

Mental Health: Gender and institutional influences on Teacher well-being

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Objective: The objective of the present study was to examine the effect of gender and types of colleges (Government and Semi-Government) on the mental health of Intermediate college teachers.

Methodology & Sample: The sample consisted of 100 teachers who were selected through a stratified random sampling technique. The age group was kept constant between 25 to 40 years.

Tools: Mental Health Scale (MHS) by Dr. Taresh Bhatia & Dr. S.C. Sharma were used as tools.

Statistical Analysis: Statistical analysis was done with SPSS version 17. Mean, S.D., F ratio, and correlation were used as need basis.

Result 1. Gender (Male & Female) significantly affects the emotional stability 2. The male teachers have significantly high emotional stability than female teachers. 3. The types of colleges (Gov. & Semi Gov.) also significantly affect the total mental health and social maturity area. 4. Government college teachers have significantly good mental health and social maturity than semi-government college teachers. 5. The interaction effect of gender and type of college also significantly affects the mental health total and autonomy, social maturity areas at 0.01 level.

Implication: The present study concerned with the mental health of people; The Findings of the study suggest us that the security of the job is to be a better option for keeping mentally healthy

Keywords: Mental Health, Health, Gender, Teachers, Psychological distress, psychological well-being, Positive states, Negative states

Introduction

The essential dimension of mental health is clear from the definition of WHO health in the WHO constitution " Health is a state of complete physical mental and social well-being and not merely the absence of disease or infirmity." Mental health is an integral part of this definition.

The goals and traditions of public health and health promotion can be applied just as use fully in the field of mental health as they have been in the prevention of in-factious or of cardio-vascular diseases for example.

Mental health is more than the absence of mental disorders.

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- Mental health can be conceptualized 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,
- In this positive sense, mental health is the foundation for well-being and effective functioning for an individual and for a community. This care concept of mental health is consistent with its wide and varied interpretation across cultures.
- Mental health promotion. covers a variety of strategies, all aimed at having a positive impact on mental health. Like all health promotion, mental health promotion involves actions that create living conditions and environments to support mental health and allow people to adopt and maintain healthy lifestyles. This includes a range of actions that increase the chances of more people experiencing better mental health.

Purpose of the Study: To see the significant effect of gender (male and female) and types of teachers (Govt. and Semi Govt. Teachers) on different areas of mental health.

Some Related Studies:

Mental health stands for the health of the mind, The wholesomeness of the mind. The wholesomeness of the body is implicit in physical health. Accordingly, mental health is concerned with the health of one's mind and its functioning in the same way as physical health is concerned with the health of one's physical organs and their functioning.

Mental health, in Layman's terms, is the level of psychological well-being, or an absence of a mental disorder (Singh, 2004). From the perspective of positive psychology or holism, mental health may include an individual ability to enjoy life and create a balance between life activities and efforts to achieve psychological resilience.

According to WHO mental health includes “Subjective well-being, perceived self-efficacy, autonomy, competence, intergenerational dependence, and self-actualization of one's intellectual and emotional potential among others.

Portia, Gupta, & Saxena (2024) The study explores the mental health of senior secondary school teachers and their relationship with occupational stress and burnout. It found that high levels of stress and burnout are linked to poorer mental health outcomes. Teachers with intense workloads, lack of support, and insufficient resources are more likely to experience burnout symptoms. The study recommends interventions like professional development, peer support systems, and organizational changes to create a supportive work environment and improve teachers' mental health and job satisfaction. **Mehmood, Inamullah & Çerçikaya (2022)** The study examined the mental health of 141 subject specialist teachers at the Higher Secondary School level in Peshawar. Results showed that both male and female teachers rarely suffer from mental and physical problems, with both groups having better mental health. Physical problems were common among both genders. While some studies suggest male teachers have better mental health, others suggest female teachers have a higher level of mental health. **Salinas-Falquez et al. (2022)** This study using a Structural Equation Model (SEM) found that burnout among teachers is negatively related to frustration with autonomy, competence, and relationships with others. High levels of emotional intelligence were associated with low burnout, especially in the workplace. Resilience and emotional intelligence can protect against burnout, helping teachers overcome difficulties and develop greater resilience. **Harding et al. (2019)** explored the relationship between the mental health and well-being of teachers and students, revealing that teachers' well-being was closely linked to both the psychological distress of students and their overall well-being. The study found that teachers' performance and the quality of teacher-student relationships served as key channels in this connection. Specifically, the level of depressive symptoms in teachers was influenced by the psychological distress and wellbeing of students, indicating a reciprocal dynamic where both groups'

