

# A Study of Mental Health of Secondary School Teachers in Relation to their Attitude Towards Life

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**Abstract:** *The entire universe has agreed that education is a potent tool for social reconstruction that addresses economic, social, political, and technological issues. Universalization of basic education, secondary and vocational education, higher and professional education, and overall quality of education are currently the most important issues in education in the nation. Among these, the challenge of providing high-quality education is critical; simply put, the quality of education is directly proportionate to the quality of teachers. To provide a high-quality education, we require qualified teachers who are committed to teaching and have the requisite knowledge, skills, and abilities. Education entails discovering a student's latent talent. It is an activity that helps students get the necessary knowledge, skills, attitudes, and perspectives (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 education access, student diversity, redefinition of objectives, learning content, working methods, and evaluation, increased educational institution autonomy, increased youth participation 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/she will never be able to complete his task accurately. Problems have grown in tandem with the contemporary society's quick development and intense competition in every aspect of life.*

**Keywords:** Mental health, attitude, attitude towards life, secondary school teachers, perception

## 1. Introduction

Mental health is described as the whole and harmonious operation of our entire personality, which includes our physical, social, psychological, and spiritual well-being. Mental wellness entails more than the absence of mental diseases. Mental health refers to a dynamic equilibrium. A psychologically healthy person is comfortable with himself and, as a result, with those around him. The conscious and unconscious parts of his or her thinking are in sync. Regardless of his or her troubles or difficulties, he or she is in tune with the rhythm of life. He has a usually healthy and balanced personality, devoid of schisms and inconsistencies, emotional and nervous tensions, discards, and disagreements. However, having perfect mental wellness is a fallacy.

Overall, the well-adjusted person has balanced his basic needs with the demands of social life and has a high tolerance for frustration without becoming badly disorganized.

His/her difficulties present a challenge to him, yet they do not deter him/her.

Attitude is a reflection of our attitude towards life, and our attitude towards life determines our attitude towards life. This simply means that we manage our own lives. People that are successful have a positive attitude towards them along with expect to achieve even if they fail. They expect more happy results in life than unfavorable ones. "Attitude is a complex mental state that comprises beliefs, feelings, values, and tendencies to behave in particular ways." It is a hypothetical construct that represents a person's love or dislike for something. Attitudes represent a person's

overall positive or negative attitudes towards any area, matter, or event.

Chou M-J, Tsai S-S, Hsu H-M, Wu H-T. (2016). Attitudes towards life are broad concepts and perspectives that people hold about life and its various aspects, such as old age, disease, and death. The seven components of attitudes towards life are as follows, according to Reker and Peacock (1987): (i) life purpose, or the drive to pursue life goals; (ii) existential vacuum, or the emptiness of existence that people feel when they don't have goals; (iii) life control, or the freedom to take charge of one's own life; (iv) death acceptance, or the lack of anxiety about death; (v) will to meaning, or the desire to find meaning in life; and (vii) future significance, or acceptance of future pot. 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 attitude towards life of secondary school teacher.
- To study the relationship between mental health and attitude towards life 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 attitude towards life of male and female teachers of secondary school.

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- There is no correlation between mental health and attitude towards life of male and female secondary school teachers.

## 2. Existing Literature

Dareje, Marema Bilata (2023) investigated the impact of mental health on professional growth for educators in secondary schools in the Arsis Zone of Ethiopia. The survey discovered a lack of mental health and professional development among educators. The researchers discovered that teachers' mental health had an impact on their professional development. There was a strong relationship between teachers' psychological wellness and professional development. Better mental health leads to increased professional development for teachers in secondary schools. Mental health had a significant impact on teachers' professional development. There were substantial differences and interactions among each of the dependent and independent variables.

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 sectors). Brefild Roth devised the Job Satisfaction Scale, which Parikh translated into Gujarati in 1985. Dr. D.J. Bhatt and Miss Gida developed the Mental Health Inventory (1992) to assess mental health. To investigate the association between work satisfaction and mental health, we utilized a t-test and the Karl-Pearson correlation test.

