RELATIONSHIP BETWEEN WELLBEING AND MENTAL HEALTH OF THE SECONDARY SCHOOL TEACHERS

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Abstract
Teachers are considered essential and important human resource players in education among the many others. Teachers are entrusted with the massive task and responsibility of facilitating and nurturing young people's intellectual and social development. The intellectual capabilities and social skills of children and adolescents are affected by many factors in formative stages of their growth. One of the many factors that affect positively or negatively is mental health of the teacher. To prevent and protect children from being exposed to teachers with poor mental health, teacher must possess psychological wellbeing. Thus it seems that to handle delicate young minds effectively and to be able to cope with the expectations of important educational stakeholders in this area such as parents and the community, a teacher needs to have good mental health and understand the harmful effects of poor mental health on teaching and learning. Good Mental Health and Psychological Well Being help the teacher to motivate and inspire the students. The present study focuses on Mental Health and Psychological Well Being of secondary school teachers in the Guntur district of Andhra Pradesh. The present study was carried out on a representative sample of 700 secondary school teachers from various urban and rural schools selected in the Guntur district of Andhra Pradesh state. The sample was selected using a random sampling technique.

Keywords: Mental Health and Psychological Well Being, secondary school teachers

Introduction

Teachers having good mental health can provide an optimistic and congenial school climate to protect students from developing mental health difficulties and help them to develop sense of belongingness and connection. Teachers' psychological wellbeing and satisfaction with their daily working environment are associated with their actual behavior. A poor psychosocial climate in a classroom and the misconduct of pupils can have negative effects both on teachers' and pupils' general well-being and mental health status as well as on their scholastic achievement.

Kidger, Gunnell and Biddle (2010) have expressed concern that if teachers' own mental health needs are neglected, they may not be aware of the mental health problems of the young people they teach. When teachers' emotional health is in danger, it reduces their ability to support and respond to pupils appropriately, which creates further difficulties within the classroom and more emotional distress for pupils and teachers equally. Due to their close contact with students, teachers can easily identify the signs of mental health difficulties and thus able to assist them and their families to get the help they need. They help the students in making best use of their intellectual capacities like thinking, reasoning, memory, imagination, concentration, problem solving, creativity etc. In modern age, we find deterioration in education system for so many reasons and one of them is poor Mental Health of teachers.

Due to poor Mental Health of teachers, classroom environment does not remain conducive for optimal learning; mentally ill teachers are responsible for developing mentally unhealthy students. Mental Health Mental health is defined as the successful performance of mental function,

which results in productive activities, fulfilling relationships with other people and the capacity to adjust to changes and cope with difficulties and hardships.

From early childhood until late life, mental health is considered the spring board of thinking and communication skills, learning, emotional growth, resilience for recovering quick and self esteem. A person's mental health is subject to any variety of changes in life, either from genetic causes, to environmental stressors, or physical changes that may occur during their life time (Holmes, 2006).

Psychological Well-Being

Optimistic psychology literature accepts that there are two basic perspectives regarding well-being. First is the concept of the hedonic approach, which focuses on happiness and defines well-being in terms of pleasure attainment and pain avoidance; and the eudemonics approach, which focuses on meaning and selfrealization and defines well-being in terms of the degree to which a person is fully functioning (Keyes et al., 2002 ; Ryan and Deci, 2001).

Subjective well-being and psychological well-being emerged respectively as a result of the scientific conceptualization of these different paradigms. Subjective well-being is the equivalent of hedonic point of view, while psychological well-being equals to eudemonic perspective. Subjective well-being generally refers to happiness, relief, and relatively lack of problems. On the other hand, psychological wellbeing is defined as challenge, making effort, personal development and striving to grow (Waterman, 1993).

