"A Study of the Effect of Mental Health on the Teaching Effectiveness of B.Ed. Student-Teachers"

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Abstract

The WHO Department of Mental Health and substance abuse emphasizes that the number of persons exposed to extreme stressors is large and that exposure to extreme stressors is a risk factor for mental health and social problems. The Department's work on mental health in emergencies focuses mostly on resource-poor countries, where most populations exposed to natural disasters and war live. Teacher's need mental health, because role of teacher the all round development of students. Mentally healthy people have positive attitude toward their own group and other people. Working in group they feel always happy and behaviour, guideline regarding studies and satisfying personal relationship with pupils. Mentally healthy teachers make use of their natural capacities and they well come new experiences and new ideals for prepare for the development of his students.

Background and Rationale

The WORLD HEALTH ORGANIZATION defines mental health as "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". It was previously stated that there was no one "official" definition of mental health. Cultural differences, subjective assessments, and competing professional theories all affect how "mental health" is defined. There are different types of mental health problems, some of which are common, such as depression and anxiety disorders, and some not so common, such as schizophrenia and bipolar disorder. According to Richards, Campania, & Muse-Burke (2010) "There is growing evidence that is showing emotional abilities are associated with prosaically behaviors such as stress management and physical health" (2010). **MAJID, A.(1984)**, findings were obtained, self-acceptance was common to all group. Girls were open mindedness. **PRASANNA, K.C.B**.,(1984) findings were, all the mental health variables studied discriminated between high and low achievers in the most of the groups.**SINGH, R.S**, (1987), finding was- the difference in teaching effectiveness of urban and rural teachers was not significant. **VEERESHWAR, P**., (1979) finding was- the difference in adjustment of urban and rural girls was not significant in the area of health.

Objectives of the Study

The main objectives of the research to understand and establish as follows;

1. To study correlation between mental health and teaching effectiveness of B.Ed. student-teachers.

2. To study independent as well as interaction effect of residential background, sex and level of mental health on the teaching effectiveness of B.Ed. student-teachers.

Hypotheses

The main hypothesis of the research as follows;

Ho1: There is no significant correlation between mental health and teaching effectiveness of B.Ed. student-teachers.

Ho2: There is no significant independent as well as interaction effect of residential background, sex and level of mental health on the teaching effectiveness of B.Ed. student-teachers.

Methods

i) Research Methodology

Poor mental health is also associated with rapid social change, stressful work conditions, gender discrimination, social exclusion, and unhealthy lifestyle, risks of violence and physical ill-health and human rights violations. There are also specific psychological and personality factors that make people vulnerable to mental disorders. Lastly, there are some biological causes of mental disorders including genetic factors and imbalances in chemicals in the brain. Finally, the statement of problem, "*A study of the effect of Mental Health on the Teaching effectiveness of B.Ed. student-teachers"*. The investigator was employed survey method.

ii) Population and Sample

The sample was consisting of 90 B.Ed. student teachers with 45 male and 45 female teachers from 03 B.Ed. colleges in Katol Taluka Districts Nagpur. There was equal representation of B.Ed. student teachers sample (i.e., 90) with respect to the gender (male and female), residential background (rural and urban), i.e.

Table-1: Show total sample

Sample	Rural		Urban		Total	
Male	1	1	1	2	2	3
Female	2	2	3	4	5	5
Total	3	3	4	6	8	9

iii) Tools and Techniques

Following tools was employed to collect data by the researcher;

1. Mental Health Scale

A 60-items Mental Health Scale developed and standardized by Dr. Kamlesh Sharma was use by the researcher to measure mental health of B.Ed. student teachers. All 60 items divided in to 30 positive and 30 negative items. For positive items weight age as "Yes" for '2', "Undecided" for '1', and "No" for '0'. For negative items weight age "Yes" for '0', "Undecided" for '1', and "No" for '2'.

