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# A Study of Mental Health of Secondary School Teachers in Relation to their Personality

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**ABSTRACT:** The entire universe had agreed that education is a powerful weapon for social reconstruction that solves societal problems such as economic, social, political, and technological ones. The most pressing educational issue in the country now is the universalization of basic education, vocational higher and secondary education, higher and professional education, and overall educational quality. Among these, the difficulty of delivering high-quality education is crucial; plainly, the quality of education is directly proportional to the quality of teachers. To provide high-quality education, we need quality teachers who are dedicated to teaching and possess the necessary knowledge, skills, and competencies. Education allows us to live a more comfortable and dignified life. It monitors an individual's and society's overall development. Education comprises revealing a student's latent gift. It is an activity that helps students develop the necessary information, abilities, attitudes, and views (Mirunalini and Anandan, 2012).

"A Teacher of the Present Times, besides being an expert helper of student learning, has to be a community leader, an adult educator, agent for local development, self-reliant and do-it-yourself persons", Teachers' roles have become more complex as a result of increased access to education, increased student heterogeneity, redefinition of objectives, learning content, working methods, and evaluation, increased educational institution autonomy, increased participation of youth in school decision-making, and so on. "The mental health of teachers is critical to the teaching and learning process." "If a teacher is not in good mental health and with negative attitude towards life, he/she may cause immeasurable harm to the nation through inadequate student guidance" (Google Scholar). He will never be able to do his work correctly. Issues have multiplied in proportion with modern society's rapid progress and competitiveness in all spheres of life.

**KEYWORDS:** Mental Health, personality, behavior, teaching-learning process, secondary school teachers

## I. INTRODUCTION

"Mental health is a condition of well-being in which an individual realizes his or her own strengths, can cope with the usual demands of life, can work successfully and fruitfully, and can contribute to his or her community," according to the World Health Organization. According to this viewpoint, mental health is the foundation for an individual's well-being and effective functioning in the community. Mental health is defined as the full and harmonious functioning of our entire personality, including our bodily, social, psychological, and spiritual well-being. Mental wellness is more than just the absence of mental illnesses.

Happiness, peace of mind, accomplishment completion, and life enjoyment are all aspects of mental health. "Personality plays a factor in the way teachers are judged on their effectiveness in teaching," Magno and Sembrano (2008) state. In the words of Young and Shaw (1999), "excellent teaching behavior finishes with specific personality characteristics including being friendly, approachable, warm, kind, appreciative, and inspirational." "Personality types such as intrapersonal intelligence, critical thinking dispositions, and judicial thinking styles result in more dependable outcomes in reflective instruction and mastery performance," according to Yeh (2006). "It is a person's unique and largely stable patterns of behavior," according to Arulmani and Arulmani (2004). It refers to a person's distinct set of abilities, interests, values, hopes, emotions, patterns, likes and dislikes, preferences, and behaviors.

Teachers with poor mental health endure stress, worry, a lack of confidence, a heavy workload, and work pressure (K. Gur, 2012). "Teachers' expectations, the functions and responsibilities they should play, and hence the desirability and undesirability of particular personality qualities must all be investigated" (Divya Gagneja, 2020 ). The teacher is a pioneer in the field of education, and experts believe it is critical to look into factors such as the teacher's mental health



that may influence his personality. When considering children's mental health, it is as crucial to consider the mental health of educators.

"The mental health of teachers is critical to the teaching and learning process." "If a teacher is not in good mental health, he may cause immeasurable harm to the nation through inadequate student guidance" (Google Scholar). On the basis of above background this study aimed to following:

- To study the status of mental health of secondary school teachers.
- To study the types of personality of secondary school teacher.
- To study the relationship between mental health and personality of secondary school teachers with reference to their gender.

Hypotheses of the study

- There is no significant difference between the mental health of male and female teachers of secondary school.
- There is no significant difference between the personalities of male and female teachers of secondary school.
- There is no correlation between mental health and personality of male and female secondary school teachers.

## II. EXISTING LITERATURE

Christini Breneur (2018)– "A study on High School Teacher's Perception of mental health & Adolescent Depression" . This study has implications for how instructors and trainers approach mental health awareness, as well as how their personal beliefs influence their efforts to help adolescents in seeking mental health therapy. The purpose of this study is to increase teacher comprehension of the topic of aiding adolescents in seeking mental health treatment. Adolescents may be able to gain access to services that can help them overcome their depression.

Hitasha Davar (2020) "Study of teacher's effectiveness in respect to mental health job satisfaction of secondary school teachers" . For the study, 1200 secondary school teachers were chosen as a sample, with 300 teachers drawn from each district. Similarly, 150 secondary school teachers will be picked at random from ten private schools, just as 150 secondary school instructors were chosen at random from ten public schools. It was revealed that government secondary school teachers with good mental health performed much better than those with poor mental health. It was revealed that instructors in private secondary schools with good mental health performed significantly better than those in private secondary schools with poor mental health.

