

Mental Health Among The College Teachers - A Study

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Introduction

India has long history in mental health from colonial times which is full of diversities and advancing growth. **Health** concept comes all over the world long after that. The Constitution of the World Health Organization, which started working on April 7, 1948, defined health “as a state of complete physical, mental and social well-being.” The writers of the Constitution were clearly aware of the tendency of seeing health as a state dependent on the presence or absence of diseases: so they added to that definition that an individual, if he is to be considered healthy, should not suffer from any disease. In that way, the definition of the World Health Organization simply added a requirement to the previous position that allowed to declare someone healthy if no disease could be found: the step forward that could have been taken in the conceptualization of health as a dimension of existence which can co-exist with the presence of a disease or impairment was thus not taken. India became signatory from the very beginning. Today, three types of definition of health seem to be possible and are used. The first is that health is the absence of any disease or impairment. The second is that health is a state that allows the individual to adequately cope with all demands of daily life (implying also the absence of disease and impairment). The third definition states that health is a state of balance, an equilibrium that an individual has established within himself and between himself and his social and physical environment. In the face of the ground realities in our country or state and the increasing incidence of mental health issues and its associated burden on the teachers signals the need of this study. So newer and better ways to strengthen their mental health is need of the hour whatever provision and delivery mechanism we have. This is the crux of the research study.

Review of Related Literature

Ayodele O Adeoye and Oluwafikayomi O Afolabi (2011) examined the impact of administrative demand, work schedule and environmental factors on job stress among private owned universities in Nigeria. The sample consisted of 250 workers from private universities in Nigeria. It was concluded that administrative demand, work schedule and environmental factors are determinants of job stress and it affected their intellectual and social abilities.

Review of teachers mental health research in China by **Zhang and Lu (2008)** the widely dispersed literature on Chinese teachers' mental health; the current paper conducted a quantitative research synthesis focusing on the current situation and development in teachers'

mental disorders. On the one hand, the findings revealed that there were numerous critical flaws in the investigation of this issue, including the use of a single uniform research type (theoretical discussion) and single-scale method (SCL-90); on the other hand, the comparison analysis revealed that college teachers had a significantly higher pathological prevalence than the other two groups (i.e., kindergarteners and teachers of middle or primary schools). Moreover, the prevalence of negative attitudes has risen through time, sharpening after the year 2000. Furthermore, country teachers (as opposed to city teachers), instructors over 40 (as opposed to younger teachers), and female teachers appear to have more severe mental illnesses (relative to males). It is suggested that immediate attention be paid to improving the research level by emphasizing methodological considerations, with a particular focus on in-depth survey investigation, refined experimental study, and high-quality qualitative research, in order to better understand the mechanism of teachers' psychological disorders.

Materials and Methods

The main aim and objective of the study is to 1.To measure the level of mental health of the college teachers.2.To find out the differences and correlation between selected demographic characteristics and the mental health of the college teachers.3.To suggest suitable measures to improve the level of mental health of the college teachers.Hypotheses:1.There is a significant correlation between the respondents' Age and various dimensions of mental health among college teachers. 2.There is a significant difference between respondents' Gender and various dimensions of mental health among college teachers.3.There is a significant difference between respondents' marital status and various dimensions of mental health among college teachers.4.There is a significant difference between respondents' type of family and various dimensions of mental health among college teachers.5.There is a significant difference between respondents' educational qualification and various dimensions of mental health among college teachers.6.There is a significant association between respondents' working experience and various dimensions of mental health among college teachers.Descriptive research design was adopted. The universe of the study consists of teachers from Bharathidasan University Constituent Arts & Science College, Navalurkuttapattu, Manikandam block, Tiruchirappalli district. The researcher has collected data from all the teachers by applying census method.The researcher used questionnaire method to collect data. The first part of the schedule contained the personal data and in order to measure the mental health, Mental Health Inventory developed and standardised by Jagadish and Srivastava (1983) was adopted. The reliability coefficient of overall mental health was 0.73.