Norms of the scale

Following norms apply for the mental health scale;

Table-2: The measurable scheme of mental health

Level of Mental Health	Male	Female
High Mental Health	68 and above	66 and above
Average Mental Health	56-67	54-65
Low Mental Health	55 and less	53 and below

2. Teaching Effectiveness Scale

A 69-item teaching effectiveness Scale developed and standardized by Dr. Pramod Kumar and Dr. D.N. Mutha was use by the researcher to measure teaching effectiveness of B.Ed. student teachers. All statement in likert type and weight age as "Strongly disagree" for '5', "Agree" for '4', "Undecided" for '3', "Disagree" for '2' and "Strongly agree" for '1'.

Norms of the scale

Following norms apply for the teaching effectiveness scale;

Table-2: The measurable scheme of teaching effectiveness

Level of Teaching Effectiveness	Row scores
High	176 and above
Average	160-175
Low	175 and less

iv)Procedure of Data Collection and Analysis

The sample was consisting of 90 B.Ed. student teachers with 45 male and 45 female teachers from 03 B.Ed. colleges in Katol Taluka District Nagpur. Mental Health and Teaching Effectiveness was measured for the month of March 2013. Mental health scale and Teaching effectiveness scale fill up by the B.Ed. student – teachers in Shikshan Mahavidhyala Katol, VSPM College of Education Katol and Shinde College of Education Katol, Dist—Nagpur. Find out the level of mental health and teaching effectiveness with respect to their gender and residential background.

Results

Proposed study the data analyses by Spearman's rho,ANOVA statistical technique.

Test the Hypothesis:-

Ho1: **There is no significant correlation between mental health and teaching effectiveness of B.Ed. student-teachers.**

Table-3: Table show correlation between mental health and teaching effectiveness

Correlation between	N	r	d f	Significant
Mental Health & Teaching Effectiveness	87	0.243*	85	at 0.05 level

**Significant at .05 level

From r table, the value of 'r' at .05 level of significance .211, at .05 level of significance .205

From table -3 it is evident that r is 0.43 which is significant at 0.01 level with df=85, it means that correlation between mental health and teaching effectiveness deferrers significant in this context the null hypothesis namely there is no significant correlation between mental health and teaching effectiveness of B.Ed. student-teachers is rejected. It may therefore be concluded that the teaching effectiveness of B.Ed. student teachers is depend on their mental health.

Ho2: There is no significant independent as well as interaction effect of residential background, sex and level of mental health on the teaching effectiveness of B.Ed. student-teachers.

Table-4: Summary of Two-way ANOVA of teaching effectiveness

Source of Variance	d f	Sum of Squares SS	Mean of SS MSS	F Ratio
Among the Groups	(k - 1) (8-1=7)	(73506.2)	(10500.885)	(12.782)**
Between the Groups- (i)SSBResidential Ba	(k 1 - 1) (2-1=1)	194.63	194.63	0.2369
(ii) SSBSex	(k 2 - 1) (2-1=1	14751.79	14751.79	17.957
(iii)SSBMental Health	(k 3 - 1) (2-1=1)	59220.01	59220.01	72.088
(iv)SSB Residential Background×Sex	(k1-1)(k2-1) (1×1=1)	58559.78	58559.78	71.284

(v) SSBSex×Mental Health	(k2-1)(k3-1) (1×1=1)	-465.6	-465.6	-0.5667
(vi)SSB Residential Background×Mental Health	(k1-1)(k3-1) (1×1=1)	14091.56	14091.56	17.153
v) SSB Residential Background ×Sex×Mental Health	(k1-1)(k2-1) (k3-1) (1×1×1=1)	-660.23	-660.23	-0.8036
Error/Within groups	(N - k) (79-8=71)	58326.08	821.49	
Total	78			

**Significant at .01 level

From F table, the value of F.05 for 1 and 71 df=3.98 and F.01 for 1 and 71 df=7.01

Our calculated F values for residential background, sex and mental health are greater than the table F value 7.01. Therefore the obtained F ratio values are significant level at .01. Hence the null hypothesis is relation to residential background; sex and level of mental health are rejected.

