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School Mental Health Among Teachers- An Impact Analysis

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ABSTRACT: The study "School Mental Health among Teachers- An impact analysis" was conducted, to promote School Mental Health among School teachers in Tiruchirapalli district. School mental health practice is not much thought in this region. It is one of the basic necessities that the teachers should get to know for the better all-round development of the school students. The review of literature, pertaining to the topic, gave an insight into thestudy regarding School Mental health. For selecting the sample, the researcher has adopted two phase sampling design (Kristopher Jennings 2009). In the first phase out of the Primary schools, High schools and Higher secondary schools only High schools and Higher Secondary schools were selected by simple random sampling using lottery method. In the second phase census method was adopted and selected all the teachers who attended the workshop. Pre- assessment was done with all the teachers before attending the workshop. Hence the sample of the study consisted of 55 school teachers. School Mental Health inventory was constructed, standardized and published by J.O.JerydaGnanajaneEljo, P. Ilango and S.Vijaya Lakshmi (2017). The overall reliability of the tool was .926. This tool was used to collect the data from the teachers who attended the workshop.The data was carefully analyzed and processed, statistical test such as Mean, Standard Deviation, Karl Pearson's co-efficient of correlation, independent test, Paired t test and F Test were applied to interpret the data and to draw meaningful inferences by using the Statistical Package for Social Sciences. The overall measure of School Mental Health before intervention was that more the half of the respondents (56.4%) had average level of school mental health whereas after intervention majority of the respondents (61.8%) had average level of school mental health.

Keywords: School Mental Health, Teachers, Mental health

1. INTRODUCTION

School Mental Health
School Mental Health is any mental health services provided in a schools in which the students receive to enhance social, emotional, behavioural adjustments and wellbeing. The school mental health program is an American program established in 1989 to provide services to elementary, middle and high school students. The primary goal of school mental health program is to facilitate academic success by removing or reducing conditions of stress, emotional and behavioural problems that serve as barriers to students learning. The School Mental Health program provides comprehensive, effective, developmentally and culturally sensitive mental health services in a normal school setting. These services should range from

school-wide prevention to individualized, intensive interventions. Prevention activities should include classroom meetings that help students to learn problem solving and coping skills. For examples students should be taught how to respond bullying, teasing etc. students who have more sever or long-lasting behaviour, social, emotional needs will require more intensive services. In these situations, intervention of school mental health services is needed which is provided by school mental health professionals like school teachers, school counsellors, school psychologists and school social workers. Child guidance and counselling centres can also be established in schools to provide mental health services where school mental health professional can be appointed. These school mental health professionals should have specific training related to the promotion of health, social, emotional and behavioural development. These professional can only provide services within the scope of their training and experiences with the students individually or in a small groups.

At the same time Mental Health of the teachers are also important to identify the children with problems in classroom and also to be a good teacher or mentor. School mental Health Programmes also refreshes the teachers to be very effective in school and also in their home.

2. REVIEW OF LITERATURE

RameelaShekhar(2013)

Theydid a study on Impact of Globalization on Adolescentsand the role of Mental Health Professionals. The word globalization is now used widely to sum up today's world order. Globalization as witnessed in the world today is not a new phenomenon. It has been evolving for the past several years and gaining momentum day by day. Globalization is a complicated process which has its effects on many sides of socio-economic life. Children and adolescents tend to participate in the global culture more quickly than adults. Its impact can been on various aspects of their life. The impact of this process and the role of mental health professionals will be dealt in this paper. Health and education sector should play a leadership role in advocating for comprehensive preventive actions, and regulatory responses promoting healthy life styles among the children. Home and school play an important role in the lives of children and it is here that supportive preventive and promotive systems can help these children to be healthy and happy amidst the globalization.

V. Sayee Kumar (2013) studied on the topic Why teachers indulge in corporal punishment?
Reports frequently about teachers are being charged with adopting punitive measures like corporal punishment resulting serious injuries to students. Media has also become vigilant to publicise them, leading to an outrage and passionate debates. There are many questions about the reasons ranging from their own psychological factors to social and policy matters. The systematic analysis leads us to classify the causes into psychological, socio-cultural, professional, HRD and other factors. The profession of teaching does not attract the best from society for taking it up as a choice, since teaching is not considered as a first and best profession as a career option to be considered by the young. So the teacher has limited knowledge and motivation on matters of school and child development. But we have a range of child and adolescent mental health challenges which will come on the way of teacher-student interaction on a continuous basis. The school managements also do not pay much attention for continuous professional development and learning of the teachers. The current school system is driven on marks but has lost the focus on development, guidance and counselling. This paper makes an attempt to examine the concerned issues and suggest alternatives. The roles of teachers, parents, management and government are also touched

briefly. The time has come to look for clear causes and help our students to lead a happy school life and aim for their enriched development.

3. RESEARCH METHODOLOGY

Aims
To promote School Mental Health among School Teachers in Tiruchirappalli.

Objectives
- To describe the Socio- Demographic Characteristics of the school teachers.
- To know the Pre-prevalence level of School Mental Health among the School Teachers before the Intervention
- To know the Post-prevalence level of School Mental Health among the School teachersafter the Intervention

Hypothesis
- There is a significant difference between the level School Mental Health among the teachers before and after intervention.

