

MENTAL HEALTH STATUS OF B.ED. STUDENT TEACHERS OF COLLEGES OF TEACHER EDUCATION IN MANIPUR

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Abstract

Mental Health is a Universal Human Right. Everyone has a right to the highest attainable standard of mental health. This includes the right to be protected from mental health risks, good quality care, right to liberty, independence and inclusion in the community. A mentally healthy and well-adjusted student teachers can adjust very easily to cope up with the daily life challenges effectively. The role of teachers in teaching learning is utmost important in bringing effectiveness and quality in transecting teaching learning process. A teacher of mentally sound possess emotionally stable and willingness to teach effectively inside the classroom and also inculcate good study habits among the students. The present study aims to focus to compare the mental health status of male and female and also compare the mental health status of rural and urban B.Ed. student teachers. A standardized Mental Health Inventory (HMI) developed by Jagdish & Srivastava (1983) is used to measure the mental health of student teacher in 6 (six) Teacher Education Colleges under Manipur University with 300 B.Ed. student teacher by using simple random sampling technique. The result reveals that (I) majority of the B.Ed. student teachers that is 72% of them possess average level of mental health status. (II) No significant difference between male and female student teachers in terms of their mental health status and (III) Student teachers residing in rural and urban teacher are similar in relation to their mental health.

Key Words: Mental Health Status, Mental Health, B.Ed. student teachers, Gender.

Mental health is the state of physical, mental, social and emotional well-being. Mental health refers as person's ability to make positive self-evaluation, to perceive the reality, to integrate the personality, autonomy, group-oriented attitudes and environmental mastery. It is a psychological state of a man who is functioning at a satisfactory level of passionate and behavioural adjustment. Good mental health is vital to our overall health and well- being.

Surgeon General's Report (1999) mental health is a state of successful performance of mental function resulting in productive activities, fulfilling relationships with other people and the ability to adopt to change and cope with adversity. Mental health plays an important role in the life of an individual. Good health depends on the state of both body and mind. Good health is a resource to every individual which permits to lead a healthy and productive life in harmony with the nature. Health, being the most fundamental condition of human life has been put in the yardstick of development. Physical health is

critical for overall well-being and is the most visible from the various dimensions of health. Mental health can impact their physical health, well-being, connection with others, and livelihood. Mental health conditions are also affecting increasing number of adolescents and young people. Sound mental health of teacher is very important to imbibe knowledge skills, interest and produced efficient and a favourable attitude towards the teaching profession and managed to deal reasonably with others.

Student teachers are the future teachers, they should have a balanced and sound condition. A mentally healthy and well-adjusted student teachers can adjust easily to cope up with the environment and daily life challenges effectively. Healthy persons have the capacity to deal with stresses, traumas and losses that faced in their lives. If the mental health is improper, it may adversely affect the mental health of school children. So, it is necessary to have an integrated and balanced personality. Teachers are one of the most crucial linkages to the positive mental health of students. They play a significant role in a student's life, they are embodiments of knowledge, moral support, encouragement and love. Teachers have a crucial role in shaping a student's future; they make students independent.

Michel P. Dune et al. (2013) conducted a study on educational stress and adolescent mental health in Asian Communities in 4000 adolescents in India, China and Vietnam. The study aimed at the nature and possible impact of educational stress on students. It reveals that educational stress is considered as one contributing factor to poor mental health within a range of individual, family, and school level variables.

Dinesh Kumar and Tanu Gupta (2013) carried out a study on mental health of pupil teachers in relation to their intelligence and aptitude towards teaching profession. The study was focus on the relationship between mental health with the intelligence and aptitude towards teaching of pupil teachers. It was hypothesized that there exists a significant positive relationship between mental health and teaching aptitude of pupil teachers studying in B.Ed. Class. It was carried out on 100 pupil teachers from two colleges of education. The findings revealed that no significant positive relationship between mental health and intelligence of pupil teachers studying in B. Ed. Class. The variables like mental health, intelligence and teaching aptitude are independent to each other.

Gururaja C.S (2017) conducted a study on mental health of B.Ed. student teachers in Bangalore. The objectives of the study were i) to assess the mental health of B.Ed. student teachers. ii) to find whether there is significant differences in mental health of male and female B.Ed. student teachers. iii) to find whether there is significant difference in mental health of urban and rural B.Ed. student teachers. the investigator collected 200 student teachers from rural and urban B.Ed. colleges situated in Bangalore University. He used Mental Health Inventory by A.K. Srinivasan (1983). (i) The findings revealed that a majority of the B.Ed. student teachers' average level of mental health. (ii) there is significant difference between male and female B.Ed. student teachers with respect to their mental health (iii) there is a significant difference in the mental health of urban and rural B.Ed. student teachers.

Mostafijur Rahaman (2017) carried out a study on mental health of teachers of private B.Ed. college in relation to their gender and locality. The study aims to find out the mental health of private B.Ed. college's teacher in respect with gender and locality. The investigator was selected 100 teachers from private teacher training institute. It was found that there were no significant differences between male and female teachers and also reveals that urban and rural teachers.

Mathilde M. Husky et al., (2020) studied stress and anxiety among University Students in France during

Covid-19 mandatory confinement. While necessary from a public health standpoint. Covid-19 confinement strategies are often contrary to evidence-based therapies used to treat mental disorders. University students may be particularly vulnerable to mental health problems. The sample experienced increased anxiety as well as moderate to severe stress during confinement. Respondents who did not relocate to live with parents were disproportionately affected.

Objectives of the study

1. To find out the mental health status of B.Ed. student teachers of the Colleges of Teacher Education of Imphal East and Imphal West District, Manipur.
2. To compare the mental health status of male and female B.Ed. student teachers under study.
3. To compare the mental health status between rural and urban B.Ed. student teachers.