According to psychological well-being theory, individual's psychological health depends on his positive functioning in certain aspects of his life. Individual should have in positive relationship with others, be dominant over the environment, accept himself and his past, have a goal and meaning in his life, have personal development and the ability to make his own decisions (Özen, 2005). Psychological well-being takes an important part in personality and development theories both theoretically and practically. Psychological wellbeing, which guides clinical studies that will help advisors to make their advisees reach their goals, informs about the goals and purposes regarding psychology consulting (Christopher, 1999). Psychological well-being includes individual's relationship with life goals, if he is aware of his potential, the quality of his relationship with others, and what he feels about his own life (Ryff and Keyes, 1995).

Falkman, Cheney, Collete, Boccellare and Cooke (1996) discovered that finding positive meaning also produce significant therapeutic effects, such as, recovery from depressed mood and improvement in health and Well-Being. Laine (1999) analyzed the effect of stress on the Well-Being of vocational teachers in a south-eastern state of Georgia. The results revealed that stress has negative influence on over all teaching performance of the physical and emotional Wellbeing of students and teachers.

Mental Health

Mental Health is the balanced development of the total personality which enables one to interact creatively and harmoniously with society (WHO, 1962). Mental Health as a state of mind characterized by emotional well-being, relative freedom from anxiety and disabling symptoms and a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life (Goldenson, 1984). Yong and Yue (2007) in various studies show that teachers have one of the most stressful occupations.

Long-term work stress may lead to burnout, which gravely affects teachers' physical and mental health, lowers the quality of their work, and, in turn, impairs their students' physical and mental health and development and imperils the sound development of education. Walley, Grothaus and Craigen (2009) found that with the array of challenges facing today's youth, school counselors are in a unique position to recognize and respond to the diverse mental health needs of students.

Research method

Objectifies of the study

1. To study the level of well-being of secondary school teachers and to classify them.
2. To study the impact of the following variables on the well-being of secondary school teachers

a) Gender (Male/Female)
b) Locality of living (Rural / Urban)
c) Management of the School
d) (Govt./ZP/Municipal/Tribal/Aided/Private)
e) Teaching experience (0-10/ 11 -20/Above20years)
f) Marital status (Married/Unmarried)
g) Academic stream (Arts/Math's /Science/Languages)
h) Academic qualification (Degree /PG)
i) Professional qualification (B. Ed/M. Ed)

3. To study the relationship between well-being and mental health of secondary school teachers.

Hypotheses of the study

1. The following variables make no significant difference in the well -being of secondary School teachers.

Sub Hypotheses:

1. Gender of secondary School teachers makes no significant difference in their well-being.
2. Locality of living of secondary School teachers makes no significant difference in their well-being
3. Different Management of the schools of secondary School teachers makes no significant difference in their well-being
4. Teaching experience of secondary School teachers makes no significant difference in their well-being
5. Marital Status of secondary School teachers makes no significant difference in their well-being
6. Different Academic stream of secondary school teachers makes no significant difference in their well-being
7. Different Academic qualification of secondary school teachers makes no significant difference in their well-being
8. Different professional qualification of secondary school teachers makes no significant difference in their well-being.

2. There is no significant relation among well being and mental health of the of secondary school teachers

Method of the study

Entire research involves the elements of observation, planning, the procedure to be followed, and its description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method.

The population of the study

The population of the present study is 700 teachers working in secondary schools in government, aided, and private sector in the Guntur district of Andhra Pradesh state.

Sample selected for the study

The present study is well being and mental health of secondary school teachers in the Guntur district of Andhra Pradesh. The present study was carried out on a representative sample of t00 Secondary School teachers from various urban and rural schools selected in the Guntur district of Andhra Pradesh state. The sample was selected using a random sampling technique.

Data analysis

Objective wise analysis

Objective 1-To study the level of well-being of secondary school teachers and to classify them. The data are analyzed to find out the Mean, Percentage of Mean, Standard deviation and 1/5 of Mean of the total Sample. Then the teachers are classified into various levels of well-being and tabulated.

Table 4.1

The Mean, % of Mean, S.D and 1/5th of Mean of the total sample in well-being of secondary school teachers.

