

MENTAL HEALTH OF TEACHERS OF PRIVATE B.ED. COLLEGE IN RELATION TO THEIR GENDER AND LOCALITY

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Abstract:

Mental health is the state of physical, mental, social and emotional well-being. Sound mental health of teacher has very important to conduct the private B.Ed. colleges which are regulated by the private emprises. This study aims to determine the mental health of private B.Ed. College's teacher in respect with gender and locality. In present study, researcher has selected 100 teachers from private teacher training institute. Mental Health Scale developed by researcher has been used for collection the reliable data. In present study, researcher analysed the data by using t-test. Result reveals that there is no significant differences between male and female teachers and also reveals that urban and rural teachers.

Key Words: Mental Health, Teacher, Private B.Ed. College, Gender and Locality.

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1. INTRODUCTION

Teacher training is a skill-based programme which is run by that has built a common approach to teaching and learning across schools in the area. Pupil's thinking skills have progress well, especially in transition to school level and professional learning communities have encouraged teachers to share their experience and practices. It is fundamental aims to raise standards of pupils achievement and promote high-quality learning and teaching in schools and support the building of a share vision of successful teaching and effective learning. It is ensured the teaching that learners receive and the learning they experience has a positive and sustained impact on the outcomes they achieve and on their wellbeing. It also enables learners to become more engaged, effective and motivated and so achieve better quality outcomes. Teacher training programme has been conducted by the Govt. sponsored or Govt. aided and or private sector. Teaching of teachers, especially private B.Ed. College teachers are depended on Stress and mental health. Without sound mental health, teacher cannot concentrate in teaching and retain the knowledge given to the students.

Mental health is an emotional, psychological and social wellbeing. It influences on how we think, feel, and act. It also helps to determine how we removed our stress, relate to others and make choices. It plays a vital role in the every stage of life, from childhood and adolescence through adulthood and social well-being. **The World Health Organization (WHO)** defines mental health includes "subjective well-being, perceived self-efficacy, autonomy, competence, inter-generational dependence, and self-actualization of one's intellectual and emotional potential, among others" [1]. The WHO further states that the well-being of an individual is encompassed in the realization of their abilities, coping with normal stresses of life, productive work and contribution to their community [1]. **Health Education Authority (1997)** stated that "Mental health as the emotional and spiritual resilience, which enable as to survive pain, disappointment and sadness" [2]. **Cutts and Moslay (1941)** defined that "mental health is the ability which helps us to seek adjustment in the difficult situations of our life" [3]. **Kumar (1992)** described that "Mental health is an index that shows the extent to which the person has able to meet his environmental demands social, emotional or physical [4].

2. REVIEW OF RELATED LITERATURE

Mental health is a state of successful accomplishment of mental operation resulting in productive work, fulfilling relationship with others and the ability to adopt to make the change and cope with adversity. Some of the pertinent studies related to mental health has been reviewed and reported here. **Jeba (2005)** suggests that the mental health was correlated to the teaching competency in regard to gender and group difference [5]. **Srivastava and Asthana (2008)** were suggested that mental health of lecturers is better than teachers and high support is better than mental health in regard to working women [6]. **Dewan et al. (2009)** was explored that the effect of gender on mental health has been found. Female teachers were showed poor mental health as compare to be male teachers. The effects of religion were found on mental health. Mental health of Christian school teachers is comparatively better than saran school teachers. It also found that the effect of religion on mental health had same for male and female as well as marital status and also the effect of gender were same for married and unmarried teachers [7]. **Pandhi and Rajendra (2010)** were suggested that organizational climate was significant correlated to demographical variables. It also found that mental health of teachers was significantly differ between rural and urban high schools. Mental health of teachers was significantly correlated to the demographical variables. It further found that organizational climate was not effect on the mental health of teachers [8]. **Rani, R. and Singh, A. (2012)** were showed that the primary school teachers found in average their level of mental health. It also found that there is no significant difference between male and female teachers with respect to the mental health. It further found that government school teacher and private school teachers are does not significant differ in their level of mental health [9]. **Dr. Mohana, D. (2013)** stated that levels of teaching and teaching experience are correlated with mental health of teachers [10]. **Kumar, V., Kumar, P. and Kumari, R. (2013)** were emphasized that mental health of pupils teachers do not significantly differ in their gender and locality [11]. **Chandra, T.S. and Dr. Reddy, S. (2014)** were showed that mental health do no significant impact by the teaching attitude, study habits and academic stress of teachers [12]. **Ghose, D. (2014)** in his study suggests that there are significant differences between male and female college students, tribal and non-tribal college students, tribal hostelling and non-tribal hostelling with respect to mental health and also suggests that the college students from both the community possess are poor mental health

[13].**Dr.Kasture, V.D. (2015)** reported that Yoga doer has better than yoga non doer executives in respect with mental health and Yoga doer have less stress than yoga non doer executives [14].

