

A Study of Mental Health of High School Teachers

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1. Introduction

Mental health plays vital role in many aspects of human life. As per World Health Organization (WHO) mental health is “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community” In recent times, the concept of Mental Health is regarded as more and more important and the World Health Organization (2014) viewed it as “a state of well-being in which individuals realize their own potential, can cope with the normal stress, work productively and fruitfully, and able to make a contribution to community”. In this, the absence of mental disorder does not necessarily mean the presence of good mental health. In other words, people living with mental disorder can also achieve good levels of well-being – living a satisfying, meaningful, contributing life within the constraints of painful, distressing, or debilitating factors.

In the words of Galderisi, et al (2015) “mental health is a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with universal values of society. Basic cognitive and social skills; ability to recognize, express and modulate one's own emotions, as well as empathize with others; flexibility and ability to cope with adverse life events and function in social roles; and harmonious relationship between body and mind represent important components of mental health which contribute, to varying degrees, to the state of internal equilibrium”.

Mental health is fundamentally linked to three of the Millennium Development Goals i.e. eradication of hunger and poverty, reduced infant mortality and improved maternal health. Mental health, therefore, can be defined as: how one feels about himself/herself and others; how one responds to the day-to-day demands of life; how one thinks, feels and acts in the face of daily life problems; how one handles stress, relates with others and makes choices that make the individual enjoy normal life. Mental health, as an indivisible component of health, reflects the equilibrium between the individual and the environment. It is influenced by: a) individual biological and psychological factors; b) social interactions; c) societal structures and resources; and d) cultural values.

2. Significance of the Study

Mental health is undeniably one of our most precious possessions, which needs to be nurtured, promoted, and preserved as best as we can. It is the state of mind in which the individual can experience sustained joy of life while working productively, interacting with others meaningfully, and facing up adversities without losing the capacity to function physically, psychologically and socially. It is undoubtedly a vital resource

for a nation's development, and its absence represents a great burden to the economic, political, and social functioning of the nation (Kumar, 2005).

MacKean (2008) and Gallagher (2012) showed that compared to the general population, college students on average have increased mental health problems such as: depression, anxiety, suicidal thoughts, psychosis, addictions, risk for suicide, use of psychiatric medications, and other chronic psychiatric disorders. Studies have indicated that the prevalence is particularly high among female students in the first year of their program compared to their male counterparts (Aldiabat et al, 2014).

Thus, mental health problems are very common among college students (Blanco C, et al.2008). The college years are a developmentally crucial period when students make the transition from late adolescence to emerging adulthood (Arnett, 2000). Epidemiological studies suggest that 12–50% of college students meet criteria for one or more common mental health disorders (Blanco et al., 2008; Hunt & Eisenberg, 2010; Verger et al. 2010).

During the last five decades, several researchers both from India and abroad have examined a number of mental health issues. Research has been undertaken in both clinical and population based settings, often with different priorities that are complementary to each other. From a public health perspective, the prevalence, pattern, characteristics and determinants of various mental disorders have been examined. In addition, care related issues like service delivery aspects and system issues have also been studied. However, scientific extrapolations and estimates at the national and state levels have not been possible due to methodological limitations. Moving beyond prevalence, data has been extremely limited on health care utilization, disability, impact, stigma and the overall impact of mental disorders on individuals and families (Ministry of Health & Family Welfare, 2016).

3. Need for the study

The maxim, “there is no health without mental health” underlines the fact that mental health is an integral and essential component of health. Mental health, hitherto neglected, is now recognized as a critical requirement and is engaging the attention of policy-makers, professionals and communities in India and across the globe (NMHS, 2016). Thus, health is pivotal for the growth, development and productivity of a society and is vital for a happy and healthy life anywhere in the world.

The prevalence of mental disorders among 0-3 year old children was 13.8 percent, most commonly due to breath holding spells, pica, behavior disorder NOS, expressive language disorder and mental retardation. The prevalence rate in the 4-16 year old children was 12.0 percent mainly due to

enuresis, specific phobia, hyperkinetic disorders, stuttering and oppositional defiant disorder (Srinath et al,2005). Similarly, another study from Bangalore in 2005 documented the burden of mental disorders to be 12.5 percent. The study also showed that there were no significant differences among prevalence rates of mental disorders in urban middle class, slum and rural areas with annual incidence of 18 per 1000 population. Mental health of teachers reflects their class room practices. Mental health of teacher also affect parent- teacher relation and also the pupil-teacher relation. Hence the researcher wanted to study the mental health of High school teachers in relation to their cadre and qualification.

4. Objectives

1. To study the mental health of High teachers in relation to their cadre
2. To study the mental health of High school teachers in relation to their qualification

5. Hypotheses

1. There is no significant relation between mental health and the cadre of High school teachers
2. There is no significant relation between mental health and qualification of High school teachers

6. Methodology

The study is qualitative in nature and the researcher adopted normative survey method for the present study'.

Sample

The researcher has chosen his sample using random sampling technique. The researcher has chosen 30 teachers working in various schools in Vizianagaram district of Andhra Pradesh.

The sample includes 15 Head Masters and 15 Teachers working in high schools in Vizianagaram district of Andhra Pradesh.

Tools of research:

The researcher used a questionnaire for the collection of data. The questionnaire consists of 44 items with 5 alternates,

7. Analysis of data

The researcher has analysed the data using statistical measures such as Mean, Standard deviation, t test for the analysis of the data collected.

Hypothesis 1: There is no significant relation between Mental health and the cadre of High school Teachers
The data has been analysed and computed in the following table.

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Table 1 : values of mental health of high school teachers in relation to their cadre

Cadre	N	mean	SD	t value
Head Master	15	149	19.7	0.255
School Assistant	15	151	20.5	

The t value obtained is 0.255 is not significant at any level hence the null hypothesis is rejected. It can be concluded that there is a significant difference in the mental health of High school teachers in relation to their cadre. The mean values show that school assistants are having slightly more mental health than those of Head masters.

Hypothesis 2: There is no significant relation between Mental health and the qualification of High school Teachers
The data related to above hypothesis has been analysed and computed in the following table.

Table 1 : values of mental health of high school teachers in relation to their qualification

qualification	N	mean	SD	t value
Graduate	20	145	22.5	1.65
Post graduate	10	158	15.6	

The t value obtained is not significant hence the null hypothesis is rejected and there fore there is a significant difference in the mental health of high school teachers in relation to their qualification. The mean values shows that the Post graduate teachers are having more mental health than those of graduates.

8. Findings

There is a significant difference in the mental health of High school teachers in relation to their cadre

There is a significant difference in the mental health of High school students in relation to their qualification.

9. Limitation of the study

The study is limited to the High school teachers who were chosen as a sample for the study

The study is further limited to the items mentioned in the questionnaire

10. Conclusion

As the mental health plays key role in teaching learning process, proper measures are to be taken to improve the mental health of High school teachers through orientations, proper rewards, work shops and providing suitable work environment.

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