N	*Mean*	*SD*	*% of Mean*	*1/5th of Mean*
700	159.7	22.28	71.00	31.944

Interpretation:

Secondary school teachers are found to have a moderate level of well-being since 1/5th of the mean value is greater than the S.D value. The sample of teachers is homogeneous in their well-being. The sample shows variation in its well-being.

Table 4.2

The mean and S.D – comparison with Normal Distribution of the total sample in well-being of teachers

S. No	*Obtained Value*	*N*	*Percentage*	*Normal Distribution*
1	≤ M – 1 S.D	112	16	15.87
2	In-between M ± 1 S.D	603	86.14	68.26
3	≥ M + 1 S.D	85	12.14	15.87

Interpretation:

Eighteen percent of teachers are more in the M ± 1 S.D range than the average distribution value. But the range M – 1 S.D slightly differs, and M + 1 S.D is less than the average distribution value.

Classification of teachers:

It is done based on their level of well-being. The minimum possible score is '45,' and the maximum score is 225. The range is '180'. It is divided into four classes starting with low, average, high, and ending with very high. Each class has an interval of forty-five scores.

Table 4.3

Classification of teachers on the basis of their level of well-being

Category	*Scale*	*No. of teachers*	*Percentage*
Low	45-90	5	0.71
Average	90-135	96	13.71

High	135-180	500	71.4
Very High	180-225	99	14.14

Interpretation:
Most of the teachers have high level of well-being. Fourteen percent have only average and very high level of well-being.

Objective 2: To study the effect of the following variables on the well-being of secondary school teachers

a) Gender (Male/Female)
b) Locality of living (Rural / Urban)
c) Management of the School
d) (Govt./ZP/Municipal/Tribal/Aided/Private)
e) Teaching experience (0-10/ 11 -20/Above20years)
f) Marital status (Married/Unmarried)
g) Academic stream (Arts/Math's /Science/Languages)
h) Academic qualification (Degree /PG)
i) Professional qualification (B. Ed/M. Ed)

Hypotheses 2(a)
Gender of secondary School teachers makes no significant difference in their well- being.

The objective was dealt by analyzing the data to find the't' value.

Table 4.5
Table shows influence of gender on their well- being of teachers

S. NO	Gender	N	Mean	S.D	D	S.ED	t – value
1	Male	259	155.3	20.2	7	1.66	4 .21**
2	Female	441	162.3	23.05			

Significant at both levels

Table vales for 1.96 at 0.05 level and 2.58 at 0.01 level.

Interpretations
The obtained t- value (4.21) is greater than the table value of 1.96 at 0.05 level & 2.58 at 0.01 level. Therefore it is a significant. Hence the null hypothesis is rejected. As the mean of the female teachers is more than that of male teachers, it can be inferred that female teachers have significantly better than male teachers on their well- being.

Hypotheses 2(b)
Locality of living of secondary School teachers makes no significant difference on their well- being.

The objective was dealt by analyzing the data to find the ' t' value.

Table 4.6
Table shows influence of locality on their well- being of secondary school teachers.

S. No	Locality	N	Mean	S.D	D	S. Ed	t - value
1	Rural	202	154.8	19.56	6.9	1.71	4.03**
2	Urban	498	161.7	23			

**Significant at both levels

Table vales for 1.96 at 0.05 level and 2.58 at 0.01 level

Interpretations

The obtained t- value (4.03) is greater than the table value of 1.96 at 0.05 level & 2.58 at 0.01 level. Therefore it is a significant. Hence the null hypothesis is rejected. As the mean of the urban teachers is more than that of rural teachers, it can be inferred that urban teachers have significantly better than rural teachers on their well- being.

Hypotheses 2(c)

Different Management of the schools of secondary teachers makes no significant difference in their well- being.