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mental health is interdependent and affected by their interactions and relationships. **Sebastian (2016)** examined the psychological traits related to the mental health of teachers. The results indicated that most teachers experienced depression and low anxiety, alongside high levels of general positive affect, high life satisfaction, and low loss of emotional control. Overall, the teachers demonstrated good mental health, characterized by high scores on positive states and low scores on negative states of mental health. **Gorsy, Panwar, and Kumar (2015)** conducted a study to examine the personal mental health of teachers in public sector schools. The results indicated that male teachers generally had better mental health compared to female teachers. Additionally, teachers in urban areas exhibited higher levels of mental health than those in rural areas. The study also highlighted that both personal and professional demands significantly influence the mental health levels of teachers. **Kumar (2013)** reported that urban elementary school teachers record higher mean score on mental health than rural elementary school teachers. It means awareness of self-mental health would make elementary school teachers cope with stressful situations in an enhanced way and are in a better position to perform an appraisal of pupils' undesirable behaviors at the elementary school level. **Gholamitooranposhti (2012)** this study compared the mental health of normal and retarded students' teachers. Results showed that retarded teachers felt lonelier due to lack of feedback, while normal teachers had no significant differences in anxiety, hopelessness, restlessness, nervousness, anger, sleep disorder, indigestion, headache, and heart burnout. **Kale (2011)** conducted a study on awareness of mental health among newly admitted B.Ed. Students. The researcher has applied the survey method of collecting the data. The results revealed that there is great awareness of admitted B.Ed. students. **Srivastava (2008)** assessed personality and mental health among primary and secondary teachers. The results indicate that personality types influence the mental health of primary and secondary teachers and extrovert teachers enjoy better mental health as compared to introvert teachers. **Ravichandran and Rajendran (2008)** conducted a study on the sources of stress experienced by teachers in Higher Secondary Schools. The findings indicated that teachers perceive personal factors as significantly influential when dealing with stress related to various aspects of the teaching profession. These personal variables play a crucial role in how teachers confront and manage stress, highlighting that stress in the teaching environment is not solely due to professional demands but is also shaped by individual characteristics and circumstances.

Objective:

The following objectives were proposed for the result study.

1. To see the significant difference in the area of mental health of male & female government and semi-government teachers.
2. To assess the effect of gender and types of teachers on different areas of mental health.
3. To see the interaction between gender and types of teachers on mental health.

Hypothesis:

1. There is no significant difference on the areas of mental health of male & female government & semi-government teachers.
2. There is no significant effect of gender and types of teachers of different areas of mental health.
3. There is no interaction effect between gender and types of teachers on mental health.

Methodology:

Sample:

A stratified random sampling technique has been used for selecting the sample, the investigation selected 100 teachers (50 male & 50 female) from government and semi-government within the age range of 25 to 40 years from district Jalaun.

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		100 Teachers		
	50 Male		50 Female	
	25 Gov. 25 Semi Gov.		25 Govt. 25 Semi Govt.	

Tools: Mental Health Scale by Dr. Taresh Bhatia & Dr. S.C. Sharma

Research Design:

A 2x2 factorial design is suitable for the present study.

Statistical Analysis:

Descriptive analysis for the assessment of teachers' mental health. The data were analyzed with the help of SPSS. The obtained results are given in the following section.

Results & Discussion:

The results of statistical for the present investigation has been presented with the help of tabulation.

Table No. 1: Showing the Mean and S.D. of The Different Areas of Mental Health

Mental Health Areas	Gov. Teachers				Semi Govt Teachers			
	Male		Female		Male		Female	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Realistic	37.04	5.40	37.12	3.69	36.44	3.69	35.60	4.38
Joyful Living	38.48	4.40	39.60	3.61	39.24	3.84	37.44	4.74
Autonomy	38.92	3.45	42.00	3.91	40.32	3.36	37.88	3.95
Emotional Stability	33.12	4.54	32.80	3.43	34.12	7.41	29.32	6.90
Social Maturity	34.44	4.56	36.88	2.28	35.60	3.99	31.88	4.48
Total	182.00	14.36	188.40	9.45	185.72	13.78	172.12	13.36

It is evident from table No. 1 that female govt, teachers are more realistic (mean 37.17) than female semi govt. teachers (mean 35.60) and male Govt. teachers more realistic (mean 37.04) than male semi-government teachers (mean 36.44).

Table No. 1 shows that female govt. teachers live their life more joyfully (mean 39.60) than female semi govt, teachers (mean 37.44), and male semi govt, teachers live their life more joyfully (mean 39.24) than male govt. teachers (mean 38.48).

Table No. 1 shows that female govt, teachers have high autonomy (mean 42.00) than female semi govt, teachers (mean 37.88) and male semi govt. teachers have higher autonomy (mean 40.32) than male Govt. Teachers.

