, namely Hyderabad and Rangareddy of Telangana state. The sample size was limited to 200 primary school teachers.

**Methodology:****Sample**

A random sampling technique was used to select the sample. The researcher selected 200 primary school teachers between the ages of 35 and 50 from two districts in Telangana, namely Hyderabad and Rangareddy. All teachers currently have a minimum of ten years of minimum teaching experience while posting and living with family members.

**Tool used:**

Mental Health Inventory was developed and standardized by Dr. Jagadish (Department of Psychology, R. B. S. College, Agra), and Dr. A. K. Srivastava (Department of Psychology, Banaras Hindu University, Varanasi) was used for this investigation. The inventory consists of 56 items of which 24 are positive and 32 are negative statements. The items given in this inventory have been designed to measure six dimensions of mental health. They are positive self-evaluation, perception of reality, integration of personality, autonomy, group-oriented attitudes and environmental mastery. This inventory is a four-point scale. Each statement is provided with four alternative responses viz., always, often, rarely, and never. For positive statements, the scores range 4 to 1 and for negative statements, the scores range 1 to 4. Thus, on the total inventory, the maximum score is 224 and the minimum score is 56. Test-retest reliability was found to be 0.77, according to test constructors.

**b) Statistical Techniques Used:**

Mean, Standard Deviation, Percentage, Critical Ratio, Tukey - Kramer Method, and ANOVA were used in the study to analyze the data.

**Data Analysis:****Table 1: Classification of the Total Sample on Mental Health**

Sr. No.	Scores	Size (N)	%	Verbal Description
1	135 and below scores	034	17.00	Low
2	Between 136 and 164 scores	130	65.00	Moderate
3	165 and above scores	036	18.00	High
Total		200	100.00	

Table 1 shows that 17% of primary school teachers have low levels of mental health. Approximately sixty-five percent of the teachers have moderate levels of mental health, and the remaining 18% have high levels of mental health.

**Table 2: Different Levels of Mental Health of Primary School Teachers – Means – SDS - ANOVA - F-Value**

Levels of Mental Health Groups	N	Mean	S.D.	F-value	Remarks
135 and below scores (A)	034	129.06	7.44	290.003***	Sig. at .01 level
Between 136 and 164 scores (B)	130	148.88	7.93		
150 and above scores (C)	036	173.00	6.86		
ANOVA Summary					
Source of variation	SS	df	MS		
Between groups	34111.145	002	17055.573		
Within groups	11585.907	197	58.812		
Total	45697.052	199			

The  $F$  ratio (290.003,  $df = 2$  &  $197$ ) is higher than 4.71 (table value) for 0.01 level of significance. The null hypothesis is not accepted. Primary school teachers differ in their levels of mental health. Since the  $F$ -value is significant, further analysis is needed to determine whether the levels of mental health groups are significantly different from other subgroups.

**Table 3: Different Levels of Mental Health of Primary School Teachers - Post Hoc Analysis of HSD Statistic Using Tukey - Kramer Method**

Levels of Adjustment Problems		Difference ( $M_1 - M_2$ )	$N_1$	$N_2$	SE	Results	Remarks
A	B	19.82	034	130	1.04	19.05***	Sig. at .01 level
A	C	43.94	034	036	1.30	33.80***	
B	C	24.12	130	036	1.02	23.64***	

From Post-Hoc analysis using Tukey - Kramer Method, the calculated values (19.05, 33.80, and 23.64) with  $df = 3$  and  $197$  are higher than 4.12 (critical difference value) for 0.01 level of significance. Hence, the null hypotheses are not accepted. Therefore, it can be inferred that primary school teachers with

low levels of mental health groups are significantly different from those with moderate and high levels of mental health groups, while primary school teachers with moderate levels of mental health are significantly different from those with high levels of mental health group.

**Table 4: Mental Health of Primary School Teachers - Gender - Mean - SD - C.R.**

Gender	N	Mean	S.D.	D	$\frac{\sigma}{D}$	C.R.	Remarks
Male	125	151.06	14.61	3.22	2.26	1.42*	NS at .05 level
Female	075	147.84	15.93				

The C.R. value (1.42) is lower than 1.96 at 0.05 level of significance. Therefore, the null hypothesis is accepted. Gender of primary school teachers does not make a significant difference in their mental health. The average difference (3.22) is favourable for male teachers. It indicates that male teachers possessed high mental health than female teachers, but it is not statistically significant. The present finding agrees with the finding of Nageswara Rao, M. & Samiullah, S. (2016) and also agrees with the finding of Indu Rathee (2017).

**Table 5: Mental Health of Primary School Teachers – Locality of living – Mean – SD – Critical Ratio**

Locality of living	N	Mean	S.D.	D	$\frac{\sigma}{D}$	C.R.	Remarks
Rural	085	148.31	15.90	2.68	2.19	1.22*	NS at .05 level
Urban	115	150.99	14.55				

The C.R. value (1.22) is lower than 1.96 at 0.05 level of significance. Therefore, the null hypothesis is accepted. the locality of living of primary school teachers does not make a significant difference in their mental health. The average difference (2.68) is favourable for urban teachers. It indicates that urban teachers possessed high mental health than rural teachers, but it is not statistically significant. The present finding disagrees with the finding of Careen E. G. Marbaniang and Bhutia, Yodida (2018).