As there are six subgroups in this variable. It is proposed to have one way analysis of variance (ANOVA). For this means and standard deviations for each of the six subgroups are calculated. The data is presented in table no.18

Table 4.7

Table showing the mean and S.D of six subgroups of School Management

S.NO	*SUB GROUPS*	*N*	*MEAN*	*S.D*
1	Govt	53	149	18.31
2	Zillah Parishad	188	157.9	27.2
3	Municipal	77	163.29	14.45
4	Tribal	44	145.27	17.52
5	Aided	82	166.9	18.58
6	Private	256	162.73	20.65

Interpretation

It is observed that the means for aided schools is higher than the other five groups (Govt , ZP, Municipal, Tribal and Private.)

Table 4.8

Analysis of variance (ANOVA) - Influence of type of school on the well- being of secondary school teachers

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S. No	**Sources of Variance**	**df**	**Sum of Squares**	**Mean variance**	**F – Value**
1	Between Groups	5	23417.671	4683.534	10.204**
2	Within Groups	694	321551.520	463.331	

Significant at 0.01 level.

Table values for ‘F’ value are 3.02 at 0.01 at infinite df.

The obtained ‘F’ value is 10.204 for 1199 df

Interpretation

The different school managements had their own level of influence on the well-being. As the F-value is significant at 0.01 level the null hypothesis is rejected. So there is a significant difference in their well-being due to the type of school management.

As the value of F is significant, further probe is attempted to know which of the subgroups differ statistically significant. The data pertaining to t- values is presented in table no.

Hypotheses 2(d)

Teaching experience of secondary School teachers makes no significant difference in their well-being

To test this hypothesis, the means and S.D's of all the subgroups (Below 10 years, 11-20 and Above 20) of teaching experience on the scores of well-being of secondary school teachers. From this S.ED is calculated finally the t- value is computed the data is presented in table no.

Table 4.10

Table showing the mean and S.D of three subgroups of teaching experience

S.NO	*SUB GROUPS*	*N*	*MEAN*	*S.D*
1	Below 10 years	202	156.68	17.82
2	11-20 years	277	161	18.35
3	Above 20 years	221	161.23	27.34

Interpretation

It is observed that the mean for above 20 years teaching experience group is higher than the other two groups (below 10 years and 11-20 years).

Table 4.11

Analysis of variance (ANOVA)- influence of the teaching experience on the well-being of secondary school teachers.

S. No	*Sources of Variation*	*df*	*Sum of Squares*	*Mean variances*	*F – Value*
1	Between Groups	2	2816.679	1408.340	3.056*
2	With in Groups	697	321208.074	460.844	

* Significant at 0.05 level & Table value 2.99 at 0.05 level.

Interpretation

There is a significant difference in the well-being of teachers with below 10 years, 11-20 years and above 20 years. As the mean of the above 20 years teaching experience is more than that of the mean of the below 10 years and 11-20 years of teaching experience, it can be inferred that teachers with 20 years experience is better well-being than the others. As the F value is significant, further probe is attempted to know which of the subgroups differ statistically significant. The data pertaining to t- values is presented in table no. 23

Table 4.12

Influence of teaching experience on the well-being of secondary school teachers– t-test

S. No	*Variable*	*N*	*Mean*	*S.D*	*D*	*S.ED*	*t*
1	Below 10 years	202	156.68	17.82	4.32	2.78	1.55*

	11-20 years	277	161	18.35			
2	Below 10 years	202	156.68	17.82	4.55	4.95	0.91*
	Above 10years	221	161.23	27.34			
3	11-20 years	277	161	18.35	0.23	4.59	0.05*
	Above 10 years	221	161.23	27.34			

*Notsignificant at 0.01 level

Table vales for 1.96 at 0.05 level & 2.58 at .01 level

Interpretation

The obtained t- value is less than the table value of 1.96 at 0.05 level. Therefore it is not significant. Hence the null hypothesis is retained. That means the teaching experience of secondary school teachers didn't make any significant difference in their well-being. The mean is in favor of above 10 years of teaching experience teachers though it is not statistically significant.