In case of interaction effect the obtained F ratio value -0.8036 is found lower than the F value given in table at.05 level of significance. Thus the F for interaction effect is significant at .01level. Hence, null hypothesis for interaction effect is accepted.

Independent Effects

Residential Background:

Fromthe ANOVA summary table the F ratio value for residential background is found 0.2369, which is low in comparison to the F value given in F table for 1 and 71 df. Therefore F ratio for residential background variable is found insignificant at .05 level. Hence null hypothesis is accepted. In conclusion it can be said that rural and urban B.Ed. student-teachers are equally good in their teaching effectiveness

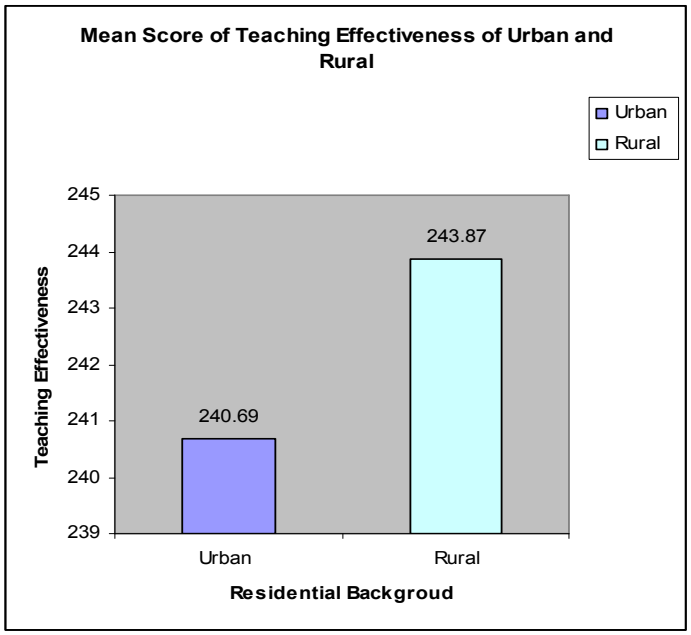

Fig 1.

Graph-1:Depicting Mean values of Teaching effectiveness of urban and rural B.Ed. student-teachers

Sex: Fromthe ANOVA summary table the F ratio value for sex is found 17.957, which is high in comparison to the F value given in F table for 1 and 71 df. Therefore F ratio for sex variable is found significant at .01 level. Hence null hypothesis is rejected. In conclusion it can be said that in 99% cases, the male B.Ed. student-teachers are high in teaching effectiveness in comparison to the female. There are1% chance that the female B.Ed. student-teachers are better in teaching effectiveness than the male.

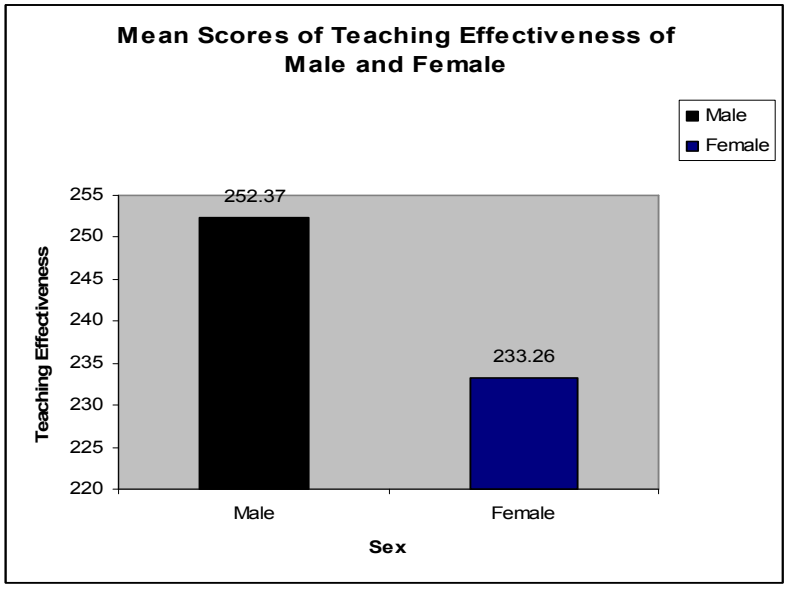

Fig 2.

