



Mental Health: A Neglected Issue in Contemporary Schools

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Abstract

Schools are vital institutions that shape individuals and societies. They provide structured learning environments fostering intellectual, social, and emotional growth. Education equips students with essential knowledge and skills, preparing them for future roles. As there is a vast Changing the educational system and these change require a great deal of courage and patience. It can lead to resentment, lack of information, apprehension, unwillingness to try new things, and, eventually, confrontation, which makes a significant effect on teacher's negative behaviour aspects which lead to poor mental health. According to NCERT Teachers mental well-being survey report 2024, there are many stressors teachers face, including administrative duties, and pressure to ensure high student performance. These stressors of teachers are often linked to the various tasks that they must complete in order to perform their duties effectively. Mental Health issues also affect a teacher's professional competence and personal characteristics. This issue can also affect her attitude toward the profession. This paper is an effort to analyse the level of mental health of secondary school teachers.

Key Words: Mental Health, Secondary school teachers

Schools are vital institutions that shape individuals and societies. They provide structured learning environments fostering intellectual, social, and emotional growth. Education equips students with essential knowledge and skills, preparing them for future roles. Teachers are pivotal in this process, acting as guides, mentors, and facilitators. Their role extends beyond imparting information; they inspire curiosity, cultivate critical thinking, and instil values. Effective teachers create inclusive classrooms, nurturing each student's potential and fostering a lifelong love of learning, thus playing a crucial role in building a well-rounded individual and a progressive society. As the quality of the teacher determines the effectiveness of every endeavour to improve education. While the NEP 2020 acknowledges the reality of underappreciated and under-motivated Indian teachers, it recommends a fundamental reorganisation of the teaching profession to establish a merit-based tenure, compensation, and promotion system that rewards and celebrates excellent teachers. As there is a vast Changing the educational system and these change require a great deal of courage and patience. It can lead to resentment, lack of information, apprehension, unwillingness to try new things, and, eventually, confrontation, which makes a significant effect on teacher's negative behaviour aspects which lead to poor mental health. As there is a lack of research in India on the various aspects of teacher motivation, attitude, mental health, stress and anxiety, role conflicts, and teacher morale. The psychological and social aspects of the teaching profession are under increasing scrutiny. According to NCERT Teachers mental well-being survey report 2024, there are many stressors teachers face, including administrative duties, and pressure to ensure high student performance. These stressors of teachers are often linked to the various tasks that they must complete in order to perform their duties effectively, this also may lead to poor mental health.

As per "WHO" expert committee, "Mental Health implies the capacity in an individual to form harmonious relations with others, to participate in or contribute constructively to change in his social and physical environment and fully realize his potentialities." There are two words in the phrase "Mental Health"—"mental" and "health." Mental health also be described as something more than a mere absence of mental disorders. Mental Health refers to a state of mind which is characterized by emotional well being, relative freedom from anxiety and disabling symptoms, and a capacity to establish constructive relationship and cope with the ordinary demands and stresses of life (Bhagi, 1992). A person's mental health includes a lot more than just how well their brain works. It considers how something feels on an emotional level. The kind of connection you have with people is a reflection of the balance you've achieved in your socio-cultural setting. Similarly, when we talk of health, we mean something



more than just being well physically. It also refers to a person's internal physic equilibrium, or the interaction between a person's physical structure and the external and social environment. (Kaur, 2006-07).

Mental Health issues also affect a teacher's professional competence and personal characteristics. This issue can also affect her attitude toward the profession. The positive attitude of a teacher can help improve the learning environment in the school. Where a teacher's negative mental health can significantly impact pupils. It can lead to lack of engagement, unreliable instruction, and a edgy classroom environment. This negatively affects student focus, motivation, and academic performance, potentially hindering their overall learning experience and well-being.

This research aims to study how enthusiastic teachers turn into disengaged and aloof professionals within few years of their employment. It is important that we consider the potential consequences of losing public confidence in education, especially in the teaching profession. This could have negative effects on the professional image of teachers.