Chongtham Khogendra Singh (2022) investigated "Prospective Teachers' Knowledge Attitudes and Behaviors towards Sustainable Development in Manipur data." According to this analysis, the majority of prospective teachers have average knowledge, attitudes, and behaviors about sustainable development. Effective solutions for improving sustainability knowledge, attitudes, and behaviors are required, such as incorporating EfSD issues into education, particularly teacher training.

Pranati Reddy (2021) "A Study of the Beliefs Attitudes and Teaching Skills of Science Teachers in Relation to their Self Concept and Adjustment." The findings were: In the Hyderabad city of Na, 56% of government secondary school science instructors possess average teaching abilities, but only 20% among private secondary school science teachers do. In Hyderabad, 42% of the

government's secondary school science teachers had advanced teaching skills, compared to only 24% among private secondary school science instructors. In Ranga Reddy, 46% of the government's secondary school science instructors have advanced teaching skills, compared to only 18% among private secondary school science instructors.

## 3. Methodology

The current study will employ a descriptive research approach. Descriptive research entails describing, recording, analyzing, and interpreting present circumstances. As a result, the Descriptive Survey approach to research will be more suited given the quantitative nature of the current study. This plan has every attribute required to meet the study's objectives. According to Aggarwal, Y.P. (2016), descriptive research seeks to collect information on current occurrences or conditions in order to characterize and explain them. Instead of simply collecting and tabulating data, this research approach incorporates adequate analysis, interpretation, comparisons, pattern detection, and correlations. This method is ideal for characterizing the characteristics of a wider population, of which the investigation's sample was selected.

## 4. Data analysis and Results

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

Tools used for data analysis

Dr. Jagdish and Dr. Srivastava's Mental Health Inventory (1996) created a standardized mental health inventory that was used. Life Attitude Profile (LAP-R). Gary T. Reker and Edward J. Peacock (1992) created a multidimensional tool for assessing one's attitude towards life.

### Sample Description

A total of 100 (50 male an 50 female) respondents was 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 reveals that male teachers had a mean score of 147.78 and a standard deviation of 21.70. Female teachers have a mean score of 146.09 and a standard deviation of 931.78. The predicted t-value is 0.095, which is less than

the table t-value of 1.96 with 98 degrees of freedom. As a result, the t-value is statistically insignificant at the 0.05 level.

**Table 2:** t-value of attitude towards life of male and female secondary school teachers

Variable	Gender	N	Mean	S. D.	t-value	Result
Attitude towards life	Male	50	75.95	26.57	0.187	Not significant
	Female	50	76.58	21.50		

Table 2 displays the attitude towards life scale for 50 male and 50 female teachers. The mean score for male teachers is 75.95, while for female teachers it is 76.58. The standard deviations for male and female teachers are 26.57 and 21.50, respectively. Based on the mean and standard

deviation, we calculate the t-value, which is 0.187. After comparing the computed t-value to the t-table value for the degree of freedom, we discovered that the calculated t-value is lower than the t-table value on both tables.

**Table 3:** Correlation between mental health and attitude towards life of secondary school teachers

Variable	Gender	N	Mean	S.D.	Df	Correlation	Result
Mental Health	Male	50	147.78	21.70	198	0.32	Positive correlation
	Female	50	146.09	31.78			
Attitude towards life	Male	50	75.95	26.57			
	Female	50	76.58	21.50			

Table 3 shows the association between mental health and attitude towards life of secondary school teachers. For this objective, we administered the mental health and attitude towards life scale 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 0.32. We demonstrate that mental health and attitude towards life are positively correlated.

## 5. Conclusion

Gender discrepancies have not been proven to affect secondary school teachers' mental health. It also demonstrated that male and female secondary school teachers have comparable mental health.

Gender differences were shown to have minimal influence on secondary school teachers' attitudes towards life. It also showed that male and female secondary school teachers have similar attitudes about life.

The correlation coefficient ( $r$ ) of 0.32 indicates that there is a favorable relationship between secondary school teachers' mental health and life attitudes. As a result, we can conclude those secondary school teachers' mental health benefits from a positive approach towards life.

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