Significance and Scope
The present quasi experimental study will mainly focus on the pre- prevalence and post-prevalence of School Mental Health among teachers. Even though the Educational qualification of the school teachers is good, still we have Mental Health problems at schools. The academic workload and personal stress in them prevents them to make their classroom as healing classroom. So this study will emphasize how important a role of teacher in schools among the various short comings in the environment. The study will also motivate them to construct better mental health practices in Schools. The findings of the study would be further useful to the Government to frame further objectives and policies to enhance the School Mental Health programs which is the need of the hour. In the light of the above, appropriate reforms can be made to improve the mental health of teachers in schools. Further the study would bring new intervention strategies to develop School Mental Health in Teachers.

Research Design

In the present study, the Researcher adopted Quasi-Experimental design, without a control group (Baker, 1999). Quasi-experimental design should be employed in situations where the basic elements of a true experiment, cannot be set up whereby complete random assignments of participants is not possible.

The study attempts to experiment the impact of school mental health through its dimensions namely basic facilities in school, attitude towards teachers, pedagogy of teaching, attitude towards students, attitude towards parents and relationship before and after intervention.

Selection of the respondents
For selecting the sample, the researcher has adopted two phase sampling design (Kristopher Jennings 2009). The universe of the study consists of 292 teachers in Mandikandam block, Tirchirappalli district. In the first phase out of the Primary schools, High Schools and Higher Secondary Schools only high schools and higher secondary schools were selected by simple random sampling using lottery method.One day workshop on School Mental Health was conducted and 55 teachers attended the workshop. In the second phase

census method was adopted and selected all the teachers who attended the workshop. Pre assessment was done with all the teachers before attending the workshop. Hence the sample of the study consisted of 55 school teachers.

Inclusion criteria

➢ School teachers working in High school and Higher secondary Schools were only included in the study.
➢ Both Male and Female Teachers were included in the study.

Exclusion Criteria

➢ Teachers who are in the verge of retirement (Above 55 years) and primary school teachers were excluded from the study.

Pilot study

The researcher did a pilot visit to all the schools in Manikandam Block, in Tiruchirappalli district to find out the feasibilities of carrying out the study, the researcher had discussions with the Headmaster and the Teachers and explained about the purpose and nature of the study. Thus pilot study provided the idea for the researcher toconduct the workshop, select the sample and to collect the data before and after intervention.

Tools for data Collection

Self prepared interview schedule

Self prepared interview schedule was used to collect the socio- demographic profile of the teachers in Manikandam Block, Tiruchirappalli district.

School Mental Health Inventory

As we did not have any tool to measure the School Mental health from the perspectives of Teachers, parents and students, the School Mental Health inventory was constructed, standardized and published by J.O.JerydaGnanajaneEljo, P. Ilango and S.Vijaya Lakshmi (2017).

Problems encountered by the researcher

The researcher found it very difficult to collect the teachers for data collection. Initially researcher found it very difficult to make the teachers to understand the significance of the topic. It was a challenge for the researcher to co-ordinate them and to make them sit for the workshop.

Limitation of the Study

The researcher could not conduct workshop to all the teachers and only those who came for the workshop was included for the study. Due to paucity of time, the researcher could not use experimental design with control group.

Ethical Consideration

Ethical consideration was adopted during the course of conducting the study.This was done by obtaining a written consent from the teacher who participated in the study. The teachers were assured of confidentiality with regard to information collected from the researcher.

Original Contribution
Findings on Level of School Mental Health and its Dimensions
Pre-test score

1. Majority of the respondents (56.4%) had average level of school mental health.
2. Majority of the respondents (50.9%) had average level of School Mental Health in the dimension of Basic Facilities in School.

3. Majority of the respondents (43.6%) had average level of School Mental Health in the dimension of attitude towards teachers.
4. Majority of the respondents (45.5%) had average level of School Mental Health in the dimension Pedagogy of Teaching.
5. Majority of the respondents (67.3%) had average level of School Mental Health in the dimension of attitude towards students.
6. Majority of the respondents (41.8%) had average level of School Mental Health in the dimension Attitude towards Parents.
7. Majority of the respondents (54.5%) had average level of School Mental Health in the dimension of relationship.

Post -test score
1. Majority of the respondents (61.8%) had average level of school mental health.
2. (52.7%) had Average level of School Mental Health in the dimension Basic Facilities in School.
3. Majority of the respondents (50.9%) had average level of School Mental Health in the dimension Attitude towards teachers.
4. Majority of the respondents (52.7%) had Average level of School Mental Health.
5. Majority of the respondents (69.1%) had average level of School Mental Health in the dimension Attitude towards Students.
6. Majority of the respondents (43.6%) had poor level of School Mental Health in the dimension Attitude towards Parents.
7. Majority of the respondents (60%) had average level of School Mental Health in the dimension of relationship.

4. CONCLUSION

Schools are seen as the natural entry point where the mental health needs are discovered in children. The modern technological era, and the competitive education system creates huge mental health problems among the school children. Efforts should be taken by the schools to provide support to restore the problems by appointing school social workers and promoting school mental health activities in schools which is a foremost need for building the future generation with sound mind and sound body.

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