3.NEED AND SIGNIFICANCE OF THE STUDY

Mental health is very important to the teacher to know the knowledge of fundamental principles of human behaviour to solve the problems of students as he must be emotionally stable and should have positive attitude towards teaching. He also must take been interest in students and their welfare. His behaviour should be a friend, guide and philosopher with his students. He should try to develop the philosophy of life and should create confidence in his students to free them from the realities of life. Not only this, he also tries to create social climate in the class and in the college. Mental health is the fundamental aspect of the total health of a person because it is cause and effect of other types of health. It is maintained the balance between all aspects of life-social, physical, spiritual and emotional. It affects one how we manage our surrounding make choice in our lives clarity it is an integral part of our overall health.

4. OBJECTIVES OF THE STUDY

Researcher has been conducted the present study on the basis of following objectives:

1. To study the mental health of teachers of private B.Ed. College.
2. To compare the mental health between male and female teachers.
3. To compare the mental health between urban and rural teachers.

5. HYPOTHESES OF THE STUDY

On the basis of corresponding objectives, hypotheses have been designed in this study. Those hypotheses are as follows:

H₀1: There exist no significant differences between male and female teachers in respect to mental health.

H₀2: There exist no significant differences between urban and rural teachers in respect to mental health.

6. RESEARCH DESIGN

The present study is descriptive type in nature. The investigator have been used the descriptive type survey method in the present study. Therefore, researcher have applied different tools, techniques, strategies and method of descriptive survey research to collect, analysis and interpret the required data [15].

6.1 POPULATION AND SAMPLE

All the teachers who were serving their different private B.Ed. College in Murshidabad district of West Bengal have been treated as population of the study. The sample consists of 100teachers of private B.Ed. College in the district of Murshidabad for the data collection. Purposive sampling technique has been used in the selection of sample in the present study.

6.2 TOOL OF THE STUDY

The researcher has used a self-made Mental Health Scale as a tool for collecting the data in the present study. The Scale consists of 24 items with the combination of positive (16) and negative (8) items. The Scale has been constructed on the basis of 5 important dimensions namely Overall Adjustment, Emotional Stability, Intellectual Potentiality, Autonomy and Self-concept. The Scale has been followed by Likert's five point scale i.e. Strongly Agree (S.A), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (D.A) [16].

6.3 TOOL DESCRIPTION

The Split half method has been used to determine the reliability. The scores of test divided into two halves by using the Odd method. The reliability of coefficient of the total test has been estimated by using the Spearman Brown Prophecy formula [16]. The value of reliability has to be 0.84. The validity of tool is determined by the 5 experts in the field of education.

6.4 OPERATIOINAL DEFINITION OF THE KEY TERMS

Essential terms associated with the present study have been illustrated below:

Mental Health

Mental health is the intellectual and emotional potential which helps to perceive self-efficacy, autonomy and self-concept and also helps to make the overall adjustment of human beings to the environment with a maximum effectiveness and happiness.

Private B.Ed. College

Private B.Ed. colleges have been conducted by the Societies or Trust but are not getting any grant from the State Government as well as Central Government and it is a scheme to develop the practical skills of student teachers.

6.5 TECHNIQUE OF DATA ANALYSIS

In present study, the researcher has been used Mean, S.D. t-Test and Graph for analysing the data [17].

7. ANALYSIS AND INTERPRETTION OF THE RESULT

In order to compare the Mental Health of male and female teachers of private B.Ed. College t-test was applied. The value of Mean and S.D. were found out and t-value was calculated [17]. The data was analysed through SPSS 17 (Version). The mean scores, S.D. and t-values of mental health of male and female teachers are given below.

H₀1: There exist no significant differences between male and female teachers in respect to mental health.

