

## Study of the Relationship between Mental Health and Teacher Effectiveness of Secondary School Teachers

**Urmil Sethi,**

Associate Professor, D.A.V College of Education, Abohar, India

### Abstract

The present study has been designed to investigate the relationship of mental health and the teachers effectiveness of secondary school teachers. The study was conducted over a sample of 120 secondary school teachers. To assess mental health, A.K Srivastava Mental Health Inventory and to assess Teacher Effectiveness Dr. Mrs. Umme Kulsum's standardized Teacher Effectiveness Questionnaire were used. Descriptive and Inferential statistical techniques were used to analyze the data. The results reported that there is significant relationship between mental health and teacher effectiveness of secondary school teachers. No significant differences were observed between male and female, Govt. and private secondary school teachers on the basis of their mental health and teacher effectiveness.

**KEYWORDS:** - Mental Health, Teacher Effectiveness, secondary school Teachers.

**INTRODUCTION :-** The task of producing effective citizen is the principle responsibility of the educational system. A sound mental health develops mental stamina and enables a person to face the realities of life. The quality and efficiency of education depends to a great extent on the quality of teaches. For this teacher must have a sound mind in the sound society. Mentally healthy teachers have enjoyable experience, happy, zestful and creative personality. In this way mental health helps the teaching effective.

Mental health has been reported as an important factor influencing individual's various behaviors, activities, happiness and performance. Mental health has been mentioned as the ability of person to balance one's desires and aspirations to cope life stresses and to make psycho-social adjustment.

**According to Cutts and Mosely (1941)** "Mental Health is the ability of adjusting satisfactorily to the various strains we meet in the life and mental hygiene as the means we take to assure this adjustment"

**Hilgard (1957)** is of the opinion that "A mentally healthy person is an adjusted person." This statement means that is not unduly distressed by the conflicts he faces. He attacks his problems in a realistic manner, he accepts the inevitable; he understands and accepts his own shortcomings.

Effective teaching can be defined as "competence of a teacher to produce agreed upon results." Teacher effectiveness relies on accumulated knowledge and experience which emerges between existing sum of theoretical concepts and actual needs. The term teacher effectiveness is quite confusing and ambiguous and therefore difficult to define. It is relative term consist of two words-teacher and effectiveness. Teacher is a person who has teaching skills and possess professional qualities.

**Taylor, person and Walpole,(1999)** Teachers who have higher rates of communication with parents are viewed as more effective.

**Kemp and Hall, 1992;** Effective teacher are able to pace the amount of information presented to the class, check students progress continually by asking questions of all students, and related new learning to prior learning.

## REVIEW OF RELATED STUDIES

**Veereshwar, P, (1979)** found in the study of mental health and adjustment problems of colleges going girls that personal emotional problems were shown less by urban girls than rural girls and the difference was significant in the area of health. Both groups showed quite satisfactory health adjustment.

**Anand,(1986)** conducted a study on mental health of school teachers using a mental health scale and observed that fifty nine percent teachers were mentally healthy. The state of working bears no relation to mental health while social values were positively related to mental health of teachers.

**Gupta (2002):** conducted a study on mental health of adolescents in relation to self concept. She concluded that there is a significant difference between mental health of male and female adolescents and between government and private school adolescents.

**Bhattacharya (2000)** studied relation between intrinsic motivation and teaching competence at primary level.

**Bathla, Neeru (2007-08)** in her study concluded that there is positive relationship between emotional intelligence and teacher effectiveness. An emotionally intelligent teacher can well understand pupils' problems and can easily solve them.

## EMERGENCE OF THE PROBLEM

Today's modern age of science and technology has increased the complexities of life and these complexities of life contain many personal and social problems and these problems affect the teaching learning process. Role of teachers in the teaching learning process is at the pivot place. After all, teacher acts as a bridge between the educational system and the pupils. A mentally healthy teacher can better handle personal, social, emotional and study problems of students because a mentally healthy teacher is more ideal and positive in his thought and ideas which provide positive energy to other persons and that is the most important thing to remain calm and satisfied in this complex modern age.

A few researches are there in the field of emotional intelligence and teacher effectiveness along with certain variable but no significant work has come to the notice of investigator regarding relationship of mental health and teacher effectiveness. There is an immediate and urgent need for number of research studies which may provide some data on mental health and its relationship with teacher effectiveness. So the investigator felt need to study the relationship between mental health and teacher effectiveness of secondary school teachers.