The evidence from table no.1 That female govt, teachers have more emotional stability (mean 32.80) than female semi govt. teachers (29.32) and male semi govt. teachers have more emotional stability (mean 34.12) than male govt. teachers (mean 33.12).

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Table No. 1 shows that female govt. teachers have more social maturity (mean 36.88) than female semi govt. teachers (mean 31.88) and male semi govt. teachers have more social maturity (mean 35.60) than male govt. teachers (mean 34.44).

Table No. 1 shows that female govt. teachers have good mental health (mean 188.40) than female semi govt. teachers (mean 172.12) table No. shows that the male semi govt. teachers have better mental health (mean 185.72) than male govt. teachers (mean 182.00).

To find out the effect of gender (male & female) and types of teachers (govt. & semi govt. teachers) on different areas of mental health, a 2x2 factorial design was used and analysis of variance was calculated. The results are given in table no. 2.

Table No. 2: Showing the effect of gender (male & female) and types of teachers (govt. and Semi Govt.) on Different areas of mental health.

Source of Variation	D. F.	Realistic		Joyful Living		Autonomy		Emotional Stability		Social Maturity		Total	
		M. S.	F. Ratio	M. S.	F. Ratio	M. S.	F. Ratio	M. S.	F. Ratio	M. S.	F. Ratio	M. S.	F. Ratio
A. Gender (M& F)	1	3.61	0.18	2.98	0.17	2.46	0.19	163.84	4.86*	10.24	0.66	324	1.95
B. Types of Teachers	1	28.09	1.43	12.25	0.72	46.24	3.42	38.44	1.14	92.16	5.96*	985.96	5.94*
A×B Interaction	1	5.29	0.27	53.29	3.07	190.44	14.09**	125.44	3.72	273.16	15.35**	2500	15.06**
SS within Cells	96	19.69		17.38		13.52		33.72		15.47		165.98	

Significant at 0.05 Level (3.94)

**Significant at 0.01 Level (6.90)

It is evident from Table No. 2 that gender (male & female) significantly affects health as emotional stability at 0.05 level (F-Ratio found 4.86). Gender does not affect substantially total mental health at 0.05 level (F-ratio found 1.95). Gender also does not significantly affect mental health as realistic (F-ratio found 0.18), joyful living (F-ratio found 0.17), Autonomy (F ratio found 0.19), and social maturity (F-ratio found 0.66) at 0.05 level.

Table No. 2 also shows that the types of teachers significantly affect total mental health at 0.05 level (F-ratio found 5.94). Types of teachers also significantly affect mental health as social maturity at 0.05 level (F-ratio found 5.96), but the types of teachers do not significantly affect mental health as realistic (f-ratio found 1.430 and emotional stability (F-ratio found 1.14) at 0.05 level.

It is evident from Table No. 2 that the Interaction effect between gender and types of teachers significantly affects the total mental health at 0.01 level (F- Ratio found 15.06). The interaction affects

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mental health as Autonomy (F-ratio found 14.09) and social maturity (F-ratio found 153 at 0.10 level). However, the interaction effect between gender and types of teaching does not significantly affect mental health as realistic (F-ratio found 0.27), Joyful living (F-ratio found 3.07), and emotional stability (F-ratio found 3.72) at 0.05 level.

Thus gender (male & female) does not significantly affect the total mental health at 0.05 level (F-ratio found 1.95), but the types of teachers (govt. & semi-govt.) significantly affect the mental health at 0.05 level (f-ratio found 5,94). The interaction between gender and types of teachers also significantly affects the total mental health at 0.01 level (f-ratio found 15.06).

Conclusions:

Mental health is a specialized field of psychiatry and its objective is to safeguard mental health by preventive measures, controlling factors effectively on the development of mental diseases, timely diagnosis of mental diseases, prevention from complications due to relapse of mental diseases, and providing a healthy environment as a contributory factor on so shel human relationship (Milanifar, 1997), Present study investigates this issues and tries to provide answers for the following questions with regards to mental health of school teachers. Ananda (1989) Conducted a study on the mental health of school teachers using a mental health scale and found that fifty-nine percent of teachers were mentally healthy.

Suggestion:

The development of our country depends on the teachers. Good mental health is essential for all general and particularly teachers. The poor mental health of teachers has an adverse effect indirectly as well as sometimes directly on the development of Burrir's personality. All the school administration and higher authorities should take keep interest in developing and maintaining positive mental health of teachers and students.

Therefore, it is necessary to establish guidance and counselling cell in all the schools. It will help to solve mental psychological and health related problems of teachers and students.

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