Results and Findings

Socio-demographic findings

22.5 per cent of the respondents were less than 30 years old, 40.0 per cent of the respondents were in the age group of 30 to 40 years and 37.5 per cent of the respondents were in the age group of 41 to 50 years. 4.2 that 55.0 per cent of the respondents were male and 45.0 per cent of the respondents

were female. 4.3 that 87.5 per cent of the respondents were Hindus and 12.5 per cent of the respondents were Christians. 4.4 that 47.5 per cent of the respondents were M.Phil. Qualified and 52.5 per cent of the respondents were Ph.D. holders. 4.5 that 30.0 per cent of the respondents got 2 to 5 years of experience, 17.5 per cent of the respondents got 6 to 10 years of experience, 30.0 per cent of the respondents got 11 to 15 years of experience and 22.5 per cent of the respondents got more than 15 years of experience. 77.5 per cent of the respondents were married and 22.5 per cent of the respondents were unmarried. 4.7 that 55.0 per cent of the respondents belong to joint family and 45.0 per cent of the respondents belong to nuclear family.

S. No	Overall Mental Health	No of Respondents	Percentage
1.	Low level	19	47.5
2.	High level	21	52.5
Total		40	100.0
Median:93			

Table No: 1 LEVEL OF OVERALL MENTAL HEALTH

It is obvious from table 1, that 47.5 per cent of the respondents obtained low level and 52.5 per cent of the respondents obtained high level with regard to overall mental health.

Table No:2 KARL PEARSON'S CO-EFFICIENT OF CORRELATION BETWEEN RESPONDENTS' AGE AND VARIOUS DIMENSIONS OF MENTAL HEALTH AMONG COLLEGE TEACHERS

S.No	Mental Health	Correlation value	Statistical Interface
1.	Age and Positive self-evaluation	0.696**	P < 0.01 Significant
2.	Age and Perception of Reality	0.639**	P < 0.01 Significant
3.	Age and Integration of personality	0.651**	P < 0.01 Significant

4.	Age and Autonomy	0.695**	P < 0.01 Significant
5.	Age and Group oriented Attitude	0.721**	P < 0.01 Significant
6.	Age and Environmental Mastery	0.878**	P < 0.01 Significant
7.	Age and Overall Mental Health	0.681**	P < 0.01 Significant

** Correlation is **significant** at the **0.01** level

* Correlation is **significant** at the **0.05** level

H₀: There is no significant correlation between respondents' Age and various dimensions of mental health among college teachers.

Statistical tool: 'Correlation'-test

Interpretation:

It is inferred from table: 4.38 that there is a significant correlation between respondents' age and Positive self-evaluation, Perception of Reality, Integration of personality, Autonomy, Group oriented Attitude, Environmental Mastery and Overall Mental Health. It is positive relationship.

H₁: It was found that there is a **significant** correlation between respondents' Age and various dimensions of mental health among college teachers..

Hence null hypothesis is rejected.

TABLE 3 'z' TEST BETWEEN RESPONDENTS' GENDER AND VARIOUS DIMENSIONS OF MENTAL HEALTH AMONG COLLEGE TEACHERS

S. No	Mental health	\bar{X}	S.D	Statistical Inference
1.	Positive self-evaluation			
	Male (N:22)	15.4091	2.28158	z =4.790 p < 0.001 Significant
	Female (N:18)	19.2222	2.75586	

2.	Perception of Reality			
	Male (N:22)	12.0000	1.69031	z =4.275 p < 0.001 Significant
Female (N:18)	14.5556	2.09263		
3.	Integration of personality			
	Male (N:22)	19.4545	3.00361	z =2.508 p < 0.05 Significant
Female (N:18)	22.1667	3.83866		
4.	Autonomy			
	Male (N:22)	9.2273	1.74388	z =4.263 p < 0.001 Significant
Female (N:18)	11.9444	2.28736		
5.	Group oriented Attitude			
	Male (N:22)	14.4545	2.32435	z =4.945 p < 0.001 Significant
Female (N:18)	18.1667	2.40710		

Continued.....

S.No	Mental health	\bar{X}	S.D	Statistical Inference
6.	Environmental Mastery			
	Male (N:22)	13.8636	1.55212	z =6.107 p < 0.001 Significant
Female (N:18)	17.7222	2.42064		
7.	Overall Mental Health			
	Male (N:22)	89.3182	5.51523	z =4.168 p < 0.001 Significant
Female (N:18)	97.7778	7.32084		

H₀: There is no significant difference between respondents' Gender and various dimensions of mental health among college teachers.

