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## A STUDY OF ANXIETY PATTERN IN RELATION TO THE MENTAL HEALTH OF SECONDARY SCHOOL TEACHERS.

Dr. Pooja, Assistant Professor,

Sohan Lal D.A.V. College of Education, Ambala City

### Abstract

Globalization and modernization brought about a drastic change in the lifestyle. Teachers are also unaffected and suffering from psychological disorders. The present study is an endeavor to study anxiety pattern in relation to mental health of secondary school teachers. The study aims to study the relationship between anxiety and mental health of secondary school teachers. It was found that there is no significant relationship between well mental health and anxiety, but it is opposite in case of low mental health.

Keywords: Mental Health, Anxiety

Sebuah Kajian Pustaka:

### Introduction:

**“Man is a social animal.”**

Very true and real phrase as living in society are greatly affected by the environment, they receive. The emotional and psychological well-being of the man determines his/her optimum development. Due to and globalization, there has been a drastic change in the lifestyle.

Generally, in today's era many people are under mental stress, anxiety, depression, etc. Anxiety is the importance psychological variable which is considered important variable of harmonious development. Area of education is also untouched by this. The teacher is the important pillar of education. The performance of teacher depends upon his/her mental health. The schoolteachers are also seen suffering from anxiety due to many factors like job business dissatisfaction, low income, and maladjustment, etc. (Umar Devvrat& Dubey, Indu, et.al. emphasized,13)

Considering this important issue, the present study is an endeavor to study the relationship between anxiety and mentalhealth of teachers.

**Objective of the study:**

1. To study the level of mental health among secondary school teachers.
2. To study the level of anxiety among secondary school teachers.
3. To study the relationship between anxiety and mental health among secondary school teachers.

**Key Terms used in the study:**

1. **Mental Health:** Mental health is an integral and essential component of health. The WHO constitution states: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." An important implication of this definition is that mental health is more than just the absence of mental disorders or disabilities. Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. Multiple social, psychological, and biological factors determine the level of mental health of a person at any point of time.

Poor mental health is also associated with rapid social change, stressful work conditions, gender discrimination, social exclusion, unhealthy lifestyle, physical ill-health, and human rights violations. There are specific psychological and personality factors that make people vulnerable to mental health problems. Biological risks include genetic factors. (World Health Organization)

2. **Anxiety:** Anxiety Disorders are the most prevalent of psychiatric morbidities and are the sixth leading cause of disability worldwide with 4% of all YLD (years lived with disability). It is seen more commonly in females as compared to males. Roughly 273 million had an anxiety disorder as of 2010.

An anxiety disorder may make the person feel anxious most of the time, without any apparent reason. In some cases, the anxious feelings may be so uncomfortable that the person may stop routine activities. At times, the occasional bouts of anxiety may be so intense that they terrify and immobilize the person.

Anxiety reflects the anticipation of fear and represents an adaptive attempt to prevent the fear-provoking circumstance from occurring. In an anxious state, people are readying themselves and preparing themselves to cope with a future problem or dilemma that they

anticipate will cause harm, if not prevented from occurring. In this respect, anxiety is a normal, beneficial emotion. (National Health Portal, India)

### **Methodology:**

1. **Sample:** The secondary school teachers, teaching in the area of district: Panchkula, Haryana was taken for the data collection. The method of selecting sample was simple random sampling. The sample is made of 10 secondary schools consisting of male and female teachers in Government, Private and Public schools. From 10 schools, 10 teachers each were selected to constitute this sample.
2. **Tools:** The investigator used the following standardized tools in present investigations:
  - 1) Personal Data Sheet (self- prepared)
  - 2) Teachers Mental Health Scale (M.H.I.) by H. P. Magotra
  - 3) Sinha's Comprehensive Anxiety Test by Dr. A.K. Sinha and L. N.K. Sinha (1983)

The Mental Health Inventory was administered to the sample selected for try - out. The scoring was done with the help of the prepared keys. Based on correct responses given by the 27% lower and upper 27% teachers to each item, the discrimination index of each item was noted. It was decided to drop the items that showed the discrimination index less than 0.29 in the first area. Similarly, in the remaining sub tests i.e., second, third, fourth, fifth, sixth and seventh area.

In scoring of M. H.I., the quantification was done with the help of prepared key. The score of all seven sub- tests were added and the total score was considered as the mental health. Higher the scores, better the mental health.

The test – retest method (N= 100) was employed to determine the temporal stability of the anxiety test. The product moment correlation between the test and the retest scores was .85. The internal consistency reliability was ascertained by adopting odd-even procedure (N - 100). Using the Spearman Brown Formula, the reliability co-efficient of the test was found to be .92. The value ensures a high reliability of the test.

The coefficient of validity was determined by computing the coefficient of correlation between scores on comprehensive anxiety test and Taylor's manifest anxiety scale. It was .62, which is significant beyond .01 level of confidence. Later, the score of this scale was correlated with the total anxiety score of Kapoor and Kapoor Hindi version of IPAT Anxiety Questionnaire and W – A Sinha's Anxiety Scale, the validity coefficients were found .54 and .59 respectively.

