

Mental Health of Special School Teachers

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ABSTRACT

The present study was carried out with the main aim of studying and comparing of mental health of special school teachers. The data was collected by using Mental Health Inventory (MHI) constructed and standardized by Jagdish and Srivastava (1984) with the help of purposive random cluster sampling from South Delhi. Mean, S.D., and t-values were calculated for different dimensions and over all mental health between male and female special school teachers. The findings of the research revealed that overall average mental health of special education teachers is poor. Male special school teachers were found to have better mental health than female special school teachers in terms of Positive self evaluation, Autonomy, Group oriented attitude and Environment competence. While with regards to the dimension: Perception of reality and Integration of personality Female special school teacher were found to have better health than male special school teachers.

Keywords: *Mental Health and Special School Teachers*

World Health Organization in its world health report (2000-2001) has stated that 20-25% of the world population is affected by mental problems at some time during their life. Prevalence rate of mental disorders in India is reported to be 58.2 per thousand populations (Reddy & Chandrasekhar, 1998). Mental health is defined as person's ability to make positive self – evaluation, to perceive the reality, to integrate the personality, autonomy, group oriented attitudes and environmental mastery, which was assessed through the scale developed (Jagdish & Srivastava 1983). The sound mental health is important to each and every person. Currently, the teaching profession is quite challenging. Special education teachers confront the challenges of working with physically and mentally challenged students. Special school teachers are considerable stressed due these challenges. They have to impart the knowledge to the students according to the current standards, which are pretty high. Thus, the teacher should be mentally healthy and free from stress.

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OBJECTIVE

To study the mental health of special education teachers,

Hypotheses

There would be a significant difference in male and female special school teachers on the measure of overall mental health and its dimensions..

Sample Selection

The sample consisted of 60 special school teachers with equal number of male and females, selected from 5 schools of Delhi City. Purposive random cluster sampling technique was used.

Tools

Mental Health Inventory: Mental Health Inventory , a self-reporting scale, developed by Jagdish and Srivastava (1984) was used to assess mental health of special school teachers. It consists of 55 items on a 4 point scale and measures mental health in 6 different areas is: are Positive self - evaluation (PSE), Perception of Reality (PR), Integration of Personality (IP), Autonomy (AUTO), Group Oriented Attitudes (GOA), Environmental Mastery (EM).

Statistical Analysis:

Mean and S.D. were calculated for the groups t-test was carried out for the comparative groups for the dimensions as well as for the total scores.

RESULT & DISCUSSIONS

The collected data were tabulated and analysed in the following tables.

Overall Mental Health of Special School Teachers:

Table 1. Mean & S.D. of Mental Health dimensions of Special School Teachers

Dimensions of M.H.	Mean	Standard Deviation
Positive Self Evaluation	28.95	4.18
Perception of Reality	23.21	4.38
Integration of Personality	28.42	5.71
Autonomy	13.53	2.55
Group Oriented Attitudes	27.28	5.54
Environmental Mastery	30.21	4.28
Overall Mental Health	151.56	26.64

