



A Study of Mental Health of Primary School Teachers in context to Teaching Experience

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Abstract:

Good mental health is the substance for good learning, quality of education, useful to produce healthy nation by healthy teacher. On the contrary, issues related to mental disorders or bad mental health conditions such as depression, fear, stress, hopelessness and anxiety can possibly hamper learning and hinder a teacher or young person's personal development, professional development, performance and relationships with others. Consequently, the researcher is interested to see the effects of mental health of primary school teachers. To measure the mental health of primary school teachers the researcher has decided two variables i.e. gender and teaching experience. The null hypotheses were constructed and standardized tool was used to collect the data. The mean, standard deviation and t test were used to analyze the data. It was found that gender and teaching experience was not affected the mental health of primary school teachers.

Keywords: *Mental health, Primary school teachers, Personal development, Professional development, Teaching experience*

1. Introduction

Life is full of challenges. One has to face it whether the individual likes it or dislikes it. The pattern of one's development is generally affected by heredity, environment and self-concept. Besides the developmental pattern of the individual his/her physical and mental health is affected by so many social, economic, personal factors. The health plays very important role in facing the challenges of life. In the process of teaching, good physical and mental health of students and teachers is very necessary. If students are not healthy, they will not be able to perform with their full capacity. If teachers are not healthy, they will not only harm to themselves but to the students also.

Skinner (1958) comments 'It is extremely important that a teacher possesses adequate adjustment to the mental health hazards inherent in teaching.' The state of teacher is important because it may affect his/her interest in teaching, his/her performance or teaching effectiveness. Many individuals possess such physical or mental health problems that are serious handicap in their work. Many researchers have studied physical and mental health of different groups and professionals. They have also studied the mental health in relation to cognitive, personal and social factors. Each of the factors has been found out to affect the physical and mental health in different manner in different groups. Most of the studies were dealing with the mental health problems of students. A few studies have been conducted on teachers; most of these studies were dealing with adjustment problems, anxiety and neuroticism. The other types of mental health problems have not been studied. The problems related to psychosis, psychoneurosis and psychosomatic health problems are very crucial in influencing the teachers' performance. The teachers of primary level are working in poor conditions and as a consequence more open to suffer with health hazards. So, it was considered desirable to study the mental health problems of primary teachers working in different conditions and having different type of mental abilities and interest. Hence the researcher decided to study the mental health of primary school teachers in relation to certain variables.

2. Statement of the problem

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3. Variables of Research

In present research the Teaching experience is independent variable while gender is moderate variable and one Dependent Variable i.e. Mental Health.

4. Objectives of the Research

The objectives of the present study are as under

1. To know the mental health of primary school teachers of Ahmedabad city.
2. To study the effect of gender on the mental health of primary school teachers of Ahmedabad city.
3. To study the effect of teaching experience on the mental health of primary school teachers of Ahmedabad city.

5. Hypotheses

Ho₁: There is no significant difference between the mean scores of mental health scale of male and female teachers.

Ho₂: There is no significant difference between the mean scores of mental health of teachers having more than 5 years of experience and having less than 5 years of experience

3. Population of Study

In present research all the English medium primary school teachers of Ahmedabad city was population.

4. Sample

To constitute the sample, the researcher has got the list of primary schools. Then she randomly selected English medium schools for data collection. Then she gave mental health scale to the teachers to selected schools. Thus, by random sampling method the researcher has selected 100 primary school teachers.

5. Research Methodology

In the present study the researcher has employed the survey method. It is the most popular and most widely used research method in education. The researcher can gather information in terms of individual scores by a standardized test prepared by Dr. Vasava

6. Tools of the Study

In present research researcher has used Standardize mental health scale prepared by Dr. Prashant Vasava. There are 25 statements in scale. each statement has 5 options. The reliability of tool by test-retest method is 0.85 and by spilt half method 0.83 while by Kuder Richardson method 0.80 while content validity of tool is 0.82. The sample of scale was there in appendix.

7. Data Collection

In present research the researcher has taken prior permission from principal of the selected school. The mental health scale was given individually to each teacher. Necessary information had given for responding the mental health scale. Attention was also be given not to disturb the day-to-day school routine work. The investigator was also present in the school in order to help the teachers wherever they feel any difficulty.

So far as the data regarding mental health scale is concerned, the investigator collects the mental health scale from the school. After the collection of data from the different schools, the filled in mental health scale was scored according to their respective scoring keys. The scores provided the data for the present study to test different hypothesis proposed.

8. Analysis And Interpretation

An analysis of the data is the most skilled task of all the stages of the research. An analysis of the data that have been collected is equally important. A careful planning of the analytical framework should, therefore, be envisaged by the researcher. Mean, Standard Deviation and t – test will be used.

9. Limitation of Research

The Limitations of the study are as following

1. This study is limited to the primary school teachers of English medium school.
2. This study is limited to the primary school teachers of GSEB as well as CBSE.