## STATEMENT OF THE PROBLEMS

**“Study of the Relationship Between Mental Health and Teacher Effectiveness of Secondary School Teachers”**

## OBJECTIVES OF THE STUDY

1. To study the mental health of secondary school teachers.
2. To study the teacher effectiveness of secondary school teachers.
3. To study the relationship between mental health and teacher effectiveness of secondary school teachers.
4. To study the difference in mental health of male and female secondary school teachers.
5. To study the difference in teacher effectiveness of male and female secondary school teachers.
6. To study the difference in the mental health of government and private secondary school teachers.

7. To study the difference in teacher effectiveness of government and private secondary school teachers.

**HYPOTHESES.**

1. There exists significant relationship between Mental health and Teacher Effectiveness of secondary school teachers.
2. There exists significant difference in Mental Health of male and female secondary school teachers.
3. There exists significant difference in Teacher Effectiveness of male and female secondary school teachers.
4. There exists significant difference in Mental Health of Government and Private secondary school teachers.
5. There exists significant difference in Teacher effectiveness of Government and Private secondary school teachers.

**METHOD**

Descriptive survey method was used in this study . The present study is based on correlation method where the dependent variable is teacher effectiveness and the independent variable is mental health.

**SAMPLE**

A random sample of 120 senior secondary school teachers of Abohar was selected with respect to their mental health and teacher effectiveness.

**TOOLS**

1. A.K Srivastava Mental health Inventory.
2. Teacher effectiveness Dr. Mrs. Umme Kulsum’s Standardized Teacher Effectiveness Questionnaire.

**STATISTICAL TECHNIQUES’ USED**

1. **K-S Test** was applied to find out the nature of distribution of scores.
2. **Pearson’s coefficient of correlation.**
3. **t-ratio** was calculated.
  - a. **Male and Female Sen. Sec. School Teachers**
  - b. **Govt. and Private Sen. Sec. School Teachers.**

**ANALYSIS AND INTERPRETATION OF DATA**

**HYPOTHESIS -1**

There exists significant relationship between mental health and teacher effectiveness of secondary school teachers

**Table No.-1**

**Co-efficient of correlation between Mental Health and Teacher Effectiveness**

Sr. No	Variable	N	R	Level of Significance
1	Mental Health	120	0.2962	Significant
2	Teacher effectiveness	120		

Table -1 shows that correlation between mental health and teachers effectiveness is 0.2962. The r is order to be significant at .05 level &.01 level should be .1799 & .2353. Since obtained r is greater than this, therefore it is significant. The obtained result holds the opinion that mental health is related significantly with teachers effectiveness of secondary teachers.

**HYPOTHESIS –II**

There exists significant difference in Mental Health of male & female secondary school teachers

**Table -2**

t-ratio for Mental health of Male and Female Secondary School Teachers.

Sr. No	Sub-sample	N	Mean	S.E <sub>D</sub>	Mean Diff	t-value
1	Male	60	161.566	0.404	0.7	1.732
2	Female	60	160.866			

Table shows t-value between mean scores of mental health of male and female secondary school teachers is 1.732. The t-value in order to be significant at .05 level & .01 level should be 1.96 & 2.58 respectively. The obtained value is less than this hence it is not significant.

**HYPOTHESIS –III**

There exists significant difference in Teacher Effectiveness of male and female secondary school teachers”

**Table -3**

t-ratio for teacher effectiveness of Male and Female secondary school teacher

Sr. No	Sub-sample	N	Mean	S.E <sub>D</sub>	Mean Diff	t-value
1	Male	60	440.283	5.96	6.6	1.107
2	Female	60	433.683			

Table-3 shows value between mean scores of teacher effectiveness of male & female secondary school teacher is 1.107. The t-value in order to be significant at .05 level & .01 level should be 1.96 & 2.58 respectively. The obtained value is less than this hence it is not significant. This shows that male and female secondary school teachers do not differ much in teacher effectiveness.

**HYPOTHESIS –IV**

There exists significant difference in mental health of Govt. and Private secondary school teachers”

**Table –4**

t-ratio for Mental health of Govt. & Private secondary school teachers.

Sr. No	Sub-sample	N	Mean	S.E <sub>D</sub>	Mean Diff	t-value
1	Govt. Teachers	60	162.733	3.13	3.03	0.96
2	Pvt. Teachers	60	159.7			

Table 4 shows value between mean scores of Govt. & Private secondary school teachers is 0.96. The t-value in order to be significant at .05 level & .01 level should be 1.96 & 2.58 respectively. The obtained value is less than this and hence it is not significant. This shows Govt. & Private secondary school teachers do not differ in mental health.