Hypotheses 2(e)

Marital Status of secondary School teachers makes no significant difference on their well-being

The objective was dealt by analyzing the data to find the ' t' value.

Table: 4.13

Table shows marital status on their well-being of secondary school teachers.

S. No	*Marital status*	*N*	*Mean*	*S.D*	*D*	*S. Ed*	*t - value*
1	Married	634	159.53	22.54	2.12	6.6	0.32*
2	Unmarried	66	161.65	19.61			

* Not Significant at 0.05 level & Table vales for 1.96 at 0.05 & 2.58 at 0.01 level.

Interpretation

There is no significant difference between married and unmarried secondary school teachers. Hence the null hypothesis is retained. As the mean of the unmarried teachers is more than that of the married teachers, it can be inferred that unmarried teachers have significantly

better well-being than married teachers

Hypotheses 2(f)

Different Academic streams of secondary school teachers make no significant difference on their well-being.

As there are four subgroups in this variable, it is proposed to have one way analysis of variance (ANOVA). For this means and standard deviations for each of the four subgroups are calculated. The data is presented in table no.

Table: 4.14
Table showing the mean and S.D of four subgroups of academic stream

S.NO	*SUB GROUPS*	*N*	*MEAN*	*S.D*
1	Arts	165	160.66	20.64
2	Math's	133	158.57	24.95
3	Science	201	162.14	23.96
4	Languages	201	157.32	19.68

Interpretation
From the above table, it is observing that mean for well-being of secondary school teachers belonging to science is more than the other three subgroups (Arts, Math's and Languages).

Table: 4.15
Analysis of variance (ANOVA) of influence of academic stream on the professional commitment of secondary school teachers

S. No	*Source of Variance*	*Df*	*Sum of squares*	*Mean variance*	*F–Value*
1	Between group	3	2656.529	885.510	1.790 *
2	Within group	696	344312.704	494.702	

* Not Significant at 0.01 level & Table value of 3.78 at 0.01 level.

Interpretation
From the observations, it is interpreted that there is no significant difference in the well-being of secondary school teachers with different academic stream. As the F- Value is less than that of the table value (3.78) at 0.01 level, it is interpreted that there is no significant difference in the well-being of the secondary school teachers with respect to their academic stream. As the value of F is significant, further probe is attempted to know which of the subgroups differ statistically significant. The data pertaining to t- values is presented in table no. 16

Table: 4.16
Influence of the academic stream on the well-being of secondary school teachers

S. No	*Variable*	*N*	*Mean*	*S.D*	*D*	*S.ED*	*t*
1	Arts	165	160.66	20.64	2.09	7.26	0.28*
	Math's	133	158.57	24.95			
2	Arts	165	160.66	20.64	1.48	5.43	0.27*
	Science	201	162.14	23.96			
3	Arts	165	160.66	20.64	3.34	4.5	0.74*
	Languages	201	157.32	19.68			
4	Math's	133	158.57	24.95	3.57	7.5	0.47*
	Science	201	162.14	23.96			
5	Math's	133	158.57	24.95	1.25	6.6	0.18*
	Languages	201	157.32	19.68			
6	Science	201	162.14	23.96	4.82	4.78	1.00*
	Languages	201	157.32	19.68			

*Not

significant at 0.05 level.

Interpretation

Out of six comparisons, the t-values of all comparisons are not significant at 0.01 level. Therefore the null hypothesis is accepted. As the mean of science teachers is more than that of other academic streams (Arts, Math's,& Languages) of teachers on their well-being.

Hypotheses 2(g)

Academic qualification of secondary school teachers makes no significant difference on their well-being

As there are three subgroups in this variable, it is proposed to have one way analysis of variance (ANOVA). For this means and standard deviations for each of the three subgroups are calculated. The data is presented in table no.