Graph-2:Depicting Mean values of Teaching effectiveness of Male and Female of B.Ed. student-teachers.

Mental Health:

Fromthe ANOVA summary table the F ratio value for mental health is found 72.088, which is high in comparison to the F value given in F table for 1 and 71 df., which is also significant at .01level. Hence null hypothesis is rejected at .01 level of confidence.

Therefore, in 99% cases the high mental healths of B.Ed. student-teachers are high in their teaching effectiveness in comparison to the low mental health B.Ed. student-teachers. Only in 1 case out of 100, the low mental health B.Ed. student-teachers are high in teaching effectiveness.

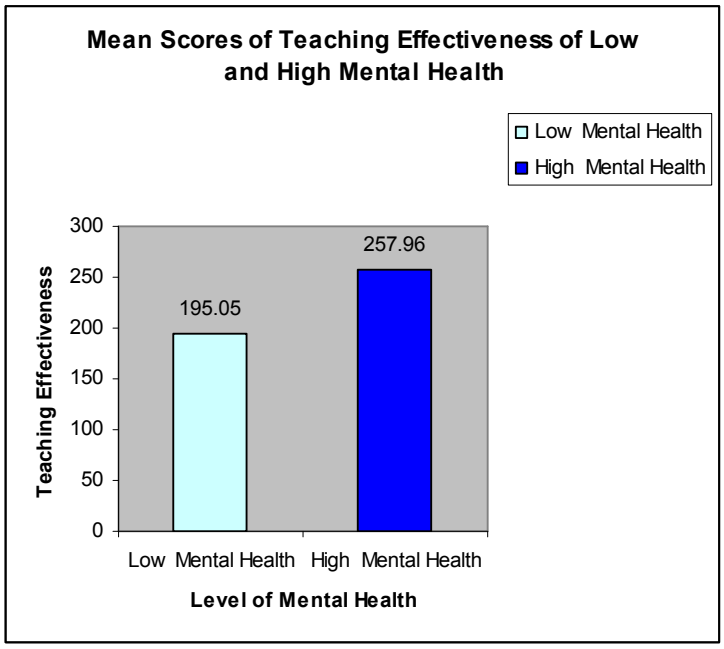

Fig 3.

Graph-3:Depicting Mean values of Teaching effectiveness of Low and High Mental Health of B.Ed. student-teachers.

Interaction effect:

Residential background and Sex:

Fromthe ANOVA summary table the F ratio value for joint effect of residential background and sex is found significant at .01 level. Hence null hypothesis is rejected. Therefore, the joint effect of residential background and sex do differ in their teaching effectiveness. In other words both male and female who are urban and rural are not equally in their teaching effectiveness.

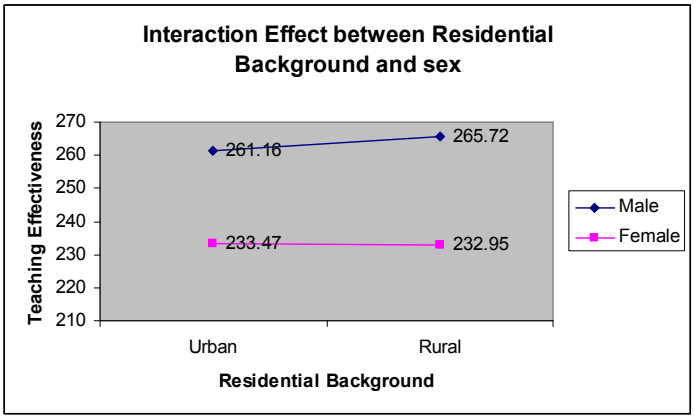

Fig 4(A)