Statistical tool: 'z'-test

Interpretation:

It is found from the table: 4.40 that there is a significant difference between respondents' Gender and Positive self-evaluation, Perception of Reality, Integration of personality, Autonomy, Group oriented Attitude, Environmental Mastery and overall mental health.

H₁: It was found that there is a **significant** difference between respondents' Gender and various dimensions of mental health among college teachers.

Hence null hypothesis is rejected.

TABLE 4 'z' TEST BETWEEN RESPONDENTS' MARITAL STATUS AND VARIOUS DIMENSIONS OF MENTAL HEALTH AMONG COLLEGE TEACHERS

S.No	Mental health	\bar{X}	S.D	Statistical Inference
1.	Positive self-evaluation			
	Married (N:31)	16.2581	2.33763	z =3.757 p < 0.01 Significant
Unmarried (N:09)	20.1111	3.78961		
2.	Perception of Reality			
	Married (N:31)	12.3548	1.66430	z =5.437 p < 0.001 Significant
Unmarried (N:09)	15.8889	1.90029		
3.	Integration of personality			
	Married (N:31)	19.6129	3.23190	z =4.065 p < 0.001 Significant
Unmarried (N:09)	24.3333	2.34521		
4.	Autonomy			
	Married (N:31)	10.0323	1.90585	z =2.127 p < 0.05 Significant
Unmarried (N:09)	11.8889	3.40751		
5.	Group oriented Attitude			
	Married (N:31)	15.3871	2.70404	z =3.229

	Unmarried (N:09)	18.6667	2.59808	p < 0.05 Significant
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S.No	Mental health	\bar{X}	S.D	Statistical Inference
6.	Environmental Mastery			
	Married (N:31)	14.7419	1.99946	z =4.433 p < 0.001
	Unmarried (N:09)	18.5556	3.08671	Significant
7.	Overall Mental Health			
	Married (N:31)	91.5484	6.66253	z =2.606 p < 0.05
	Unmarried (N:09)	98.5556	8.54563	Significant

H₀: There is no significant difference between respondents' marital status and various dimensions of mental health among college teachers.

Statistical tool: 'z'-test

Interpretation:

It is evident from the table: 4.41 that there is a significant difference between respondents' marital status and Positive self-evaluation, Perception of Reality, Integration of personality, Autonomy, Group oriented Attitude, Environmental Mastery and overall mental health.

H₁: It was found that there is a **significant** difference between respondents' marital status and various dimensions of mental health among college teachers.

Hence null hypothesis is rejected.

TABLE 5 'z' TEST BETWEEN RESPONDENTS' TYPE OF FAMILY AND VARIOUS DIMENSIONS OF MENTAL HEALTH AMONG COLLEGE TEACHERS

S.No	Mental health	\bar{X}	S.D	Statistical Inference
1.	Positive self-evaluation			
	Joint (N:22)	15.0909	2.13606	z =6.533 p < 0.001 Significant
Nuclear (N:18)	19.6111	2.22655		
2.	Perception of Reality			
	Joint (N:22)	11.9545	1.83815	z =4.533 p < 0.001 Significant
Nuclear (N:18)	14.6111	1.85151		
3.	Integration of personality			
	Joint (N:22)	19.0455	2.88638	z =3.589 p < 0.01 Significant
Nuclear (N:18)	22.6667	3.49790		
4.	Autonomy			
	Joint (N:22)	8.8636	1.88466	z =6.742 p < 0.001 Significant
Nuclear (N:18)	12.3889	1.28973		
5.	Group oriented Attitude			
	Joint (N:22)	14.7273	2.88150	z =3.789 p < 0.01 Significant
Nuclear (N:18)	17.8333	2.14887		

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S.No	Mental health	\bar{X}	S.D	Statistical Inference
6.	Environmental Mastery			
	Joint (N:22)	14.0000	2.02367	z =5.252 p < 0.001 Significant
Nuclear (N:18)	17.5556	2.25499		
7.	Overall Mental Health			

	Joint (N:22)	88.4545	5.90986	z =5.831 p < 0.001
	Nuclear (N:18)	98.8333	5.19332	Significant

H₀: There is no significant difference between respondents' type of family and various dimensions of mental health among college teachers.