10. Analysis and Interpretation of scores in context to Gender

The analysis and interpretation of scores on mental health scale of primary school teachers in relation to Gender is as follow.

Standard Error of Mean, t-value and significant level of scores of Mental Health scale of male and female teachers

Table- 1: Statistics of Male and Female teachers

Gender	Number N	Average	Standard Deviation (SD)	Standard error of mean	t-score	Significance level
Male	38	44.27	11.47	2.34	0.08	NS
Female	62	43.28	11.22			

In above table 1 we can see that mean values of male and female teachers are 44.27 and 43.08 respectively. The S.D. value is 11.47 and 11.22. SED is 0.66. With the help of all these values computed t is 0.08 which is lower than the tabulated value 1.96 at 0.05 level so null hypothesis

Ho₁: There is no significant difference between the mean scores of mental health of male and female teachers is not rejected. Therefore, we can say that there is no significant difference between the average score of male and female teachers on mental health scale. The mental health of male teachers and female teachers are equal. It means there is no effect of gender on mental health of primary school teachers.

Analysis and Interpretation of scores in context to Teaching Experience

The analysis and interpretation of scores on Mental health scale of Primary school teachers in relation to Teaching experience is as follow.

Standard Error of Mean, t-value and significant level of scores on Mental health scale of teachers having experience more than 5 years and less than 5 years

The standard error of mean, t-value and the significant level of score of Mental health scale of Primary school teachers for testing the null hypothesis. This detail is given in below Table-2

Table- 2: Statistics of teachers on the basis of Teaching experience

Gender	Number N	Average	Standard Deviation (SD)	Standard error of mean	t-score	Significance level
More than 5 years	59	43.91	11.51	2.28	0.15	NS
Less than 5 years	41	44.27	11.35			

In above table 2 we can see that mean values of teachers having more than 5 years of experience and less than 5 years of experience are 43.91 and 44.27 respectively. The S.D. value is 11.51 and 11.35.

SED is 2.28. With the help of all these values computed t is 0.15 which is not higher than the tabulated value 1.96 at 0.05 level so null hypotheses

H₀₂: There is no significant difference between the mean scores of mental health of teachers having more than 5 years of experience and having less than 5 years of experience” is not rejected. Therefore we can say that there is no significant difference between the average score of teachers having more than 5 years of experience and less than 5 years of experience on Mental health scale. It means there is no effect of teaching experience on teachers’ Mental health. The Mental health of teachers found to be equal for both the experienced teachers.

11. Findings of the Study

The findings of the present study is

- The mental health of male teachers and female teachers are equal. There is no effect of gender on mental health.
- Mental health of teachers having more than 5 years of experience and less than 5 years of experience are equal. There is no effect of teaching experience on mental health.

12. Educational Implications

Certainly! Supporting the mental health of **primary school teachers** is crucial for fostering a positive learning environment. Here are some **educational implications** to enhance their well-being:

Training and Awareness:

- Provide specialized training for teachers on recognizing signs of stress, anxiety, and depression in themselves and their students.
- Raise awareness about mental health issues and reduce stigma through workshops, seminars, and ongoing professional development.

Self-Care Strategies

- Encourage teachers to prioritize their own well-being. Self-care practices such as mindfulness, exercise, and adequate rest can significantly impact mental health.
- Promote work-life balance by setting realistic expectations and boundaries.

Peer Support Networks

- Establish peer support groups within schools where teachers can share experiences, discuss challenges, and provide emotional support to one another.
- Encourage open communication among colleagues to foster a sense of community.

Access to Resources

- Ensure that teachers have easy access to mental health resources. This includes information on local counselors, helplines, and online platforms.
- Provide a list of coping strategies that teachers can use during stressful times.

Administrative Support

- School administrators should prioritize teacher well-being. This involves addressing workload issues, reducing administrative burdens, and acknowledging the emotional demands of teaching.
- Create a supportive work environment where teachers feel valued and appreciated.

Student-Centered Approaches

- Teach social-emotional skills to students. When students understand their emotions and learn to manage them, it positively impacts the classroom atmosphere.
- Implement mental health education as part of the curriculum. Educate students about emotions, stress management, and seeking help when needed.

Early Intervention

- Identify signs of distress in teachers early on. Regular check-ins with counselors or mental health coordinators can help detect issues before they escalate.
- Offer timely support through counseling services or referrals.

13. New Areas of Research

To widen the scope of the present study, certain other areas can be undertaken:

1. The present study held on primary school teachers in future the research may be conducted at different levels as secondary, higher secondary, college or university teachers.
2. The Sample size for the study of primary school teachers can be enhanced for more reliability of the results.
3. The present study based on variables i.e. Gender and teaching experience. It can be studied on other variables like Age, Caste, and Area etc.
4. The present study undertaken at Ahmedabad city where it can be undertaken at various other cities or districts.

14. Conclusion

The quest for Mental health is a never quenching thirst. Efforts in the direction have been done by many scholars and experts, and are still undergoing by many. Such efforts will continue as long as there is innovation and creativity in the work method of researcher.

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