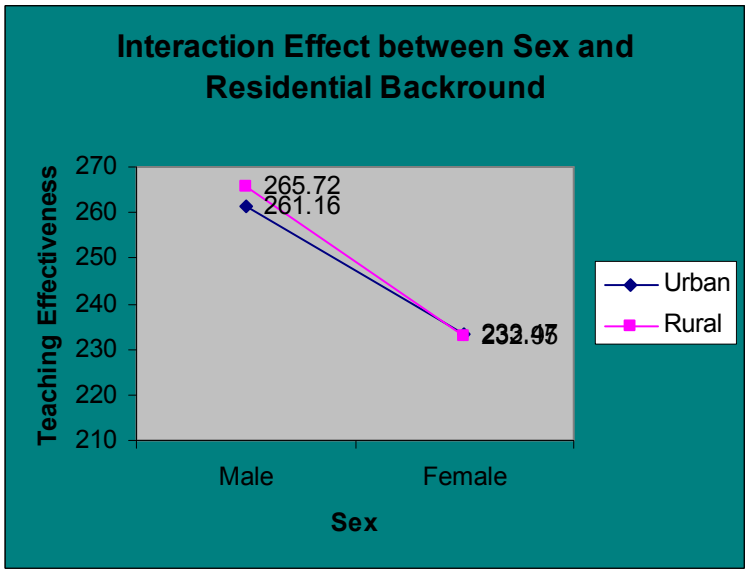

Fig4(B).

Graph-4(A) and 4(B): Intrraction effect between Sex(Male and Female) and Residential Background (Rural and Urban)of B.Ed. student teachers.

Sex and Mental health:

From the ANOVA summary table the F ratio value for joint effect of sex and mental health is found insignificant at .01 level. Hence null hypothesis is accepted. Therefore, the joint effect of sex and mental health do not differ in their teaching effectiveness. In other words it can say that both male and female who are high in their mental health are equally good in their teaching effectiveness. Similarly the low mental health male and female also do not differ in teaching effectiveness.

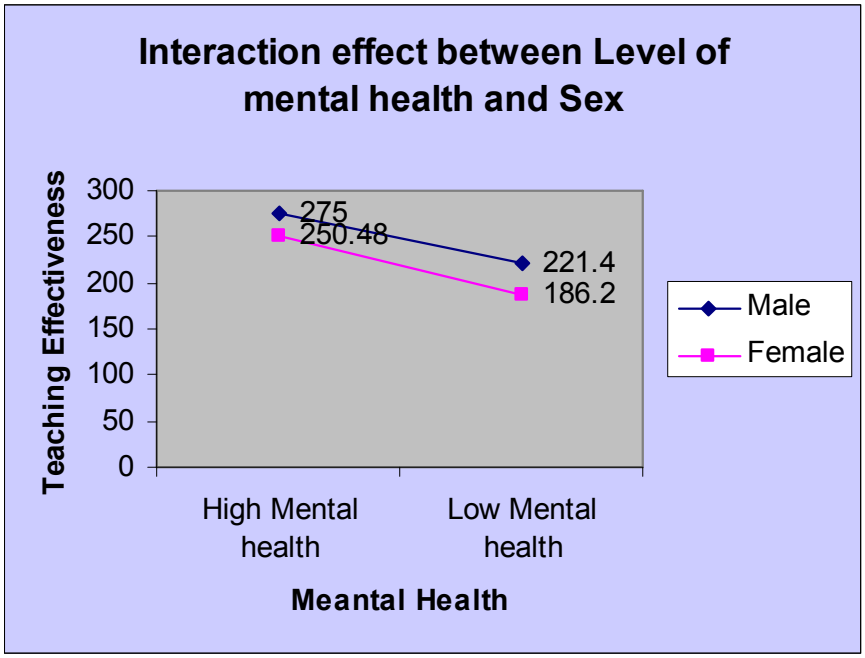

Fig5.