Statistical tool: 'z'-test

Interpretation:

It is understood from the table: 4.42 that there is a significant difference between respondents' type of family and Positive self-evaluation, Perception of Reality, Integration of personality, Autonomy, Group oriented Attitude, Environmental Mastery and overall mental health.

H₁: It was found that there is a **significant** difference between respondents' type of family and various dimensions of mental health among college teachers.

Hence null hypothesis is rejected.

TABLE 6 'z' TEST BETWEEN RESPONDENTS' EDUCATIONAL QUALIFICATION AND VARIOUS DIMENSIONS OF MENTAL HEALTH AMONG COLLEGE TEACHERS

S.No	Mental health	\bar{X}	S.D	Statistical Inference
1.	Positive self-evaluation			
	M.Phil. (N:19)	15.6316	1.38285	z =3.189 p < 0.05
	Ph.D. (N:21)	18.4762	3.65539	Significant
2.	Perception of Reality			
	M.Phil. (N:19)	11.8947	1.44894	z =3.905 p < 0.001
	Ph.D. (N:21)	14.2857	2.28348	Significant
3.	Integration of personality			
	M.Phil. (N:19)	18.6842	2.66776	z =3.841 p < 0.001

	Ph.D. (N:21)	22.4762	3.47303	Significant
4.	Autonomy			
	M.Phil. (N:19)	9.0000	1.91485	z =4.393 p < 0.001
	Ph.D. (N:21)	11.7619	2.04707	Significant
5.	Group oriented Attitude			
	M.Phil. (N:19)	14.7895	3.17243	z =2.940 p < 0.05
	Ph.D. (N:21)	17.3333	2.26569	Significant

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S.No	Mental health	\bar{X}	S.D	Statistical Inference
6.	Environmental Mastery			
	M.Phil. (N:19)	13.7895	1.75052	z =5.019 p < 0.001
	Ph.D. (N:21)	17.2381	2.48807	Significant
7.	Overall Mental Health			
	M.Phil. (N:19)	89.3158	6.28095	z =3.393 p < 0.05
	Ph.D. (N:21)	96.5714	7.15242	Significant

H₀: There is no significant difference between respondents' educational qualification and various dimensions of mental health among college teachers.

Statistical tool: 'z'-test

Interpretation:

It is known from the table: 4.43 that there is a significant difference between respondents' educational qualification and Positive self-evaluation, Perception of Reality, Integration of personality, Autonomy, Group oriented Attitude, Environmental Mastery and overall mental health.

H₁: It was found that there is a **significant** difference between respondents' educational qualification and various dimensions of mental health among college teachers. Hence null hypothesis is rejected.

TABLE 7 ASSOCIATION BETWEEN RESPONDENTS' WORKING EXPERIENCE AND VARIOUS DIMENSIONS OF MENTAL HEALTH AMONG COLLEGE TEACHERS

S.no	Mental health	Working Experience				Statistical Inference
		2 to 5 years (N:12)	6 to 10 years (N:07)	11 to 15 years (N:12)	Above 15 years (N:09)	
1.	Positive self-evaluation					$\chi^2=11.733$ df =3 p < 0.05 Significant
	Low level High level	10 2	1 6	3 9	4 5	
2.	Perception of Reality					$\chi^2=17.737$ df =3 p < 0.001 Significant
	Low level High level	2 10	1 6	11 1	3 6	
3.	Integration of personality					$\chi^2=6.733$ df =3 p > 0.05 Not Significant
	Low level High level	8 4	2 5	2 10	4 5	
4.	Autonomy					$\chi^2=9.654$ df =3 p < 0.05 Significant
	Low level High level	10 2	2 5	3 9	4 5	

Continued.....

S.no	Mental health	Working Experience	Statistical
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		2 to 5 years (N:12)	6 to 10 years (N:07)	11 to 15 years (N:12)	Above 15 years (N:09)	Inference
5.	Group oriented Attitude					$\chi^2=12.102$ df =3 p < 0.05 Significant
	Low level	9	2	1	5	
	High level	3	5	11	4	
6.	Environmental Mastery					$\chi^2=15.484$ df =3 p < 0.01 Significant
	Low level	10	1	2	2	
	High level	2	6	10	7	
7.	Overall Mental Health					$\chi^2=13.553$ df =3 p < 0.05 Significant
	Low level	11	2	3	3	
	High level	1	5	9	6	

H₀: There is no significant association between respondents' working experience and various dimensions of mental health among college teachers.