PROLOGUE

Dhara (2021) find in a study of “Job Satisfaction and Mental Health among Teacher’s” that there is a significance difference between work satisfaction and mental health and discovered the connection between two variables ie, mental health and job satisfaction . There was a substantial gap between government and private school teachers in terms of work happiness and mental health, according to the findings. Workplace satisfaction is positively correlated with mental health, with a co-relation of 0.73 between the two variables.

Rose (2020) assessed in a study with title, “The Impact of Teacher Well-Being and Mental Health on Pupil Progress in Primary Schools”. that teachers face a wide range of stressors, such as overloaded times of the year, pressure from extracurricular activities and meetings that are not scheduled in advance, and the need to keep up with the rate of change and changes in school leadership on a regular basis.

Panda (2017) studied “Mental Health of School Teachers in respect of Location, Gender, & Stream of Teaching in Nadia District, West Bengal”. And found that Teachers' mental health did not change based on their location, gender, or area of specialization.

Sharma, (2017) investigation of “A Co-relational analysis - Occupational stress and Mental Health of Teacher Educators” and found that, the majority of male teacher educators had moderate occupational stress, whereas the majority of female teacher educators experienced little more than moderate occupational stress.

Dagar and Mathur (2016) performed a research on “Mental Health of School Teachers in Relation to their Sex and Type of School”. Which indicated that males had greater mental health on average than women? Teachers' mental health is unaffected by the type of school they attend.

Gorsy, Panwar and Kumar (2015) examined the effects of “Mental Health among Government School Teachers”. revealed significant gender differences in mental health, with male teachers outperforming their female colleagues. According to the study, teachers in urban government schools had better mental health than those in rural government schools. They also had higher levels of job satisfaction.

Behera (2014) examined the “Relationship between Job Satisfaction and Mental Health of mainstream School Teachers in West Bengal”. all worked at government-sponsored and -aided mainstream schools in West Bengal. Teachers in West Bengal reported higher levels of work satisfaction and better mental health, according to the findings.

Galgotra (2013) studied the “Mental Health of High School Teachers in relation to their Sex and Job Satisfaction” of Jammu area found that Teachers at public schools were found to be in better mental health than those in private schools. It also shows that sexual orientation has no impact on the mental health of schoolteachers. Further research shows



that teachers' mental health is affected by their level of job satisfaction.

Dewan (2012) conducted a “Study on Stress and Mental health of tribal and Non-Tribal female school teachers in Jharkhand”. And found that Only ethnicity, not stress or marital status, had a major influence on mental health.

Manikandan (2012) assessed “Occupational Mental Health of School and College teachers”. Findings demonstrate that specific aspects of occupational mental health are significantly influenced by gender and workplace, teachers who are female report higher levels of work satisfaction than those who are male.

Objectives

- To study the significant level of mental health of secondary school teachers.
- To study mental health among males and females teachers of secondary school.
- To study mental health among government and private school teachers of secondary school.

Hypotheses of the study formulated as follows:

- H1: There exists a good significant level of mental health of secondary school teachers.
- H2: There exists no significant difference in mental health of male and female secondary school teachers.
- H3: There exists no significant difference in mental health of private and government senior secondary school teachers

Delimitations of the study

- The study will be restricted to mental health problems among the teachers.
- The study will be confined to the teachers of secondary school.
- The study will be limited to teachers in Sirsa and Bhiwani District city of Haryana state (India).

Population

Population means the entire mass of observations, which is the parent group from which a sample is to be formed. In present case all the male and female teachers in private and government secondary schools, located in Sirsa and Bhiwani Districts are consider as population of study

Sample

In this study the sample of 200 teachers from two government schools (N=100) and two private schools (N=100) was taken from randomly selected blocks of Sirsa and Bhiwani District.

Sample Design

Haryana State	Sirsa District	Sirsa Block
		Ellenabad Block
	Bhiwani District	Shiwani Block
		Bhiwani Block

Tools Used

Mental Health Check-List by Dr. Promod Kumar.

Procedure

After administering the tool on the sample the scoring was done as per the description given in the manual of the standardized tool. The ‘t’ ratio test was calculated and results were interpreted.