Graph-5: Intrraction effect between Sex(Male and Female) and Level of Menatl Health(Low and High) of B.Ed. student teachers.

Residential background and Mental Health:

Fromthe ANOVA summary table the F ratio value for joint effect of residential background and sex is found significant at .01 level. Hence null hypothesis is rejected. Therefore, the joint effect of residential background and mental health do differ in their teaching effectiveness. In other words both urban and rural who are low and high in their mental health are not equally in their teaching effectiveness.

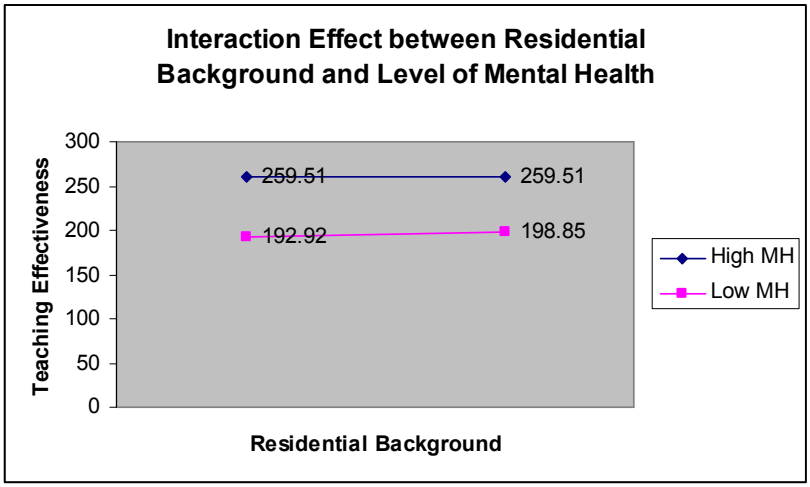

Fig 6(A)

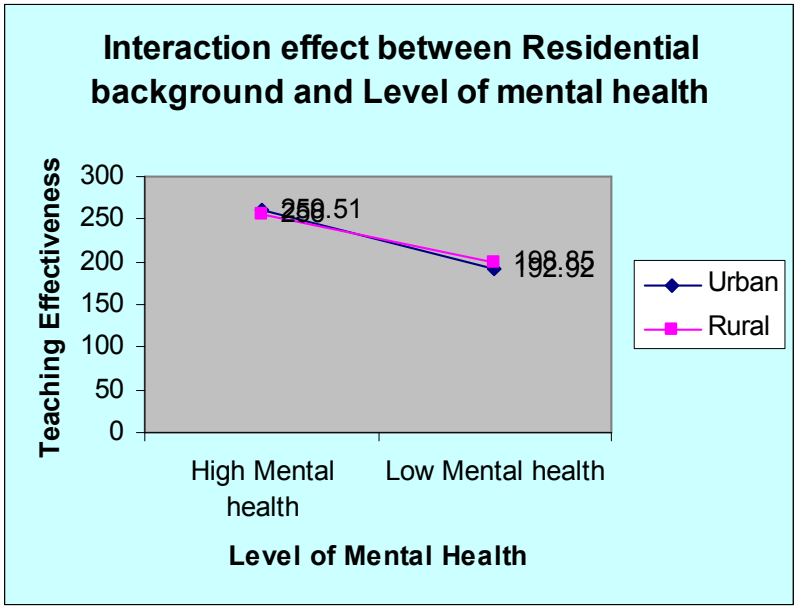

Fig 6(B)

Graph-6(A) and 6(B): Intrraction effect between Level of Mental health (Low and High) and Residential Background (Rural and Urban)of B.Ed. student teachers.