In order to compare the mental health between male and female teachers, t-test was applied. The mean scores and S.D. were found out and t-value was calculated. The mean scores, S.D. and t-values of mental health of male and female teachers are given in table-1.

Table-1 Tabular representation of showing the mean scores, S.D. and t-values of male and female teachers on the variable of Mental Health

Gender	N	Mean	S.D.	Df	t-value
Male	52	89.25	9.752	98	.031 NS
Female	48	89.19	10.212		

Difference is not significant at 0.05 level

NS= Not Significant

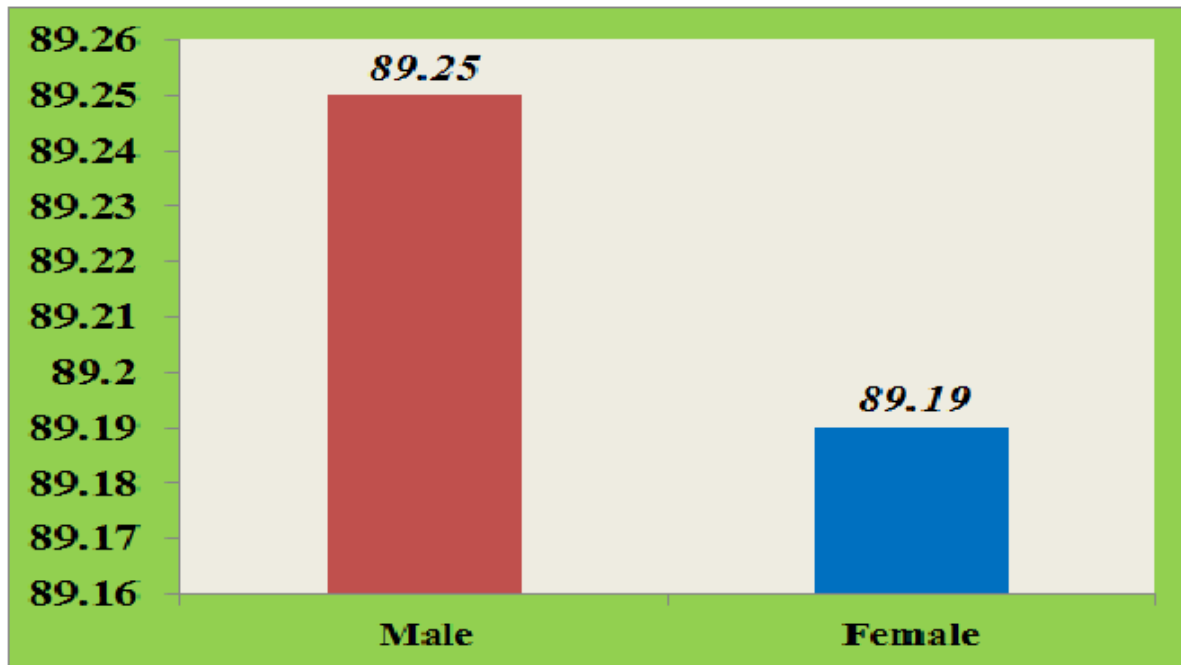


Figure-1 Mean scores of male and female teachers on the variable of Mental Health

The table-1 indicates that there is no significant difference between male and female teachers on the variable of mental health. The mean values of male and female teachers are 89.25 and 89.19 respectively. Whereas, S.D. Values of male and female teachers are 9.752 and 10.212 respectively. The obtained t-value is .031 which is not significant at 0.05 level of confidence. Hence, the null hypothesis i.e. “There exist no significant difference between male and female teachers in respect to mental health.” is rejected. So, it can be said that both male and female teachers are similar in relation to mental health.

H₀2: There exist no significant differences between urban and rural teachers in respect to mental health.

In order to compare the mental health between urban and rural teacher, t-test was applied. The mean scores and S.D. were found out and t-value was calculated. The mean scores, S.D. and t-values of mental health of urban rural teachers are given in table.