Mental Health of Special School Teachers

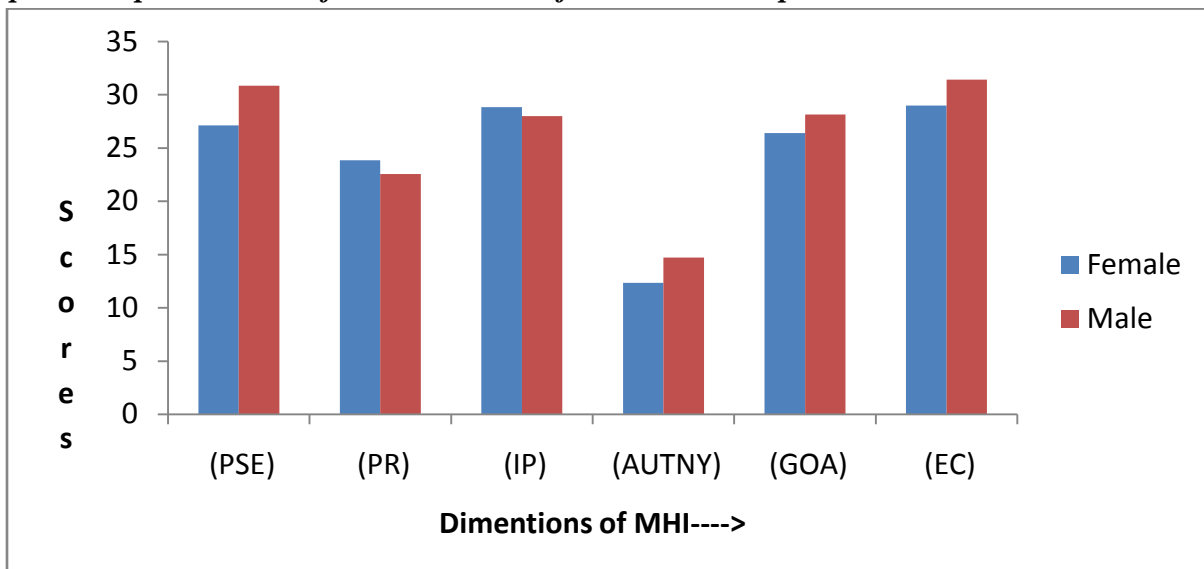
Table 2 : Mean, S.D., SEM & t- values of Mental Health among male and female special school teachers:

Dimensions of M.H.	Groups	Mean	SD	SEM	t-value
Positive Self Evaluation	Male	30.85	3.38	1.09	3.40**
	Female	27.14	4.98		
Perception of Reality	Male	22.57	4.72	1.13	1.13
	Female	23.85	4.05		
Integration of Personality	Male	28	7.72	1.56	0.54
	Female	28.85	3.70		
Autonomy	Male	14.71	2.56	0.66	3.57**
	Female	12.35	2.60		
Group Oriented Attitudes	Male	28.14	5.89	1.43	1.20
	Female	26.42	5.19		
Environmental Mastery	Male	31.42	5.62	1.15	2.10*
	Female	29	2.94		

df = 58, t-value at .05 level of significance =2.0 and at .01 level of significance =2.66.

*significant at $p < .05$ (two tailed), ** significant at $p < .01$ (two tailed),

Graphical Representation of Mental Health of Male/Female Special School Teachers



It is generally believed that mental health is the ideal about realization of which man has been striving for generations. So, the sound mental health of the person is important for teachers as they work for the development of the nation. The issue of teachers' mental health has long been a topic of interest and concern to researcher in the field of education and psychology. The main reason is that teachers' mental health has directly linked with his/her students' development.

The data from the table-1 reveals that there is average mental health of special education teachers, because total mean value on job stressor scale was found 151.56, which falls under the range of

Mental Health of Special School Teachers

scores 133.38-154.26 that comes under poor mental health. Kamau, C.W. (1992) studied burnout and mental health of male and female teachers and found out that male teachers are more capable of coping with stress in comparison to female teachers.

Findings of the study reveals that male and female special school teachers were found to be significantly different with respect to mental health dimensions: Positive self evaluation, autonomy and environment competence. Reddy et al.(2002); Das and Pratima (2011); also found that there is a significant impact of the type of school on mental health status of both and boys and girls. There is no significant difference in four dimension of mental health perception of reality, integration of personality and Group oriented attitude. This is supported by the findings of Anand (1999); Gulati and Dutta (2004), who reported no significant impact of gender on the mental health.

The graph also clearly indicates that female special education teachers perceived improved mental health than male teachers in terms of Perception of reality and Integration of Personality .This finding is in the tune with the result of Nanda (2002), who found that female student have better mental health than male students in rural schools. While male special school teacher perceived better mental health than female teachers in terms of Positive Self Evaluation, Group Oriented Attitude, Autonomy and Environmental Competence.

CONCLUSION

From the analysis and discussions, it can be concluded that overall average mental health of special education teachers is poor. Male special school teachers were found to have better mental health than female special school teachers in terms of Positive self evaluation, Autonomy, Group oriented attitude and Environment competence. While with regards to the dimension: Perception of reality and Integration of personality Female special school teacher were found to have better health than male special school teachers.

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