Hypotheses

1. There exists no significant difference between mental health status of male and female B.Ed. student teachers under study.
2. There exists no significant difference between mental health status of rural and urban B.Ed. student teachers under study.

Design of the study

The present study is based on descriptive research design.

Population and Sample

All the B.Ed. Student teachers of the Colleges of Teacher Education of Imphal East and Imphal West District of Manipur has treated as population of the study. In the present study the investigator has selected 6 Colleges of Teacher Education, under Manipur University with 300 B.Ed. student teacher by using simple random sampling technique.

Tools Used

In the present study, a standardized Mental Health Inventory (HMI) developed by Jagdish & Srivastava (1983) is used to measures mental health of student teacher in 6 (six) Teacher Education Colleges under Manipur University. Mental Health Inventory (MHI) has been designed to measure mental health of student teachers not mental illness. The tool consisted of 54 items with 4-point scale, ranging from always to never.

Statistical Techniques Used

The investigator used percentage analysis and independent 't' test for analyzing the collected data.

Table 1: Distribution of Mental Health Status of B.Ed. Student Teachers.

Mental Health Status	Frequency	Percentage
Low Mental Health Status	44	14.7
Average Mental Health Status	195	65.0
High Mental Health Status	61	20.3
Total	300	100

Table -1 shows that the mental health status of B.Ed. student teachers under study. It reflects that out of 300 B.Ed. student teachers 195 (65%) possess average mental health status followed by 61 (20.30%)

B.Ed. student teachers exhibit high mental health status and 44 (14.70%) possess low mental health. The study showed that maximum number of student teachers suffer from mental health problem in average level. Here in average mental health means a critical mental health, a need to control the status. High mental health status means no sign of problem with mental health. The study of Gururaja C.S. (2018) supported the finding of the present study. The results of the study indicated that majority of the B.Ed. student teachers that is 72% of them possess average level of mental health status.

Table 2: Significance of difference between mean scores on mental health of male and female B.Ed. student teachers.

Variable	Gender	N=300	Mean	SDs	df	't'	Sig. Level	To find out the
Mental Health	Male	188	130.31	11.60	298	.635	Not Sig.	
	Female	112	131.14	10.44				

significance of difference between Means and SDs of mental health status of male and female B.Ed. student teachers 't' test is applied. The mean value of male respondents is 131.14 and SD is 10.44, whereas the mean value of female student teacher is 130.31 and SD is 11.60. The obtained 't' value is .635, thus hypothesis – 1 is retained. It shows that there is no significant difference between male and female student teachers in terms of their mental health status. It means that both male and female student teacher are similar in their awareness level with regard to anxiety, tension, restlessness, nervousness, loneliness and anger. They are all mature enough to cope up all these issues easily and cheerfully. Both male and female student teachers can also handle lightly the minor health issue like headache, tiredness and disturbed sleep. They are able to manage change, demands and uncertainty.

Table 3: Significance of difference between mean scores on mental health of rural and urban B.Ed. student teachers.

Variable	Residence	N=300	Mean	SDs	df	't'	Sig. Level
Mental Health	Rural	165	117.57	10.95	298	.277	Not Sig.
	Urban	135	116.94	10.14			

It is observed from the Table No-3 that there is no significant difference between rural and urban B.Ed. student teachers with respect to their mental health. The mean value of rural and urban teachers are 117. 57 and 116.94 respectively. The SDs value of rural and urban teacher are 10.95 and 10.14 respectively. The obtained 't' value is .277 which is not significant at any level of confidence. Hence the null hypothesis is accepted. It means that student teachers residing in rural and urban teacher are similar in relation to their mental health. The study of Mostafijur Rahaman (2017) reported the same result.

Educational Implications

1. To create a holistic approach for youth and health care of adult with a special focus on nutrition, psychological issues which in turn a healthy mind set for overall wellbeing.

2. To maintain good mental health and adjustment of student teachers, it is necessary to focus on physical and emotional health, personal and group guidance, counselling services, therapy and treatment in case of illness or distress.
3. It shows the importance of mental health of rural and urban student teachers. these teachers should be properly guided. Overload activities which cause mental strain among trainee should be avoided. To maintain overall well-being yoga and meditation camps should be organized time to time in college so, that teachers may get the opportunity of training of stress management and learn stress coping strategies.
4. There is an acknowledgement and growing awareness of the students for promoting mental wellness. Most of the students suffer from emotional instability, anxiety, frustration and emotional upset in day-to-day life. They would need to be guided and counselled on the various aspects of social and school life, education and career counselling, which can enhance to reduce stress, overcome anxiety and associated symptoms to improve their ability and perform well. Joint efforts should be made by teachers' counsellors, and policy makers to provide necessary service to achieve better in academics. The responsibility for maintaining and improving holistic health lies with multiple stakeholders i.e., the individual the state, private service providers etc.

Conclusion

The present study revealed that out of 300 B.Ed. student teachers 195 (65%) possess average mental health status. No significant difference between male and female student teachers in terms of their mental health status. The present study also reported that no significant difference between rural and urban B.Ed. student teachers with respect to their mental health. Teachers can play an important role in motivating their students, which is possible only when they possess good mental health. The findings revealed that the majority of student teacher possess average health problems. During pre-service training programmed, appropriate mental health training has to be imparted to these student teachers. To empower their full potential student teacher should be actively involved in health and wellness programmed, active involvement in physical activity can also release their tension, anxiety and also enhanced emotional stability. Teacher tries to adopt many techniques to help the students to learn. A proper study habits enables an individual to reap a good harvest in future.

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