**HYPOTHESIS – V**

There exists significant difference in teacher effectiveness of Govt. & private secondary school teacher”

**Table –5**

t-ratio for teacher effectiveness of Govt. &amp; Private secondary school teachers.

Sr. No	Sub-sample	N	Mean	S.E <sub>D</sub>	Mean Diff	t-value
1	Govt. Teacher	60	437.48	6.04	0.218	1.107
2	Pvt. Teachers	60	436.16			

Table -5 shows value between mean scores of teacher effectiveness of Govt. & Private secondary school teachers is 0.218. The t-value in order to be significant at .05 level & .01 should be 1.96 & 2.58 respectively. The obtained value is less than this and hence it is not significant. This shows Govt. & Private secondary school teachers do not differ much in teacher effectiveness.

**CONCLUSIONS**

1. There is significant relationship between Mental Health and Teacher Effectiveness of secondary school teachers is accepted, since the value of r is more than the table value at 0.05 and 0.01 level of significance.
2. There exists significant difference in mental health of male & female secondary school teacher” is rejected since the value 1.732 is not significant at both 0.05 and 0.01 level of confidence.
3. There exists significant difference in teacher effectiveness of male and female secondary school teachers is rejected since the value of 1.107 is not significant at both 0.05 and 0.01 level of confidence.
4. There exists significant difference in Mental Health of Govt. & Private Secondary school teachers is rejected since the value 0.96 is not significant at both 0.05 and 0.01 level of confidence.
5. There exists significant difference in teacher effectiveness of Govt. & Private secondary school teachers is rejected since the value is 0.218 not significant at both 0.05 and 0.01 level of confidence.

**EDUCATIONAL IMPLICATIONS**

1. This study shows positive relationship between mental health and teacher effectiveness of Secondary school teachers. So the measures should be taken to select the mentally healthy teachers for this profession.
2. This study can help us to relate the level of mental health with effectiveness of teachers because if a teacher is not mentally competent, then his teaching can never become effective because good mental health is the prerequisites for a good and effective teacher.
3. If teacher is more academically qualified we are to very sure that he becomes an effective teacher. But if a teacher has a good level of mental health he can deal with his students more effectively, so the results can also be used to see this type of relationship also.
4. The result of this study can be used to know the level of mental health and teacher effectiveness of the secondary school teacher and if there is found any discrepancy various methods and techniques can be adopted to improve this level.
5. Our Study shows that there is no much difference in mental health and teacher effectiveness of male and female teachers. So women should not be discriminated in any spheres in the society.

**REFERENCES**

**Abraham, M. (1985)** A study of certain Psycho-social correlates of Mental health status of university entrants of Kerala In : M.B. Buch (Ed) fourth Survey of Research in education Vol.II (P.1351) New Delhi.

- Anand, S.P(1986)** *Mental health of high school students* Indian Education Rev. No 9(5)
- Bathla, N. (2007-2008)** *Relationship between emotional intelligence and teacher effectiveness of secondary school teachers* unpublished M.Ed. Dissertation, Panjab Uni, Chandigarh.
- Bhattacharya, G.C (2000)** **Intrinsic motivation and teaching competence at primary level. *Indian Journal of psychometric and education. Vol 131 (1)***
- Crow,L.and Crow, A (1951)** “ *Education Psychology*” Publish House ( Pvt.) Ram Nagar, New Delhi-1
- Cutts N.F. & Mosley; N(1941)** *Practical school Discipline as Mental Hygiene*; Bostan: Hnghtan Miflin.
- Gupta,S. (2002)** “ *Mental Health in relation to self concept of Adolescent*” unpublished M.Ed Dissertation, Punjab University, Chandigarh
- Hilgard, E-R(1957)** “ *Introduction to Psychology*” New York: Harcourt Brace and Co.(P.201)
- Kemp, L., & Hall , A.H (1992)** *Impact of effective teaching research in students achievement and teacher performance : equity and access implication for quality Education. Jackson, MS: Jackson state university ( ERIC Reproduction service No Ed 248360)*
- Kulsum, U. (2000)** “ *Manual for teacher effectiveness scale,* “ New York: Psychology Educational Testing centre.
- Taylor, D., Dorsey Gaines C. (1988)** *Growing up literate* Portsmouth, NH: Heinemann.
- Vereshewar(1979),** “ *A study of mental health and adjustment problems of college going girls, urban and rural department of psychology, University ( ICSSR Financed ) Third survey of research in education.*