Table: 4.17 Table showing the mean and S.D of three subgroups of academic qualification

S.NO	*SUB GROUPS*	*N*	*MEAN*	*S.D*
1	Degree	30	156.26	23.18
2	PG	618	158.79	21.65
3	Above	52	172.92	25.07

Interpretation

From the observations, it is clear that mean for well-being of secondary school teachers belonging to the above qualification is more than that of degree and PG

Table: 4.18

Analysis of variance (ANOVA) of influence of academic qualification on the professional commitment of secondary school teachers

S. No	*Source of Variance*	*Df*	*Sum of squares*	*Mean variance*	*F–Value*
1	Between group	2	9954.048	4977.024	10.299**
2	Within group	697	336837.592	483.268	

** Significant at 0.01 level & Table value 3.78 at 0.01 level.

Interpretation

From the observations, it is interpreted that there is a significant difference in well-being of secondary school teachers with different academic qualification. As the F- Value is greater than that of the table value (3.78) at 0.01 level. As the value of F is significant, further probe is attempted to know which of the subgroups differ statistically significant. The data pertaining to t- values is presented in table no. 30

Table: 4.19

Influence of the academic qualification on the well-being of secondary school teachers

S. No	*Variable*	*N*	*Mean*	*S.D*	*D*	*S.ED*	*t*
1	Degree	30	156.26	23.18	2.53	4.32	0.58*

	PG	618	158.79	21.65			
2	Degree	30	156.26	23.18	16.66	5.47	3.04**
	Above	52	172.92	25.07			
3	PG	618	158.79	21.65	14.13	3.58	3.94**

* Not significant at 0.01 level
** Significant at 0.01 level
Table vales for 1.96 at 0.05 level and 2.58 at 0.01 level .

Interpretation

Out of three groups, the t-values of degree &PG qualification is not significant at 0.01 level. Degree & above and PG & above qualifications are significant at 0.01 level. Therefore the null hypothesis is partially retained. As the mean of above qualification teachers is more than that of other degree and PG.

OBJECTIVE 4

To study the association between levels of well being and mental health of secondary school teachers.

Hypothesis: There is no significant relationship between well being and mental health of secondary school teachers

Table: 4.89

Relationship among the well being and mental health

S.NO	***Variable***	***N***	***df***	***R value***
1.	well being	700	700-2 = 698	0.49
2.	mental health	700		

Observations

From the above table the following observations could be made.

The total number of teacher's i.e N is 700 and the degrees of freedom df is 698.Multiple coefficient of correlation 'R'value is 0.4979 which is significant both at 0.05 and 0.01 levels.

Interpretation

As the 'R' value is found significant it can be inferred that there is significant positive correlation among the well being and mental health of secondary school teachers

Educational Implications

1. Secondary school teachers are found to have a moderate level of well-being since 1/5th of the mean value is greater than the S.D value. The sample of teachers is homogeneous in their well-being. The sample shows variation in its well-being.

2. It is done based on their level of well-being. The minimum possible score is '45,' and the maximum score is 225. The range is '180'. It is divided into four classes starting with low, average, high, and ending with very high. Each class has an interval of forty-five scores.
3. As the mean of the female teachers is more than that of male teachers, it can be inferred that female teachers have significantly better than male teachers on their well- being.
4. As the mean of the urban teachers is more than that of rural teachers, it can be inferred that urban teachers have significantly better than rural teachers on their well- being.
5. As the value of F is significant, further probe is attempted to know which of the subgroups differ statistically significant. The data pertaining to t- values is presented in table no.
6. As the mean of the above 20 years teaching experience is more than that of the mean of the below 10 years and 11-20 years of teaching experience, it can be inferred that teachers with 20 years experience is better well-being than the others.
7. The mean is in favor of above 10 years of teaching experience teachers though it is not statistically significant.
8. As the mean of the unmarried teachers is more than that of the married teachers, it can be inferred that unmarried teachers have significantly better well-being than married teachers.

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