Gangeja Divya's (2021) study examines the personalities of secondary school teachers, including their scientific approach, self-concept, and mental health. The proposed model was utilized to examine the personality attributes of 200 male and female secondary schoolteachers. Data are analyzed to determine the mean and standard deviation. After obtaining the mean and standard deviation numbers, the researcher calculates the t-value. The t-value indicates no significant differences in the personalities of male and female professors. Thus, our hypothesis is supported. We can assert that academics' personalities, male and female, are comparable.

Dhara's (2021) study on "Job Satisfaction and Mental Health among Teachers" sought to uncover variations between these two variables. The study included all 90 instructors (45 public and 45 private sector). Bredford Roth devised the Job Satisfaction Scale, which Parikh translated into Gujarati in 1985. Dr. D.J. Bhatt and Miss Gida created the Mental Health Inventory (1992) to evaluate mental health. We used the t-test and the Karl-Pearson correlation test to look into the relationship between work satisfaction and mental health.

Adhikari, Samirranjan (2022) investigated the "effect of Mental Health Personality Factors and Purpose in Life on Occupational Stress of School Teachers." The study's findings could be valuable in creating a stress management counselling plan for school teachers. It is possible to conclude that (a) mental health and (b) neuroticism promote the development of occupational stress, whereas (a) extraversion, (b) agreeableness, (c) conscientiousness, (d) openness, and (e) purpose in life (life satisfaction) lower occupational stress. So, when creating a counselling plan for teacher stress management, some interventions should be incorporated to enhance mental health, reduce neuroticism, and provide motivation to increase extraversion, agreeableness, conscientiousness, openness, and life satisfaction.



**III. METHODOLOGY**

The current study will use a descriptive research method. Descriptive research methods involve describing, recording, analyzing, and interpreting current conditions. As a result, the Descriptive Survey research method will be better appropriate for the current study's quantitative nature.

This strategy has every quality that is necessary for fulfilling the study's objectives. According to Aggarwal, Y.P. (2016), descriptive research aims to collect data on present events or conditions in order to characterize and interpret them. This type of research approach includes proper analysis, interpretation, comparisons, trend detection, and correlations rather than simply obtaining and tabulating data. This method is excellent for describing the features of a larger population, from which the study's sample was drawn.

**IV. DATA ANALYSIS AND RESULTS**

The survey was aimed to assess the mental health of secondary school teachers in relation to their personality.

Tools used for data analysis

Dr. Jagdish and Dr. Srivastava's Mental Health Inventory (1996) created a standardised mental health inventory that was used. Dr. P.F. Aziz and Dr. Rekha Gupta created the Introversion Extroversion Personality Inventory. The inventory was intended for use by people who are familiar with Hindi.

Sample Description

A total of 100 (50 male and 50 female) respondents participated in this survey, comprising secondary school teachers from government and private schools. The statistical analysis of the respondents to the pilot survey is provided below:

Table 1 t-value for secondary school teachers mental health

Variable	Gender	N	Mean	S. D.	t-value	Remark
Mental Health	Male	50	147.78	21.70	0.095	Not significant
	Female	50	146.09	31.78		

Table 1 shows that male teachers had a mean score of 147.78, with a standard deviation of 21.70. Female teachers have an average score of 146.09, with a standard deviation of 31.78. The estimated t-value is 0.095, lower than the table t-value of 1.96 for 98 degrees of freedom. As a result, the t-value is not statistically significant at the 0.05 level.

Table 2 t-value for secondary school teachers personality

Variable	Gender	N	Mean	S. D.	t-value	Remark
Personality	Male	50	9.9	23.14	0.88	Accepted
	Female	50	12.75	21.96		

Table 2 shows that male teachers had an average score of 9.9, with a standard deviation of 23.14. Female teachers had an average score of 12.75 and a standard deviation of 21.96. The estimated t-value is 0.88, lower than the table t-value of 1.96 for 98 degrees of freedom. As a result, the t-value is not statistically significant at the 0.05 level.

Table 3 Correlation between mental health and personality of secondary school teachers

Variable	Gender	N	Mean	S.D.	Df	Correlation	Result
Mental Health	Male	50	147.78	21.70	198	0.25	Positive correlation
	Female	50	146.09	31.78			
Personality	Male	50	9.9	23.14			
	Female	50	12.75	21.96			

Table 1 shows the association between mental health and personality of secondary school teachers. For this objective, we administered the mental health and personality inventories to 50 male and 50 female teachers and estimated the



mean and standard deviations. Based on the mean and standard deviation, we determine the correlation coefficient, which is 0.25. We demonstrate that mental health and personality are positively correlated.

## V. CONCLUSION

It was concluded that the mental health of secondary school teachers does not affected by gender differences. It also revealed that the mental healths of secondary school teachers possessed by male and female teachers are more or less same.

It was concluded that the personality of secondary school teachers does not affected by gender differences. It also revealed that the personalities of secondary school teachers possessed by male and female teachers are more or less same.

The correlation coefficient ( $r$ ) of 0.25 indicates that there is a favorable relationship between mental health and personality among secondary school teachers. Thus, we can conclude that personality has a good effect on the mental health of secondary school teachers.

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