**Table 6: Mental Health of Primary School Teachers – Teaching Experience – Means - SDS - ANOVA - F-value**

Teaching Experience	N	Mean	S.D.	F-value	Remarks
Below 10 years	077	151.17	14.84	0.50*	NS at 0.05 level
Between 11 to 15 years	073	148.77	16.83		
Above 16 years	050	149.40	13.04		
ANOVA Summary					
Source of variation	SS	Df	MS		
Between groups	229.437	002	114.718		
Within groups	45463.105	197	230.777		
Total	45692.541	199			

The *F* ratio (0.50, df = 2 & 197) is less than 3.04 for 0.05 level of significance. The null hypothesis is not rejected. Teaching experience doesn't make a significant difference in their mental health. Since this value at the 0.05 level is not significant, further investigation cannot be made to find differences with subgroups of teaching experience in mental health. The present finding agrees with the finding of Careen E. G. Marbaniang and Bhutia, Yodida (2018) and Indu Rathee (2017).

**Results of this investigation:**

1. 17% of primary school teachers have low levels of mental health. Approximately sixty-five percent of the teachers have moderate levels of mental health, and the remaining 18% have high levels of mental health. Primary school teachers differ in their levels of mental health.
2. Gender, locality, and teaching experience of living of primary school teachers don't make a significant difference in their mental health.

**Educational Implications**

Primary school teachers vary in their mental health levels and factors such as the gender, area and teaching experience of primary school teachers and the effective performance of teachers depend on the teacher's mental health status. It is imperative to investigate the factors affecting the mental health conditions of the primary school teacher and to bring about the necessary interventions in pre-recruitment training, post-employment training and in-service training programs.

**Conclusion:**

The development of our country is in the hands of teachers. Good mental health is essential for everyone in general and teachers in particular. The poor mental health of teachers indirectly and sometimes harms the personality development of the learner. School administrators and superiors should take a keen interest in promoting and maintaining the positive mental health of teachers and students. It is necessary to set up a guidance and counseling cell in all schools. It helps to address the psychological, psychological, and health issues of teachers and students. Workshops, seminars, group discussions, and meetings related to mental health promotion should be conducted at the inter-school level, then only teachers and students will benefit.

**References:**

- Bhagi, M. and Sharma, S. (1992). *Encyclopedic Dictionary of Psychology*, New Delhi Anmol Publication.
- Careen E. G. Marbaniang & Bhutia, Yodida (2018). Mental health of women teachers of secondary schools of Meghalaya. *International Education and Research Journal*, 4(2), 39-43, Retrieved from <http://ierj.in/journal/index.php/ierj/article/view/1584>
- Garrett, Henry E. (2006). *Statistics in Psychology and Education*. Surjeet Publications, Delhi - 110007.
- Jagadish and Srivastava, A.K. (1983). *Mental Health Inventory*, Manovaigyanik Parikchhkan Sansthan, U. H. B - 82 Sanjay Nagar Colony, Chowkaghat, Varanasi (U.P).
- Indu Rathee (2017). Effect of mode of job, gender, age and teaching experience on mental health of teachers. *International Education and Research Journal*, May 2017, 3(5). Retrieved from <http://ierj.in/journal/index.php/ierj/article/view/1032>
- Kornhauser (1965). Quoted in Singh, A. K., and Gupta, A. S. (1983). *Mental Health Battery*. Ankur Psychological Agency, 22/481, Indira Nagar, Lucknow. p.3.
- LokeshKoul, (2007). *Methodology of Education Research*, (3<sup>rd</sup>ed.), New Delhi: Vikas Publishing House Pvt. Ltd.
- Mangal, S. K. (2008). *Advanced Educational Psychology* (2<sup>nd</sup> ed.). Prentice-Hall of India Pvt. Ltd.: New Delhi.

- Menaha, P. & Janardhana Kumar Reddy, P. (2018). Mental Health of Higher Secondary School Teachers. *Review of Research*, August 2018, 7 (11), 1-4. Retrieved from [https://www.researchgate.net/publication/332187470\\_mental\\_health\\_of\\_higher\\_secondary\\_school\\_teachers/link/5ca5a405a6fdcc12ee913c56/download](https://www.researchgate.net/publication/332187470_mental_health_of_higher_secondary_school_teachers/link/5ca5a405a6fdcc12ee913c56/download)
- Nageswara Rao, M. & Samiullah, S. (2016) Job satisfaction and mental health among school teachers. *International Journal of Humanities and Social Science Research*, August 2016, 2(8), 23-29. Retrieved from [www.socialresearchjournals.com](http://www.socialresearchjournals.com)
- Pachaiyappan, P. and Ushalaya Raj, D. (2014). Mental Health of Secondary and Higher Secondary School Teachers - An Analysis. *International Journal of Scientific Research*, February 2014, 3 (2), 117-119. Retrieved from [https://www.worldwidejournals.com/international-journal-of-scientific-research-\(IJSR\)/article/mental-health-of-secondary-and-higher-secondary-school-teachers-andndash-an-analysis/MjUzMw==/?is=1&b1=141&k=36](https://www.worldwidejournals.com/international-journal-of-scientific-research-(IJSR)/article/mental-health-of-secondary-and-higher-secondary-school-teachers-andndash-an-analysis/MjUzMw==/?is=1&b1=141&k=36)
- Sharma, R.A. (2006). *Advanced Statistics in Education and Psychology*, R. Lall Book Depot: Meerut (UP), pp. 180-191.
- Smith and Segal (2011). Cited in Pachaiyappan, P. & Ushalaya Raj, D. (2014). Mental Health of Secondary and Higher Secondary School Teachers - An Analysis.
- Suribabu, Meesala (2018). A study of the work orientation of secondary school teachers in relation to their mental health. Unpublished Ph.D. thesis, Acharya Nagarjuna University, Guntur, Andhra Pradesh.