Residential background, Sex and Mental Health:

Fromthe ANOVA summary table the F ratio value for interaction effect is found insignificant even at .05 level of significance for 1 and 71 df. Thus the null hypothesis is accepted.

Therefore, the joint effect of residential background, sex and mental health do not cause in the score teaching effectiveness. In other words it can say that both urban and rural, male and female who high in their mental health are equally good in their teaching effectiveness. Similarly the low mental health, male and female who are urban and rural residential background also do not differ in their teaching effectiveness. In other words urban, male and female who are high and low mental healths do not differ in their teaching effectiveness. Similarly who are rural, male and female who are high and low mental health do not differ in their teaching effectiveness.

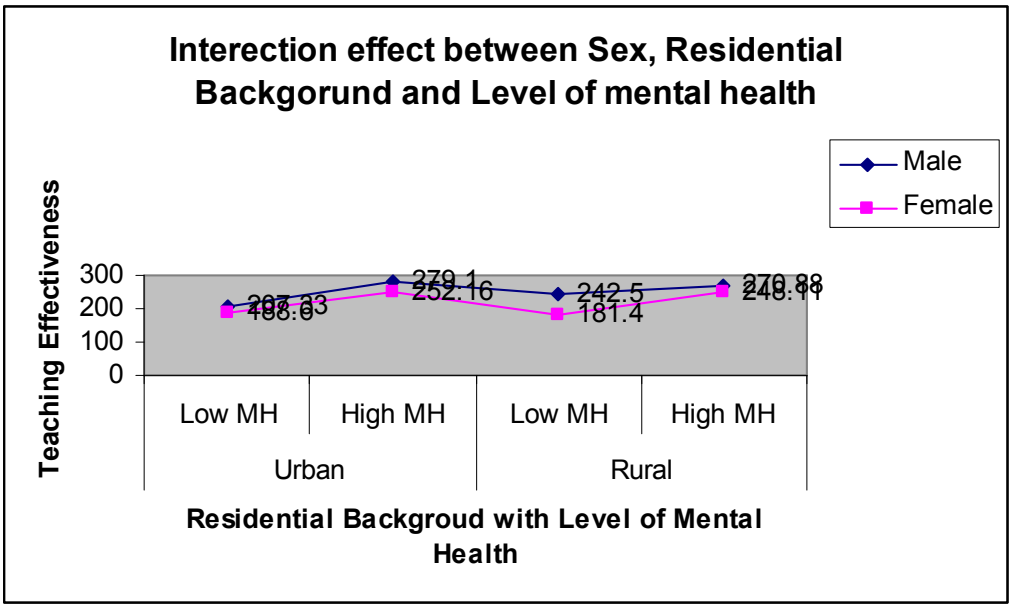
Interection effect between Sex, Residential Backgorund and Level of mental health
Male
Female
Teaching Effectiveness
300
200
100
0
279.1
252.16
242.5
181.4
Low MH
High MH
Low MH
High MH
Urban
Rural
Residential Backgroud with Level of Mental Health

Fig 7(A)