Statistical tool: 'Chi-Square'-test

Interpretation:

It is inferred from the table: 4.44 that there is a significant association between respondents' working experience and Positive self-evaluation, Perception of Reality, Autonomy, and Group oriented Attitude, Environmental Mastery and overall mental health. There is no significant association between respondents' working experience and Integration of personality.

H₁: It was found that there is a significant association between respondents' working experience and various dimensions of mental health among college teachers.

Hence null hypothesis is rejected.

Findings based on Socio-demographic characteristics

- 1) Nearly half (i.e.) 40.0 per cent of the respondents were in the age group of 30 to 40 years.
- 2) More than half (i.e.) 55.0 per cent of the respondents were male.
- 3) High majority (i.e.) 87.5 per cent of the respondents were Hindu.
- 4) More than half (i.e.) 52.5 per cent of the respondents were Ph.D. holders.
- 5) one-third (i.e.) 30.0 per cent of the respondents got 2 to 5 years of experience and 30.0 per cent of the respondents got 11 to 15 years of experience.
- 6) More than three-fourth (i.e.) 77.5 per cent of the respondents were married.
- 7) More than half (i.e.) 55.0 per cent of the respondents belong to joint family.

Findings based on the level of mental health

- 1) Majority (i.e.) 62.5 per cent of the respondents got high level with regard to Environmental mastery.
- 2) More than half (i.e.) 52.5 per cent of the respondents obtained high level with regard to overall mental health.

Findings based on the hypotheses

There is a significant correlation between the respondents' Age and various dimensions of mental health among college teachers. There is a significant difference between respondents' Gender and various dimensions of mental health among college teachers. There is a significant difference between respondents' marital status and various dimensions of mental health among college teachers. There is a significant difference between respondents' type of family and various dimensions of mental health among college teachers. There is a significant difference between respondents' educational qualification and various dimensions of mental health among college teachers. There is a significant association between respondents' working experience and various dimensions of mental health among college teachers.

Suggestions:

1. It is essential to practice Meditation and yoga regularly which helps to keep their mind fresh and peaceful, so that they can discharge their duties satisfactorily.
2. Activity and exercise are essential in maintaining good mental health. Being active not only gives a sense of achievement, but it boosts the chemicals in the brain that help to put one in a good mood. Exercising can help eliminate low mood, anxiety, stress and feeling tired.
3. Therapies such as cognitive behavior therapy, reality therapy, rational emotive therapy can be applied by the social workers to improve the mental health of the teachers.
4. Counselling services for the teachers may help to strengthen their mental health.

CONCLUSION

This study deals with mental health among the college teachers. Mental health is a specialized field of psychiatry and its objective is to safeguard mental health by preventive measures, controlling factors effective 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 sound human relationship. Therefore, it is necessary to establish guidance and counseling cell in all the colleges. It will help to solve mental, psychological and health related problems of teachers. Mental health promotion related workshops, seminars, group discussions and conferences should be organized at the college level then only teachers and students benefited. The teachers' mental health is directly related to the work of classroom. Thus, good mental health of the teacher should be as important qualification as academic competence.

An effective teacher significantly contributes to the success of educational endeavor. Updated knowledge in subject-matter, an amicable personality, good inter-personal skills as well as imparting teaching-learning in a congenial healthy environment are equally important.

Organization of seminars and workshops, participation of refresher courses is essential to enhance the effectiveness of college teachers. In-service and pre-service training has also positive impact on teaching.

To enhance the mental health of college teachers to the highest level on teaching learning process, college authorities have to implant the commitment within staff members, encourage team spirit, values etc. This may be useful for teachers, administrators, educational planners and concerned authorities in making the teaching-learning process more effective. In the modern world, to cope up with the competitive challenge for preparing future generations, there is the necessity of physically and mentally healthy as well as satisfied teachers. For all round development of the students in teaching process teachers should be given freedom to take the decisions.

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