**Main Findings of the study:**

After the interpretation of data, the investigator was in position to draw certain findings stated in Table-1 that 100 subjects 45 were found to be well mentally healthy, 25 were average mentally healthy and remaining 30 have low mental health and were provided rank like I, II and III respectively.

Anxiety as per the second objective the data was analyzed with the help of quartile deviation. There were also three levels of anxiety, which are extremely high anxiety, normal anxiety, and extremely low anxiety. The results of summary have been entered in Table-2.

This table also showed there are three levels of anxiety. There are 100 subjects and It can be interpreted from the Table-2 that 36 are extremely high anxiety level and 34 are having the normal anxiety level and rest 30 having extremely low anxiety level. They were provided rank like I, II and III respectively.

After the interpretation of data, the investigator was in position to draw certain findings and stated of Table-2 is that the result of the study shows that out of 100 subjects 36 were found to be extremely high anxiety level. They were provided rank like I, II and III respectively.

Product moment coefficient of correlation between well mental Health secondary school teachers and their anxiety levels scores are given;  $r_1$ =Secondary school teachers mental health score (well mental health),  $r_2$ = anxiety scores,  $N=45$ ,  $df = N-2= 45 -2= 43$ , Table value at .05 level of significance = .288, and Table value at .01 level of significance = .372 Values of Correlation between secondary school teachers' mental health (well mental health) and their anxiety scores are given in the Table-3. The value of  $r$  is not significant at .05 level and .01 levels. It shows that there is no significant relationship with these variables.

The values of coefficient of correlation between secondary school teacher's mental health (well mental health) and anxiety score is .04. The value of  $r$  is not significant at .05 level and .01 levels. It shows that there is no significant relationship between these two variables.

Product moment co-efficient of correlation between average mental health schoolteachers and their anxiety scores are  $r_1$ = Secondary school teachers mental health scores (Average mental health),  $r_2$ = Anxiety scores,  $N=25$ ,  $df = N-2 = 25-2 = 23$ , Table value at .05 level = .396, and Table value at .01 level = .505

Values of correlation between secondary school teachers' mental health (Average Mental Health) and anxiety scores are given in the Table-4. It the values of correlation between the

scores of secondary school teachers' mental health and anxiety score is .31. The value of  $r$  is not significant at .05 and .01 levels. It shows that there is no significant relationship between these two variables.

The results of the study indicated that the values of coefficient of correlation between secondary school teacher's mental health (average mental health) and anxiety score is .31. The value of  $r$  is not significant at .05 and .1 levels. It shows that there is no significant relationship between these two variables.

Product moment co-efficient of correlation between low mental health secondary school teachers and their anxiety scores are  $r_1 = \text{Secondary school Teachers' mental health Scores (Low Mental Health)}$ ,  $N = 30$ ,  $df = N - 2 = 30 - 2 = 28$ , Table value at .05 level = .361, and Table value at .1 level = .453

Table-5 indicates the values of correlation between the scores of secondary school teacher's mental health and anxiety score is .68. The value of  $r$  is significant both at 0.05 and 0.01 levels. It shows that there is significant relationship between these two variables.

#### **Educational Implications:**

This study has its implication for the education administrator and planners. Mental health anxiety are two important factors in the mental and emotional development of any individual. From this as stated by World Health Organization; Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living, and enjoy life. On this basis, the promotion, protection, and restoration of mental health can be regarded as a vital concern of individuals, communities, and societies throughout the world.

So, it is the utmost duty of educational administrators to develop excellent or at least harmonious atmosphere among the teaching as well as non-teaching staff. They should be provided with opportunities to develop well hygienic atmosphere and reduce anxiety level so that it may not cross its threshold value. The school Mental Health services can play critical roles in fostering positive mental health and helping children. (Shah, Hemang & Kumar Devvrat, 2011)

Therefore, sensitizing the teachers to keep their mental health good plays a great educational implication in the world of education.

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**Tables****Table 1**

An overview of level of mental health among secondary school teachers (N= 100).

Level of Mental Health	No. of Subjects	Rank
Well Mental Health	45	I
Average Mental Health	25	III
Low Mental Health	30	II

**Table 2**

An overview of level of anxiety among secondary school teachers (N= 100).

Level of Anxiety	No. of Subjects	Rank
Extremely High Anxiety	36	I
Normal Anxiety	34	II
Extremely Low Anxiety	30	III

**Table 3**

Coefficient of correlation between mental health scores (well mental health) and anxiety scores of secondary school teachers.

Variables	r value	Level of Significance
Mental Health Score of Secondary School Teachers (Well Mental Health)	.04	Insignificant
Anxiety Scores of Secondary School Teachers	.04	Insignificant

**Table 4**

Co-efficient of correlation between secondary school teachers (average mental health) & anxiety scores of secondary school teachers.

Variables	r value	Level of Significance
Mental Health Score of Secondary School Teachers (Average Mental Health)	.31	Insignificant
Anxiety Scores of Secondary School Teachers	.31	Insignificant

**Table 5**

Coefficient of correlation between secondary school teachers (low mental health) and anxiety scores of secondary school teachers.

Variables	r value	Level of Significance
Mental Health Scores of Secondary School Teachers (Low Mental Health)	.68	Significant
Anxiety Scores of Secondary School Teachers	.68	Significant