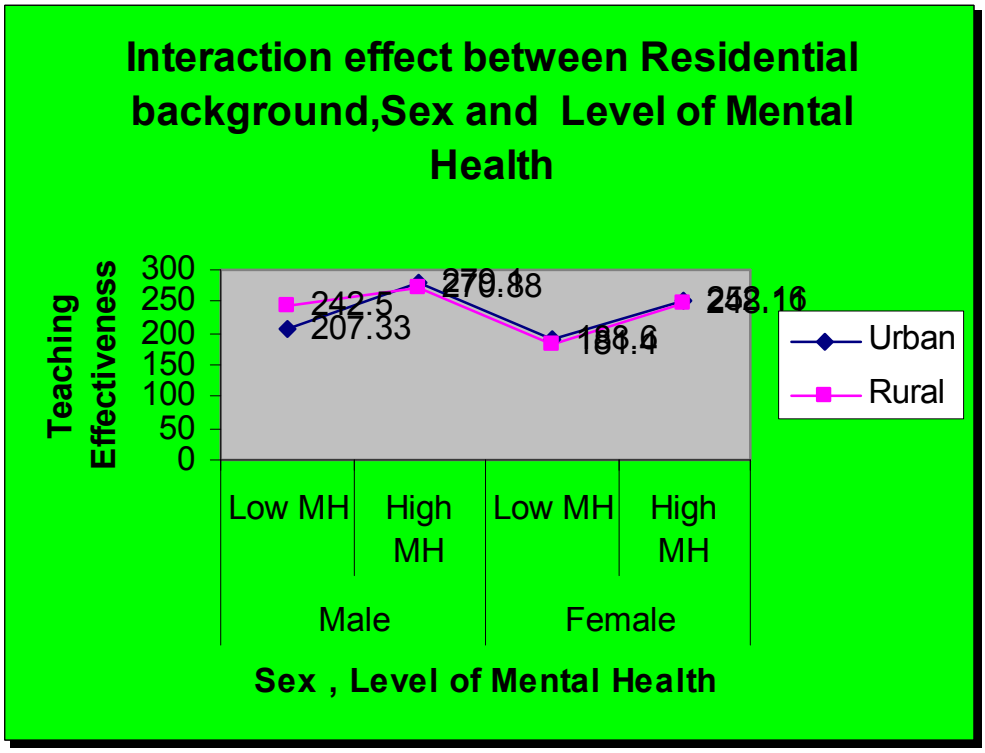
Interaction effect between Residential background,Sex and Level of Mental Health
Teaching Effectiveness
300
250
200
150
100
50
0
242.5
207.33
Urban
Rural
Low MH
High MH
Low MH
High MH
Male
Female
Sex , Level of Mental Health

Fig 7(B)

Graph-7(A) and 7(B): Intrraction effect between Sex(Male and Female) and Residential Background (Rural and Urban) and Level of Mental Health (Low and High)of B.Ed. student teachers.

Discussion of Results and Implications of the Study

The Objective was to study the correlation between mental health and teaching effectiveness deferrers significant in this context the null hypothesis is namely there is no significant correlation between mental health and teaching effectiveness of B.Ed. student-teachers is rejected. It may therefore be concluded that the teaching effectiveness of B.Ed. student teachers is depend on their mental health.

The Objective was to study theanlyses by ANOVA, calculated F values for residential background; sex and mental health are greater than the table F value 7.01. Therefore the obtained F ratio values are significant even at .01 level of significance. Hence the null hypothesis is relation to residential background; sex and level of mental health are rejected.

In case of interaction effect the obtained F ratio value -0.8036 is found lower than the F value given in table at.05 level of significance. Thus the F for interaction effect is significant at .01level. Hence, null hypothesis for interaction effect is accepted.

A study the effect of Mental Health on the teaching effectiveness of B.Ed.student-teachers following conclusion finds

- It may therefore be concluded that the teaching effectiveness of B.Ed. student teachers is depend on their mental health.
- In conclusion it can be said that rural and urban B.Ed. student-teachers are equally good in their teaching effectiveness
- In conclusion it can be said that the male B.Ed. student-teachers are high in teaching effectiveness in comparison to the female.
- The high mental healths of B.Ed. student-teachers are high in their teaching effectiveness in comparison to the low mental health B.Ed. student-teachers. .
- In conclusion that both male and female who are urban and rural are not equally in their teaching effectiveness.
- Both male and female who are high in their mental health are equally good in their teaching effectiveness. Both urban and rural who are low and high in their mental health are not equally in their teaching effectiveness.
- Therefore, the joint effect of residential background, sex and mental health do not cause in the score teaching effectiveness. In other words it can say that both urban and rural, male and female who high in their mental health are equally good in their teaching effectiveness.

Factors affecting mental health

- Good mental health
- Self-esteem
- Feeling loved
- Confidence
- Family breakup or loss
- Difficult behaviour

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