Results and Discussion

In order to accomplish the objectives of the study, the scoring was done as per the description given in the manual of the standardized tool and analysed as.

Table 1: Table of sample distribution and overall result

Gender	Type of School		Total	Mean Score	Description
	Government	Private			
Female	48	52	100	8.79	As per mental health checklist the average score fall in grade B i.e. 05-09 which indicates High Good Mental Health
Male	50	50	100		



As per mental health checklist the level of mental health was categorised in seven section as in table

Sr.	Range of Raw Scores	Grade	Level of Mental Health
1	29 and above	G	Extremely Poor Mental Health
2	21-28	F	High Poor Mental Health
3	20-23	E	Above Average poor Health
4	14-19	D	Moderate Poor Mental Health
5	10-13	C	Good Mental Health
6	05-09	B	High Good Mental Health
7	00-04	A	Extremely Good Mental Health

In this study the average score fall in grade B i.e. 05-09. It indicates all over High Good Mental Health of male and female secondary school teachers of both government and private schools of Sirsa and Bhiwani District. Hence hypothesis H1 accepted.

Table 2: Mean and SD and “t” ratio of Male (N=100) and Female (N=100) teachers of Haryana.

Gender	N	Mean	SD	t ratio	Level of Significant
Female	100	9.01	3.53	0.8429	Not Significant at 0.05 level
Male	100	8.57	3.85		

The above table reveals that the mean score of male and female teachers are 9.01 and 8.57 respectively and Standard Deviation found is 3.53 and 3.85 respectively. The obtained “t” value is 0.8429 which is not significant at 0.05 level. Hence hypothesis H2 is reject, which indicates that there is significant difference in mental health of male and female teachers of secondary school teachers of Sirsa and Bhiwani Districts. Mean and SD scores of female teachers are significantly higher than male teachers on mental health scale. The probable reason is that male teachers are more capable of coping with stress in comparison to female teachers. Similar results are also reported by several workers (Antonioni *et al* 2013; Abkhoul and Jenaabadi 2015) and teachers of Haryana (Dagar Neetu and Mathur Madhu. 2016) . However Galgotra (2013) reported that gender has no effect on mental health of school teachers

Table 3: Mean and SD and “t” ratio of Male (N=100) and Female (N=100) teachers of Haryana.

School	N	Mean	SD	t ratio	Level of Significant
Government	98	9.36	4.51	2.1431	Significant at 0.05 level
Private	102	8.25	2.61		

The above table reveals that the mean score of government and private school teachers are 9.36 and 8.25 respectively and Standard Deviation found is 4.51 and 2.61 respectively. The obtained “t” value is 2.1413 which is significant at 0.05 level. It indicates that hypothesis H3 is accepted and there is no significant difference in mental health of teachers of government or private schools of Sirsa and Bhiwani Districts. As Mean and SD scores of government and Private teachers are almost same on Mental Health scale. The reason is that now a day’s private school teachers are also getting good salary or due to tuitions they are also earning a good amount. On the other hand due to shortage of staff in government schools, the teachers are overburdened. However, earlier studies revealed that government school teachers possess good mental health in comparison to private school teachers (Galgotra, 2013; Mahakud, 2014)

Implications and conclusion of the study

Findings from this study have helpful for the policy makers, school administration and educational authorities. As female teachers had significantly differed in mental health and are less strength as comparison to male teachers in coping the negative mental health. Authorities should look into the matter seriously and should provide necessary motivation and environment for the teachers in order to stabilize their mental health, They should arrange in service training for teachers to refresh their knowledge of content and teaching methods. Seminars, conferences and workshops should be organized in which teachers should be invited to refresh their



knowledge and discuss their problems which they face in their work environment. Special increments and rewards can be helpful in improving the overall mental health of the teachers.

Suggestions and further research

- Similar study can be done in other districts of Haryana.
- Similar study can be done of primary level and college levels or at university levels.
- Similar study can be undertaken on other professions.
- Similar study can be undertaken in order to find out other variables influencing the mental health of teachers.

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