Table-2 Tabular representation of showing the mean scores, S.D. and t-values of urban and rural teacher on the variable of Mental Health

Gender	N	Mean	S.D.	Df	t-value
Urban	50	88.90	9.852	98	-.321 NS
Rural	50	89.54	10.086		

Difference is not significant at 0.05 level

NS= Not Significant

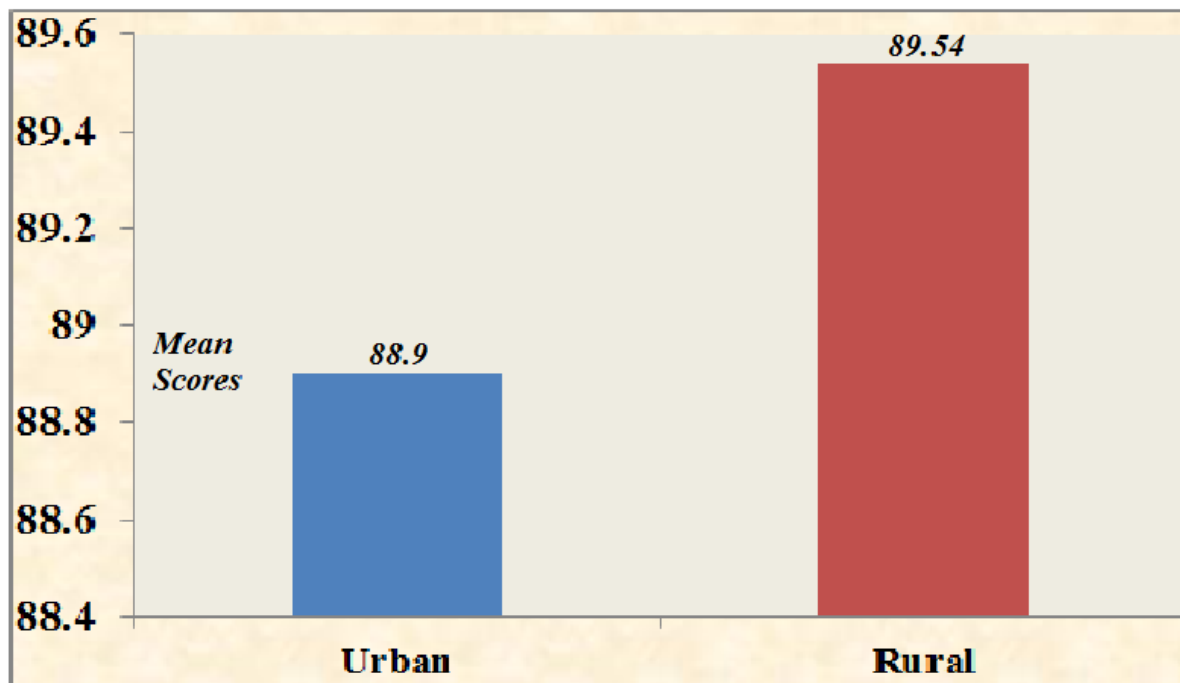


Figure-2 Mean scores of urban and rural teachers on the variable of Mental Health

It is evident from the table-2 that there is no significant difference between urban and rural teachers on the variable of mental health. The mean values of urban and rural teachers are 88.90 and 89.54 respectively. Whereas, S.D. Values of urban and rural teachers are 9.852 and 10.086 respectively. The obtained t-value is -.321 which is not significant at 0.05 level of confidence. Hence, the null hypothesis i.e. “There exist no significant difference between urban and rural

teachers in respect to mental health.” is rejected. So, it can be said that both urban and rural teachers are similar in relation to their mental health.

8. RESULT AND DISCUSSION

- In the present study, it has been found that there is no significant difference between male and female teachers in respect to mental health. So we can say that both male and female teachers are similar in relation to mental health.
- It has been found that there is no significant difference between urban and rural teachers in respect to mental health. So we can say that both urban and rural teachers are similar in relation to mental health.

9. EDUCATIONAL IMPLICATIONS

Findings of the present study reveal that the male teachers having low mental health are not different to the female teachers and urban teachers with low mental health are similar to the rural teachers. These teachers should be properly guided. The principal should talk to the teacher and know the causes of tension, hopelessness, headache etc. He can mitigate the problems through his leadership qualities. Members of the staff and in charge of the college should be motivated to create a cooperative, academic and conducting interference should be curbed. Another important phenomenon, which is of recent origin, is that public and also the education officers condemn the teachers more than to encourage them. It should be avoided because this causes mental strain among teachers. To maintain the psychological and physiological fitness of teachers, it is recommended that yoga and meditation camps should be organized time to time in colleges. So that teachers may get the training of stress management and learn stress coping strategies to deal with environmental demands –physical, emotional and social.

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